Education and Examination Regulations (EER) 2018-2019

Bachelor Programme
Hotel Management

Drawn up by the dean of the Faculty of Hotel and Facility Management

Approved by the Study Programme Committee:

Approved by the faculty participation board:
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Reader's guide

The EER starts with a list of definitions, defining the most important matters relating to the educational and examination programmes.

The rest of the EER comprises two parts:

Part 1 comprises rules arising from the Higher Education and Scientific Research Act (WHW), the policy of Zuyd University of Applied Sciences and the policy of the programme department and the faculty. These are rules relating to how current students should progress through the study programmes and examinations and what they can expect from the institutions in that regard. These rules have been categorised in the following chapters:

Chapter 1 General provisions. Describes the programme concerned, to whom the EER applies, when it needs to be published, and who is responsible for this.

Chapter 2 The Board of Examiners. Describes the tasks of and authorities held by the Board of Examiners as well as how students can contact the committee and for what reasons.

Chapter 3 Admission to the study programme. Indicates which regulations apply to admission and where they can be found.

Chapter 4 Structure of the study programme. Describes the regulations set and decisions made regarding the structure of the study programme. This concerns matters in which the programme department has an obligation towards students and matters in which students have an obligation towards the programme department. No description is included of the details of the study programme. That is included in part 2.

Chapter 5 Academic guidance counselling and monitoring of academic progress. Provides the guarantee that a student can access academic guidance counselling (AGC). Details of how this takes place are not given here but in part 2 of the EER. This chapter also describes how often and in what form reports are produced and communicated to the student regarding the academic progress, who has end responsibility for these reports, and how the student can lodge an objection if he/she does not agree with the content of the report.

Chapter 6 System of unit examinations and concluding examinations. Describes the regulations set and decisions made regarding unit examinations and concluding examinations within the study programme. This concerns matters in which the programme department has an obligation towards students and matters in which students have an obligation towards the programme department. No description is included of the details of the unit examination programme. That is included in part 2.

Chapter 7 Degree certificates and statement. This chapter describes the documentary evidence issued once a student has passed a unit examination or concluding examination, who this is issued by, and who signs it. It also describes the degree title and the criteria subject to which the citation 'cum laude' (distinction) is awarded.

Chapter 8 Improper conduct and fraud. This chapter defines improper conduct and fraud, and establishes the procedure applicable in such cases and the consequences.

Chapter 9 Appeals and right of complaint. This chapter relates to appeals regarding decisions made by the director/dean or the Board of Examiners on the basis of the EER. It describes the procedure and sets out with whom an appeal can be lodged. The chapter also describes the kind of complaints that can be submitted, to whom, and where the complaints regulations can be found. The complaints regulations themselves are not featured here.
Chapter 10 Special facilities and circumstances beyond the control of the student with regard to unit examinations. This chapter describes the types of cases in which students can make use of special or additional facilities when sitting unit examinations and concluding examinations. It also describes the procedure for how students can sit unit examinations at a later date, having missed them due to specified special circumstances or circumstances beyond their control.

Chapter 11 Serious nuisance and iudicium abeundi (expulsion order). This chapter describes the consequences of a student causing serious nuisance and what happens if the behaviour of a student (not the academic performance) demonstrates that he/she is not suited to the profession to which the study programme logically leads.

Chapter 12 Concluding provisions – adoption & amendment – evaluation. This chapter describes circumstances under which actions may deviate from the provisions of the EER, who decides on this, and what should happen in cases not provided for in the EER. It also sets out the procedure according to which the EER has been formulated and how changes to the EER should be dealt with. (The Higher Education and Research Act [WHW] also states that changes are not permitted during the period of validity of the EER.). The transitional measures for students who have fallen behind with their studies during a study programme that is no longer up-to-date (for instance as a result of changes to the curriculum) are also set out here. Lastly, this chapter explains who is responsible for the evaluation and any necessary adjustments.

Part 2 sets out the educational and examination programme. Chapter 1 of part 2 provides all information relating to the structure of the teaching and unit examinations, broken down by variant, final specialisation, and block. Part 2 also provides information about the academic year timetable, the block structure, the unit examination regulations, and the academic guidance counselling.
Definitions

Definitions applied in these regulations:

**Academic guidance counsellor/mentor**
A staff member who monitors the academic progress of the student and who mentors the student in this regard.

**Academic year**
The period commencing on 1 September of any year and ending on 31 August of the following year [ART. 1.1 WHW]

**Accelerated variant**
A track of 180 ECs within the Bachelor’s-level programme and oriented towards students with a VWO (pre-university) diploma [ART. 7.9a, WHW].

**Assessment**
A method or set of methods for grading the competences or standardised procedures that enable assessment of competences.

**Associate Degree programme**
An Associate Degree programme is a separate two-year programme within the Dutch higher education system. It is defined in Article 7.8a, WHW.

**Bachelor’s-level programme**
Initial HBO (higher vocational education) study programme [ART. 7.3 and 7.3-a WHW]. A student who has passed the final examination will be awarded a Bachelor’s degree. For each study programme, the Board of Governors will add such information to the degree title as it decides.

**Board of Examiners**
The Board of Examiners is the body responsible for determining in an objective and expert manner whether a student meets the conditions laid down by the education and examination regulations regarding the knowledge, understanding, and skills required for the award of a degree. [ART. 7.12. WHW]

**Board of Governors**
The Board of Governors [ART. 10.2, WHW] of the Zuyd University of Applied Sciences Foundation with the tasks and authorities as set out in the most recently adopted version of the Zuyd University of Applied Sciences Administrative and Management Regulations.

**Certificate of Experience**
The certificate stating the competences the individual has demonstrated as assessed against a specific, nationally-recognised standard, the level of those competences, and how the competences have been demonstrated.

**CMR**
The Central Participation Council [ART. 10.17 WHW]

**Competence**
Competence is the capacity to apply and further develop available knowledge, understanding, skills, and attitude in order to adequately perform concrete tasks in professional life.

**Concluding examinations**
The propaedeutic (first-year phase) or final examinations of a study programme [ART. 7.8 and 7.10 WHW].

**Contact Hour**
A scheduled hour during which one or several students are physically in contact with a lecturer, supplemented by the hours that arise on the basis of arrangements between student(s) and lecturer(s), as set out in the EERs.
In this case, an 'hour' is understood to be sixty minutes.

**CROHO**
Central Register of Higher Education Study Programmes containing all study programmes leading to an HBO (higher vocational education) degree certificate with the degree title attached thereto, subject to passing the final examination leading thereto [ART. 6.13 WHW]
Dean
The head of the faculty as referred to in ART. 10.3 b, § 2, WHW. In accordance with Article 23, § 5 of the Executive Regulations, the dean’s duties include drafting the teaching programmes and the programme-specific section of the EER.

Degree certificate
Documentary evidence issued by the Board of Examiners that the student has passed the propaedeutic examinations or the final examinations of a study programme included in the CROHO [ART. 7.11 WHW].

Diploma supplement
A standardised addition to the degree certificate/diploma containing relevant details of the study programme, based on the model developed by the European Commission, the Council of Europe, and CEPES, the educational arm of UNESCO.

Dispute Advice Committee
The committee that issues advice on payment of student fees, enrolments, and termination of enrolments, the award of degrees, etc. [ART. 7.63-A WHW]

Dual study programme
Study programme whereby one or more periods of study may be exchanged for periods of work experience related to the programme. Such a study programme will therefore contain study and work elements. The work element is a part of the study programme and can therefore qualify for course credits [ART. 7.7 WHW]

EC
European Credit, a unit that represents 28 hours of academic work. The EC is equal to a course credit [Article 7.4, § 1, WHW]. When a unit examination is taken and passed, the student is awarded the number of ECs corresponding to that study unit as listed in part 2 of this EER.

ECTS
European Credit Transfer System enables the transfer of students between countries by expressing study load in a way that allows comparison (in European Credits).

Elective options
A group of study units from a study programme, including projects, as chosen by a student to enable him/her to emphasise his/her own competences within his/her study programme.

Enrolment year
The period of continuous enrolment of a student commencing on the date of enrolment for a study programme and ending twelve months thereafter.

Examinations Appeals Board
The Examinations Appeals Board (Appeals Board) [ART. 7.60-63 WHW].

Examiner
A person designated by the Board of Examiners (and who may or may not be an employee of the university of applied sciences) who administers the unit examinations and documents the results thereof [ART. 7.12c WHW].

Exemption
Full or partial exemption from the requirement to sit a unit examination in order to satisfy the enrolment or admissions conditions and/or to obtain course credits in respect of sitting propaedeutic or final examinations.

External assignment
A request from a legal entity other than the Zuyd University of Applied Sciences to one or more study programmes of the institution oriented towards having a student or group of students perform an assignment. The dean has the power to make a binding recommendation for the performance of this assignment, in observance of the authorities of the Board of Examiners.

External student
Someone registered as an external student at the institution [ART. 7.32 WHW] and as such is only attending for the purposes of sitting examinations [ART. 7.36 WHW]

Extra opportunity
The opportunity to take an extra unit examination that can be awarded to a student outside the standard scheduled unit examinations/resits.
Facility
Steps taken by an authorised staff member or body within the institution to provide the student with assistance with the aim of supporting and guiding his/her study progress.

Faculty participation board
The participation board of a faculty [ART. 10.25 WHW].

Final specialisation
A course programme decided by the dean consisting of a cohesive package of post-propaedeutic phase study units. The final specialisation is specified on the degree certificate.

Fraud
'Fraud' means any severe attributable act or failure to act by a student with the object of rendering the examiner partially or fully incapable of giving an accurate assessment of the acquisition of competences by that students or any other student.

Improper conduct
Any act or failure to act by a student that disrupts the effective provision of education or that prevents or restricts the ability of the examiner to form an accurate opinion as to the student’s acquisition of competences.

Institution
Zuyd University of Applied Sciences as run by the Zuyd University of Applied Sciences Foundation, registered in Heerlen.

Intermediate Vocational Education programme (MBO)
A middle-management training programme, either a specialist study programme or a professional study programme designated by the minister [ART. 7.2.2 WEB].

Key project
A key project is a study unit evaluated by one or more examiners and on the basis of which the relevant competence acquisition of a programme can be demonstrated. This may be a dissertation (e.g. Bachelor’s thesis), internship/work placement report, artwork(s), performance, etc.

Learning abroad agreement
Agreement between the student and the Board of Examiners in which the relevant educational institutions set out the agreements regarding his/her educational experiences abroad, in accordance with the ECTS system.

Learning path
The study units in which the student wishes to be examined, either at the same time or in sequence, in order to acquire the competences relevant to a study programme. A student wishing to follow a learning path not defined in this EER requires the permission of the Board of Examiners.

Major
The core study units of a study programme, in which all students must sit unit examinations to acquire the competences necessary to be awarded a degree certificate.

Master’s study programme
Initial HBO (higher vocational education) study programme [ART. 7.3 WHW], upon completion of which the student is awarded a Master’s degree.

Minor
Elective component of 15 ECs. See also 'Zuyd minor'.

Nominal study load
The study load excluding the time involved in resitting unit examinations and the preparation for those examinations.

Notice to terminate or continue studies
A binding recommendation issued to the student during the propaedeutic phase on whether or not to continue with the study programme. This notice may include a notice to exclude. [see: Notice to terminate or continue studies regulations of Zuyd University of Applied Sciences]

Optional course profile
Scope for a student to choose to study a maximum of 120 ECs selected from one or more Zuyd minors, other minors, or elective courses (including projects) from the student’s own study programme. A study programme consists of a major plus an optional course profile.
Partial examination
An test, the grade for which contributes to the grade for the unit examination of which it is a part. The EER will specify the weighting factor of every partial examination. Partial examinations are referred to as ‘tests’ in Osiris.

Part-time study programme
A study programme designed so that in addition to studying, the student can also carry out other work. This work may qualify for course credits in the form of exemption ECs or, subject to conditions imposed by the Board of Examiners, be treated as study units.

Plagiarism
Copying the works, thoughts, and reasoning of others and presenting them as one’s own work.

Post-propaedeutic phase (Post-first-year phase)
The phase of the study programme following the propaedeutic (first-year) phase and which is concluded by final examinations.

Practical exercises
Practical exercises involve one or more cohesive study units whereby the examiner is able to grade the performance of the student through observation.

Propaedeutic phase (first-year phase)
The phase concluded by the propaedeutic (first-year phase) examinations [ART. 7.8 WHW].

Student
The person registered as a student of the institution [ART. 7.32-7.34 WHW].

Student counsellor
A staff member who advises the student on matters involving study and student life. The student counsellor also assists and mediates in personal problems of any kind, material or otherwise.

Study block
A study block comprises one of the four terms making up an academic year. These blocks have comparable study loads. Before the start of an academic year, the Board of Governors shall decide upon the dates on which each new study block commences.

Study load
The standardised load in terms of time allocated to each study programme and study unit expressed as whole ECs [ART. 7.4 WHW] and as set out in the EER.

Study plan
A progression of study units agreed between the student and his/her mentor/academic guidance counsellor in order to be eligible for the final examinations. This progression may differ from the sequence of the standard programme.

Study programme
A cohesive package of study units aimed at achieving well-defined objectives as to knowledge, understanding, skills, and attitude that the student following such programme must acquire [ART. 7.3 WHW]. Study programmes may be full-time, part-time, or a dual study programme, and taught up to Bachelor’s degree level.

Study Programme Committee
A Study Programme Committee is set up for each programme or group of programmes, consisting of students and lecturers. Study Programme Committees provide advice on the amelioration and safe-guarding of the quality of the programme, including the EER. The WHW gives rights to these committees, such as the right to information and the right of facilitation.

Study unit
A cohesive package of competences to be acquired, expressed as whole course credits.

Unit examination
A unit examination must be sat for each study unit which tests the knowledge, understanding, attitude, and skills of the candidate, and that evaluates the results of the examination. A unit examination may consist of multiple partial examinations. The results of unit examinations can be viewed in Osiris under the reference ‘course result’. Partial examinations are referred to as ‘tests’ in Osiris.

WBP
The Personal Data Protection Act [BULLETIN OF ACTS AND DECREES 2000: 302], plus any subsequent amendments and additions.
**Weekday**
A day, not being a Saturday or Sunday, or any generally observed holiday or national holiday designated by the government not falling during any free time scheduled by the Board of Governors.

**WHW**

**Work experience agreement**
Agreement between the student, the dean for the study programme for which he/she is registered, and the organisation where the student undertakes the work experience element of the study programme. The work experience agreement sets out concrete terms regarding external learning activities within the student’s learning path for a pre-determined length of time.

**WSF 2000**
The *Student Grants Act* [Bulletin of Acts and Decrees 2000 no. 571], plus any subsequent amendments and additions.

**Zuyd Minor**
Minor of 15 ECs identified as such and accessible to the students of at least two study programmes.
Part 1. Rules on teaching and unit examinations
Chapter 1 General Provisions

Article 1.1. Scope

§ 1
These Education and Examination Regulations apply to Hotel Management with croho study programme code 34411 for full-time study education. These regulations apply to all students registered for this study programme and to external students unless indicated to the contrary in the text.

§ 2
The student cannot derive any rights from Education and Examination Regulations (EER) that applied in previous academic years, unless these rights form part of a transitional scheme as referred to in article 12.4.

Article 1.2. Disclosure and publication

The dean will arrange for publication of the applicable EER prior to 1 September of the academic year to which the EER pertains, so the student can formulate a good opinion of the content and structure of the teaching and the examinations.
Chapter 2 The Board of Examiners

Article 2.1. Board of Examiners, tasks and authorities

§ 1
Every study programme has its own Board of Examiners or shares one with a group of other study programmes within a faculty.

§ 2
The Board of Examiners is the body responsible for determining in an objective and expert manner whether a student meets the conditions laid down by the education and examination regulations regarding the knowledge, understanding, and skills required for the award of a degree.

§ 3
Students can approach the Board of Examiners for:
   a) a request for exemption from one or more unit examinations
   b) a request for exemption from the obligation to participate in practical exercises for the purposes of permission to sit the unit examinations in question, which may or may not involve alternative requirements
   c) a request for waiver of the entrance requirements for sitting a unit examination
   d) a request for admission to variants/learning paths subject to the approval of the Board of Examiners
   e) a request for the extension of the period of validity of a successfully completed unit examination or partial examination
   f) a request for enrolment in a minor not on the list of minors available to students in the requester's study programme
   g) a request for an extra resit
   h) a request for facilities and modifications due to a disability or chronic condition
   i) a request for academic facilities in consideration of the requester's practise of competitive sports at an elite level
   j) a request to depart from the EER if its application would lead to a decidedly unreasonable situation
   k) an objection against an assessment by an examiner

§ 4
The Board of Examiners can be reached via examencommissiehsm@zuyd.nl.
Chapter 3 Admission to the study programme

Article 3.1. Admission

Admission to the study programme takes place in observance of the provisions of the Regulations on Enrolment of Zuyd University of Applied Sciences. These regulations are available on www.zuyd.nl.

Article 3.2. Further requirements regarding previous qualifications

§ 1

The study programme is subject to the following supplementary requirements regarding previous qualifications:

HAVO (higher general secondary education) diploma or equivalent or VWO (pre-university) diploma or equivalent

All those with a HAVO / VWO profile with, besides English, a second modern foreign language * at A2 level may be admitted to the study programme. It is strongly recommended to have Economics and/or Management and Organisation as part of the examination subjects. Only HAVO candidates with the profile Culture and Society must have Management and Organisation or Economics as part of their examination subjects.

MBO (intermediate vocational education diploma) diploma or equivalent, with HAVO as previous qualification

Level 4 candidates with a certificate as Horeca Ondernemer Manager, with besides English, a second modern foreign language at A2 level * and HAVO as previous qualification may be admitted. This qualification gives access to a fast track programme (3 years).

MBO (intermediate vocational education diploma) diploma with VMBO (preparatory secondary vocational) as previous qualification or equivalent

Level 4 candidates with a second modern foreign language at A2 level * will begin to study in a special module if they have a level 4 certificate as ‘Horeca Ondernemer Manager’ and VMBO as a previous qualification. They will follow a four-year study programme, of which the first semester will focus on subjects that are known to cause problems for those who have previously studied at MBO level and who are following a subsequent study programme at HBO level. They will continue the regular study programme after the first semester. This group can only start to study in September, in the Dutch stream.

* Information for students who, besides English, did not study French, German or Spanish as part of their final examination subjects:

At Hotel Management School Maastricht, you study a second language in addition to English. You can choose from French, German or Spanish. The entry level for this language is A2 (European Reference Framework). If you have completed a final examination in the language of your choice, then this is sufficient. If you studied a different foreign language in your final examination subjects, then we strongly recommend that you take a course in your newly selected language at A2 level before commencing your studies. If you fail to do so, you risk starting your studies with a language deficit, which can be problematic. See below for language-learning institutions:
NB: International passport holders: 
International passport holders whose second modern language in the final examination subjects is not part of the HMSM curriculum i.e. French /German/ Spanish, and have not completed a language certificate at A2 level in one of these three languages, have the option to study Dutch as their second modern language. The Dutch programme starts at beginner’s level.

§ 2
If the applicant does not meet the further requirements regarding previous qualifications, he/she may still be admitted if he/she meets the following requirements.
[In case the student does not meet the requirement of the second modern language (see 3.2.1) at the time of registration, he/she has to hand in a certified diploma at A2 level or at least written proof of participation in a course at A2 level. We would like to receive one of these documents no later than 1 July (group starting in September) of 1 December (group starting in February). In case the student only hands in the written proof of participation, he/she has to hand in the final language certificate to the Board of Examiners no later than 1 October (group staring in September) / 1 March (group starting in March)
The candidate should follow these courses at the following certified language learning institutions:
German: Goethe Institut
Spanish: Organisations accredited by the Institute of Cervantes
French: Alliance Française

NB: We do not accept certificates older than 2 years.

Article 3.3 Supplementary requirements

§ 1
The study programme is subject to the following supplementary requirements regarding previous qualifications.
[Candidates are admitted to the study programme on condition that they pass their final examinations of secondary school. Should a candidate fail these examinations, their admission entitlement expires. You can then participate once again in a selection procedure in a following year.

Students that register for the international programme must have sufficient command of English at the required level. For these issues, see the Regulations on Enrolment and Admittance of Zuyd University of Applied Sciences, Article 2.9, paragraph 2.

§ 2
N/A

Article 3.4 Requirements with respect to employment during part-time study programmes

§ 1
N/A

§ 2
N/A
Article 3.5 21+ investigation

The investigation described in Article 2.3 of the Regulations on Enrolment of Zuyd University of Applied Sciences for applicants aged 21 years or above who do not meet the requirements regarding previous qualifications has the following contents. Those aged 21 or older who do not meet the requirements of the Hotel Management School Maastricht regarding previous qualifications in the sense of Article 3.2 take (an) additional test(s) in order to test the aptitude for the programme. If necessary, the aptitude will be tested for financial subjects / management accounting and / or foreign languages. Aptitude for financial subjects will be tested in a written test, organised by a lecturer Financial Management at the HMSM. Aptitude for a foreign language will be tested in an oral assessment with one of the language lecturers at the HMSM. The test is organised by the selection committee. There are no costs involved in the test.

Article 3.6 Admission for students holding an Associate Degree
Not applicable
Chapter 4 Structure of the study programme

Article 4.1. Variants and final specialisations

§ 1
The study programme Hotel Management has the variant full-time study.

§ 2
The study programme offers the following final specialisation(s):
1. Hotel Management
2. Food Service
3. Horizons in Hospitality

§ 3
The study programme has no accelerated variant of 180 EC for pre-university diploma holders, and has one shorter variant. shorter variant(s). This variant is described in part 2.

Article 4.2. Start of the study programme

The study programme starts on 1 September 2018. Additionally, the study programme also starts on 01 February 2019.

Article 4.3. Language of instruction

§ 1
The study programme has a Dutch-language programme and a(n) [English]-language programme. The English programme has been developed for both international students and Dutch students who subscribed for the English programme. The reason for offering both a Dutch and English programme lies in the fact that HMSM prepares its students for both the national and the international hospitality industry. As a result many graduates chose for an international career.

§ 2
If a study unit is offered in a language other than the language of instruction specified in § 1, this will be stated in the description of the study unit in question provided in chapter 1 of part 2.

Article 4.4. Format of the programme

§ 1
The study programme has a propaedeutic phase and a post-propaedeutic phase, each made up of study units. There is a propaedeutic examination for the propaedeutic phase of each study programme, and final examinations at the conclusion of each study programme.

§ 2
A study unit is a cohesive body of competences to be acquired. There is a unit examination for each study unit.

§ 3
Each study programme comprises a major of at least 120 ECs. The number of ECs of the major is given in chapter 1 of part 2, specified by final specialisation if applicable.
§ 4
Every study programme has an optional course profile of at least 15 and at most 120 ECs. The number of ECs of the optional course profile is given in chapter 1 of part 2, specified by final specialisation if applicable.

§ 5
The optional course profile is structured to allow the students to pursue minor and elective modules.

Article 4.5. Study load and distribution

§ 1
The study programme's total study load is 240 EC in all.

§ 2
A student who enrols for a study programme will be offered a nominal study load of at least 60 ECs per academic year. This curriculum is scheduled over a minimum of 40 course weeks.

§ 3
Every academic year is divided into 2 semester. These semester have comparable study loads. The division of the academic year into blocks and the moment of assessment for each is set out in chapter 3 of part 2.

§ 4
No more than five study units and the unit examinations for such units may be offered per study block, including practical exercises.

§ 5
The dean is responsible for offering an adequate number of timetabled contact hours in order to achieve a good quality of teaching within the teaching concept and to give the student the opportunity to feel involved with the study programme personally and in terms of his/her studies. Each year the dean, the Study Programme Committee, and the Board of Examiners will evaluate, at a minimum, the number of actual contact hours.

§ 6
The propaedeutic phase will have a minimum of 504 contact hours timetabled.

§ 7
Students following a study programme to enter a profession for which statutory requirements have been laid down regarding the acquiring of competences for practising such a profession will be given the opportunity within the study programme to satisfy such requirements.

Article 4.6. Practical exercises

§ 1
The dean may assign one study unit or a cohesive group of study units the status of practical exercise. All practical exercises will be listed as such in part 2, chapter 1.

§ 2
By means of a practical exercise, the examiner shall make an assessment of the student through observation.

§ 3
If participation in a practical exercise is conditional on passing a specific unit examination or partial examination with an adequate grade, this will be described in chapter 2. If sitting a unit examination is conditional on the successful completion of a practical exercise, this will be described in chapter 2.

Article 4.7. Specific clauses governing the part-time variant

The study programme has no part-time variant.

Article 4.8. Specific clauses governing dual variant

§ 1
Not applicable, as the study programme has no dual variant.

§ 2
Not applicable, as the study programme has no dual variant.

§ 3
Not applicable, as the study programme has no dual variant.

Article 4.9. Programme structure

§ 1
The structure of the study programme is set out in part 2, chapter 1. This lists for all variants, including any accelerated variants of the study programme, the following information for each academic year, by study unit (including practical exercises):

1. name of the study unit
2. the competences acquired through the study unit
3. the period(s) in which the study unit is offered
4. any applicable admission requirements for the study unit
5. the work form(s) in which the study unit is offered
6. the number of ECs expressed in whole numbers that the study unit comprises
7. the number of contact hours timetabled for the study unit
8. the minimum number of contact hours of academic counselling to which each student is entitled
9. attendance requirement, if any, for study units or components of study units
10. the unit examination format; if partial examinations are set, the number, format, and weighting factor of the partial examinations will be stated
11. the week in which the unit examination is offered
12. the opportunities for resitting unit examinations and (insofar as applicable) partial examinations
Additionally, for practical exercises, chapter 1 of part 2 states:
- the method of distributing and allocating places
- the method of coaching
- the assessment criteria
- how and when the assessment is to be made
- the opportunity for resitting examinations, and for interrupting or cutting short examinations
- whether any costs are payable by the student

Not applicable.

**Article 4.10. Propaedeutic phase (first-year phase)**

§ 1
The study load of the propaedeutic phase of a study programme is 60 ECs.

§ 2
The propaedeutic phase concludes with a propaedeutic examination.

§ 3
The propaedeutic phase is part of the major of a study programme.

**Article 4.11. Notice to terminate or continue studies**

§ 1
The propaedeutic phase of the study programme is designed to allow the student to gain insight into the content and goals of the study programme.

§ 2
The issue of the notice to terminate or continue studies in the propaedeutic phase is explained in detail in the *Notice to terminate or continue studies regulations of Zuyd University of Applied Sciences*, which are available on Zuydnet.

§ 3
For students who have not yet passed the propaedeutic examination, under the *Notice to terminate or continue studies regulations* the dean will issue a binding academic recommendation for expulsion if the academic results for the units of the propaedeutic phase are insufficient. ‘Insufficient academic results’ = at the end of the first year of enrolment, the student has obtained a failing mark for more than two study units (or in other words, two Osiris codes). The recommendation will be given not earlier than the end of the first year of enrolment.

§ 4
For the group of students that commenced their studies in February 2017 and concluded semester 2 of the propaedeutic year in January 2018, the following transitional arrangement applies in relation to paragraph 3: If the student has earned **55 credits or more**, then he/she can continue his/her studies. If the student has earned fewer than 55 credits, then the criterion is **number of failed study units** (one study unit = one Osiris code: see list of definitions).
If the student is missing more than two study units, then a negative binding academic recommendation will be issued. Furthermore, if one of the missing study units is "M1 Hotel Operations Theory. (8ECs), then the student must have missed no more than one partial test.

**Article 4.12. Restriction of admission to final specialisations**

§ 1
In chapter 1 of part 2, the admittance requirements for year 3, Module 5 (admittance requirements: 60 EC propaedeutic year and 23ECs from Module 3) and year 4 Module 7 (admittance requirement: 112 ECs from the post-propaedeutic phase) are displayed. These admission requirements fall under the responsibility of the Board of Examiners.

§ 2
Not applicable.

**Article 4.13. Structure of the post-propaedeutic phase: Individualisation and minors**

§ 1
The post-propaedeutic phase consists of a major component and an optional course profile. In the optional course profile, students may pursue Zuyd minors, other minors, or elective modules.

§ 2
Minors and elective modules comprise a study load of 15 ECs. They are published in the Minor Directory. The Minor Directory can be consulted on https://www.zuydnet.nl/en/study/study-career/minors-options-in-your-studies.

§ 3
For each minor and elective module, the Minor Directory sets out:
- the target group(s) of the minor/elective module
- the prerequisites
- the attainment levels
- the forms of teaching
- the method of assessment/examination and resitting
- the number of available spaces
- the method of selection in the event of over-subscription (selection on the basis of admission requirements, drawing lots, or composition by target groups, with lots drawn per target group)
- details of evaluation
- the location at which the minor is taught

§ 4
Students do not require prior permission to pursue Zuyd minors designated in the Minor Directory as open to them.

§ 5
If a student wishes to pursue a minor within or outside the institution that is not specifically designated as open to students in his/her study programme, the student must first request permission from the Board of Examiners to pursue the minor.
§ 6
A student registers the choice of minor or elective module in OSIRIS. The student will receive a confirmation of enrolment by e-mail.

§ 7
In the event that a student cannot be assigned to a particular minor or elective module because the maximum number of places has been exceeded or the minimum number of places has not been achieved, the student will have the opportunity to enrol for another minor or elective module.

Article 4.14. External assignment in the major

§ 1
The dean may decide to invite one or more students to carry out an external assignment as an alternative to one or more study units of the major.

§ 2
The Board of Examiners of the study programme in which the student is enrolled will make the decision on whether the external assignment can replace one or more programme components. This decision will be made in consideration of, at a minimum, the content, level, scope, and organisation of the external assignment as an adequate replacement for the proposed programme component.

Article 4.15. Study plan

§ 1
In consultation with his/her mentor or academic guidance counsellor, a student can draft a study plan for the optional course profile describing his/her choices for the learning path.

§ 2
A student may, with the prior approval of the Board of Examiners, sit one or more unit examinations at another education institution. If a unit examination is sat at an education institute in another country, the relevant education institutes should have signed a learning abroad agreement.

Article 4.16. Registration for post-propaedeutic phase – continuation of studies

§ 1
A student may only register for the post-propaedeutic phase if he/she has been awarded a certificate for the propaedeutic exams for the study programme. [Article 7.30 WHW]

§ 2
The Board of Examiners may permit a student who has not yet passed the propaedeutic exam to sit one or more unit examinations of the post-propaedeutic phase, provided that this does not impede the student's study progress.
§ 3
If a student obtains an exemption under this EER for sitting the propaedeutic exam for the study programme, then for the purposes of registration for the post-propaedeutic phase of this study programme, proof of this exemption will be treated as equivalent to the certificate referred to in the first § of this article. For these cases, a propaedeutic certificate will not be issued.

Article 4.17. Evaluation of the study programme

Section 1.3 of part 2 describes the way in which the study programme is evaluated.
Chapter 5 Academic guidance counselling and monitoring of academic progress

Article 5.1. Academic guidance counselling

§ 1
A student will be assigned a staff member or team of staff members by the study programme department who will be responsible for the academic guidance counselling or related activities.

§ 2
Chapter 3 of part 2 describes the structure of the academic guidance counselling per academic year.

Article 5.2. Monitoring of academic progress

§ 1
A student is entitled to review documentation of his/her academic progress, including a list of unit examination results, at least twice per year of enrolment, at appropriate intervals throughout the year. The HMSM (Hotel Management School Maastricht) organizes the monitoring of the students' progress as follows:
- Each student will receive an e-mail from the Office of Educational Affairs twice a year, informing the student that their grades have been processed in OSIRIS and asking that the student check whether the information on OSIRIS is correct. The student is responsible for checking OSIRIS himself/herself.
- If it becomes clear that the information on Osiris is incorrect, the student must contact the Office of Educational Affairs as soon as possible and in any case within no more than 20 days. The Office of Educational Affairs will then inform the examiner in question of the issue. If required, the examiner will then revise the mark in Osiris and notify the OEA and the student.
- If necessary, a reaction from the student regarding the revision (see above) will be handled by the Board of Examiners, who will inform the student of the decision.
- Twenty days after the date of the original e-mail from the Office of Educational Affairs, the grades as listed on Osiris will be considered as final.

§ 2
The academic progress report in the first year of enrolment (in accordance with the Notice to terminate or continue studies regulations of Zuyd University of Applied Sciences) is arranged as follows. See article 5.2, paragraph 1. The student also receives a written warning concerning a possible binding negative academic recommendation in accordance with article 5 of the Regulations governing Study Advice Zuyd.

§ 3
The dean will ensure that the academic progress report correctly reflects the results achieved by the student.

§ 4
If the student is of the opinion that the academic progress report is incorrect or incomplete, he/she must register an objection in writing to the Board of Examiners within 20 working days.
Chapter 6 System of unit examinations and concluding examinations

Article 6.1. Unit examinations and partial examinations

§ 1
Every study unit concludes with a unit examination.

§ 2
A unit examination may consist of multiple partial examinations. Chapter 1 of part 2 describes the individual partial examinations in the context of the larger unit examination. This includes, at a minimum, the weighting factor.

§ 3
By means of a practical exercise, the examiner shall make an assessment of the student through observation. The structure and organisation of practical exercises and their assessment are the responsibility of the Board of Examiners of a study programme.

§ 4
A unit examination – including several cohesive partial examinations – may be an assessment; the conditions set on assessment and the sitting of such an assessment are set out in part 2, chapter 1.

Article 6.2. Resits

§ 1
Per year of enrolment, the student may sit at least one re-sit per unit examination or partial examination.

§ 2
The Board of Examiners may make an exception to the rule of § 1 for internship/work placement projects and long-term external assignments if it is not possible to redo the internship/work placement or assignment in the same year of enrolment.

§ 3
Resits will only be offered for unit examinations or partial examinations of a study unit that the student has not passed. It is only allowed to resit (partial) examinations that have been passed already at the end of the 4 year programme, in case a student could be eligible for a cum laude. In this case, the student has to contact the Board of Examination and ask for an exemption.

Article 6.3. Sitting extra unit examinations outside the scope of the regular programme

§ 1
A student is entitled to participate in study units and sit the corresponding unit examinations at Zuyd University of Applied Sciences provided that he or she meets the admission requirements for these study units and examinations. The admission requirements are set out in the Education and Examination Rules (EER) of which these constitute a part.
§ 2
An exception to § 1 can only be made by the dean who is responsible for a study unit, if this study unit and the associated unit examination form part of:
- a study programme for which students may be selected or higher student fees may be charged
- a study programme or final specialization for which the student has received a negative binding study recommendation
- a Master’s study programme and the student has not been awarded a Bachelor’s degree
- a study programme subject to an enrolment restriction for which the student has not been accepted. This applies to both a labour market-related quota and to a restriction due to capacity problems.

§ 3
Unit examinations that have been passed for study units that fall outside the scope of the study programme of 240 ECs may be included in the student’s academic transcript and diploma supplement if the Board of Examiners is of the opinion that this contributes to enhancing the practice of the student’s profession. To this end, the student should submit a request, stating reasons, to the Board of Examiners. The Board of Examiners will make a decision and inform the student of this decision, providing argumentation, within ten working days after receipt.

§ 4
Unit examinations passed outside the scope of the student’s study programme do not count towards the results that are considered when a student is given a binding study recommendation.

Article 6.4. Attendance requirement

§ 1
Attendance of the teaching elements is required in the following circumstances:
- the examiner can only assess the student by observing his/her procedures and actions
- the students’ procedures/actions depend on the actual presence of their fellow students
The attendance requirements will be stipulated in part 2, chapter 1.

§ 2
If the assessment of a practical exercise is based in part on an attendance requirement in the practical exercise, then the attendance requirement will be equivalent to a partial examination.

Article 6.5. Concluding examinations

§ 1
The propaedeutic examination is deemed to have been completed when all unit examinations for all study units belonging to the propaedeutic phase have been successfully completed. The Board of Examiners establishes that this is the case, and makes the decision to award the certificate.

§ 2
The final examination is deemed to have been completed when all unit examinations for all study units belonging to the study programme have been successfully completed. The Board of Examiners establishes that this is the case, and makes the decision to award the certificate.
The Board of Examiners may elect to depart from §§ 1 and 2 and assess a student’s knowledge, understanding, and skills independently prior to determining the result of a concluding examination.

**Article 6.6. Assessments**

§ 1
Unit examination grades will only be given by the examiners on the basis of the Dutch ten-point scale or on the basis of the related quality grading scale. The following conversion table is used by the examiners to compare grades:

<table>
<thead>
<tr>
<th>Dutch grade</th>
<th>Description/beschrijving</th>
<th>ECTS grade</th>
<th>ECTS-definition</th>
<th>U.S.-equivalent</th>
<th>OSIRIS-grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 (&gt;=9,5)</td>
<td>excellent/uitstekend</td>
<td>A+</td>
<td>excellent - outstanding performance with only minor errors</td>
<td>A+</td>
<td>EX (excellent)</td>
</tr>
<tr>
<td>9</td>
<td>very good/zeer goed</td>
<td>A</td>
<td>very good - above the average standard but with some errors</td>
<td>A+</td>
<td>ZG (zeer goed)</td>
</tr>
<tr>
<td>8</td>
<td>good/goed</td>
<td>B</td>
<td>B</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Satisfactory/ruim voldoende</td>
<td>C</td>
<td>good - generally sound work with a number of notable errors</td>
<td>B</td>
<td>RV (ruim voldoende)</td>
</tr>
<tr>
<td>6</td>
<td>sufficient/voldoende</td>
<td>D</td>
<td>satisfactory - fair but with significant shortcomings</td>
<td>C</td>
<td>VO/VLD (voldoende/voldaan)</td>
</tr>
<tr>
<td>5</td>
<td>pass/voldoende</td>
<td>E</td>
<td>sufficient – performance meets the minimum criteria</td>
<td>D</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>almost sufficient/bijna voldoende</td>
<td>FX</td>
<td>fail - some more work required before credit can be awarded</td>
<td>F</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>fail/onvoldoende</td>
<td>F</td>
<td>fail - considerable further work is required</td>
<td>F</td>
<td>OV/NVD (onvoldoende/niet voldaan)</td>
</tr>
<tr>
<td>2</td>
<td>poor/zeer onvoldoende</td>
<td>F</td>
<td></td>
<td>F</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>very poor/slecht</td>
<td>F</td>
<td></td>
<td>F</td>
<td></td>
</tr>
</tbody>
</table>

§ 2
A unit examination is passed with a grade of 5.5 or higher; equivalent, in qualitative terms, to at least sufficient/pass or voldoende. The qualitative term voldaan indicates a sufficient result.

§ 3
After the sitting of one or more resits for a study unit, the examiner shall register the highest of the results obtained as the result for this study unit.
§ 4
The Board of Examiners shall immediately allocate to the student the ECs earned by passing a unit examination or resit following registering of the assessment by the examiner(s).

§ 5
All unit examinations for study units must be passed with a satisfactory result. It is not possible to compensate a poor score with a good score at the level of unit examinations; however, a compensation scheme may be applied in the case of partial examinations (see part 2, chapter 2).

§ 6
Every student has the right to see the assessment of his/her unit examinations and to have an explanation of the way in which the result was determined. This right to see the assessment expires after 20 working days following the publication of the result earned.

§ 7
The validity of unit examination results or the granting of exemptions is, as a rule, unlimited.

§ 8
The Board of Examiners can decide to declare invalid any course credits that were awarded at least four years ago based on the results of a unit examination from a previous examination programme. They can only decide to do so if the knowledge, insight, or skills assessed in the unit examination prove to be outdated and no longer fulfil the requirements for graduation. The unit examinations that are no longer valid are recorded each year in part 2 of this EER.

§ 9
Each examiner is responsible for reporting to the dean in due time when the content of a unit examination for which he or she is responsible, from a previous examination programme, has become so outdated that the requirements for graduation can no longer be fulfilled. The examiner must also outline the reasons for this. Each year, the dean submits these old examinations per study programme, along with the reasons why they have become outdated, to the Board of Examiners for the decision as mentioned in § 8.

§ 10
The dean is responsible for finding alternatives to the examinations for which the period of validity has expired. These alternatives are set out in part 2 of this EER.

§ 11
In specific cases, the dean, in conjunction with the Board of Examiners, may lay down the period of validity for a unit examination in advance on the basis of substantive arguments. If the period of validity for one or more unit examinations is limited in advance, this will be stated in chapter 1 of part 2 in reference to the unit examination in question. The period of validity of the unit examination will also be stated there.

§ 12
The unit examinations from previous examination programmes for which the course credits awarded are no longer valid are specified in chapter 1 of part 2 of this EER. The reasons for their non-validity are also given, alongside the examination that needs to be passed in order to re-earn these course credits.
Article 6.7. Exemptions and provisions concerning validation of prior learning

§ 1
The Board of Examiners may grant exemptions for sitting one or more unit examinations if the student has already met the requirements of a unit examination or concluding examination.

§ 2
Exemption may be granted based on unit or concluding examinations previously passed, or on competences acquired outside higher education.

§ 3
The Board of Examiners will exercise restraint in allowing exemptions. It will use the following guidelines:
- Examiners who are experts in the field must always be included in the decision.
- The competences acquired are at least equal to the level and the content of the competences of the study unit for which a complete or partial exemption from the unit examination is being considered.
- The examiners’ judgement is based on the existence of valid documents, including the certificate of experience. The validity is to be determined on the basis of the relevance of the content of the experience gained.
- No exemption can be granted for a final project/final research project. Final projects/final research projects are defined as the Management Project (module 7) and the Management Internship (module 8) and the final assessment. The Board of Examiners is to draw up a report of the exemptions granted.

§ 4
The Board of Examiners shall provide the applicant with a written proof of exemption which shall specify as a minimum the date on which the exemption is granted, the relevant unit examination(s), and the length of validity of the exemption.

§ 5
A student wishing to be considered for an exemption from one or more unit examinations must submit a written request, stating reasons, to the Board of Examiners, accompanied by the documentation demonstrating that he/she meets the requirements for the study unit in question.

§ 6
Exemptions can be granted on the basis of a certificate of experience if:
- the competences acquired as described in the certificate of experience are at least equal in terms of level and content to the competences of the study units being considered for exemption
- the certificate of experience gives evidence of the level and content per competence
- the certificate of experience was issued by an organisation authorised to evaluate prior competences
- the certificate of experience was issued no more than five years ago
Article 6.8. Organisation of unit examinations and concluding examinations

§ 1
Examiners and other parties involved in unit examinations shall preserve the absolute confidentiality regarding the content of a written examination until the examination paper is handed out to the students.

§ 2
A written unit examination shall be sat under the supervision of at least one examiner or an invigilator appointed to supervise on behalf of the examiner. All other unit examinations shall be sat under the supervision of at least one examiner.

§ 3
To sit a unit examination, a student must be able to prove his/her identity by means of his/her original and valid
- student identification,
- card driver's license,
- ID card or
- passport.
If this is not possible, the student will be immediately excluded from taking the unit examination and the examiner or invigilator must notify the chairperson of the Board of Examiners accordingly.

§ 4
A student who sits a unit examination must follow all instructions of the Board of Examiners, the examiner, or other persons designated by the Board of Examiners. Any breach by the student constitutes improper conduct on which grounds he/she can be excluded from further participation in the examination.

§ 5
The unit examination regulations applicable within the study programme are set out in part 2 of chapter 2. Any breach by a student constitutes improper conduct on which grounds the student can be excluded from further participation in the examination.

§ 6
A student is entitled to prompt notification of the assessments of the unit examinations he/she has taken. 'Prompt' is defined as: no later than fifteen working days following the sitting of the unit examination, unless there are good reasons for extending this period and the student is notified of this delay as soon as possible.

§ 7
The period between sitting a unit examination and a resit in the same study unit must be at least five working days. Before the resit, the student must have been offered the opportunity to look at a marked unit examination or resit of a unit examination previously taken.

§ 8
The Board of Examiners can declare the results of a unit examination or partial examination invalid if it has ascertained that irregularities have occurred with regard to the examination concerned.
Article 6.9. Registration for unit examinations

§ 1
As a rule, a student can only sit or resit a unit examination if he or she has registered via OSIRIS in time. The student is responsible for registering himself or herself. If the student is not able to register via OSIRIS in time, the Board of Examiners can decide to admit a student to sit or resit a unit examination at the student's request.

§ 2
The student must register to sit unit examinations and resits for study units in the major, in accordance with a registration procedure laid down by the Board of Examiners. This procedure is set out in part 2, chapter 2.

§ 3
The student must register to take a resit for a minor and will be invited to do so by the Board of Examiners of the study programme offering the minor. In the event that only a limited number of students can sit a unit examination, the minimum stipulation is that the order of registration shall dictate who may sit the examination.

§ 4
In no eventuality may a fee be charged to students for registration for or participation in unit examinations and resits.

Article 6.10. Retention of unit examination and concluding examination papers and projects

§ 1
a. Written unit examination work and/or other documentary evidence shall be retained for a period of at least 60 working days following its assessment by the Board of Examiners.
b. The programme department is responsible for retaining the key documents. The method of retention is dependent on the nature of the key document.
c. For the purposes of the accreditation process, key documents will be retained for a period of at least seven years.
d. At the end of the period of storage, the work will be destroyed or returned to the student on request. Proof that a unit examination has been passed will be kept for ten years.

§ 2
Proof of the award of a degree certificate will be kept by the dean for a period of at least 50 years and will specify as a minimum:
- the personal details of the student
- the study programme and date on which the propaedeutic examinations were passed
- the study programme and date on which the final examinations were passed

§ 3
The dean will retain documentation for the provision of a statement as referred to in Article 7.2 for a period of at least ten years. This documentation includes:
- the personal details of the student
- the study programme and period of enrolment of the student
- a list of the unit examinations passed

**Article 6.11. Personal contributions**

§ 1
Enrolment as a student is not dependent on any other financial contribution apart from the tuition fees.

§ 2
The purchase of certain study necessities is considered necessary for the study programme. The costs of these study necessities are estimated at

Year 1
approximately €[1525]:
This refers to the following course materials and other study aids:
- textbooks: 1000 Euro
- uniform and knife set: 525

Year 2
approximately €[200]:
This refers to the following course materials:
- textbooks/reading material

Year 3
approximately €540. (max):
This refers to the following course materials:
- textbooks/reading material: €240
- excursion(s) for minors: around €25 and €300 depending on the minor

§ 3
Participation in educational activities such as excursions and work visits as part of the study programme may be subject to additional costs. A list of these activities and any associated costs can be found in the Moodle environment of the module or minor in question.

§ 4
Students who cannot or do not wish to pay the costs referred to in § 3 will be offered an equivalent alternative.

§ 5
A student unable to bear the costs of study necessities or activities due to demonstrable personal and extraordinary circumstances may submit a request in writing to the dean for financial assistance or exemption from the payment obligation.

§ 6
Before making a decision on any request as referred to in § 5, the dean will obtain recommendations from the student dean.

§ 7
The dean will make a decision on the request within 20 working days, and notify the student thereof in writing.
Chapter 7 Degree certificates and statement

Article 7.1. Degree certificates

§ 1
As evidence that a unit examination has been passed, the examiner will issue a document stating as such, or the result and corresponding assessment will be entered into OSIRIS.

§ 2
As evidence that the student has passed the propaedeutic examination, the Board of Examiners will issue a document listing at least the following details: the name of the study programme [as given in CROHO], the concluding propaedeutic examination components, and the date of the most recent accreditation or new study programme review. This is to be signed by at least the dean and the chairperson of the Board of Examiners.

§ 3
As evidence that the student has passed the final examination, the Board of Examiners issues a degree certificate listing at least the following details: the name of the study programme [as given in CROHO], the concluding examination components, and where relevant any statutory authority related thereto, the degree level, and the date of the most recent accreditation or new study programme review. This shall be signed by at least the dean and the chairperson of the Board of Examiners.

§ 4
On behalf of the Board of Governors, the dean shall award the degree and title of 'Bachelor of Arts' to a student who has passed the final examinations of a study programme; information shall be added to the degree award specifying the subject or professional field to which the degree relates.

§ 5
The Board of Examiners shall not issue a degree certificate until the dean has confirmed that the certificate may be issued. The degree certificate is to be dated as the date on which the Board of Examiners establishes that the student has passed the final examinations. This date is deemed to be the date of graduation.

§ 6
The degree certificate will bear the citation 'cum laude' if the weighted average of the examination results in the post-propaedeutic phase equals or is above 8.0, and none of the contributing grades is below 6.0. No examination may have been resat, with the exception of the stipulations in article 6.2, subsection 3. All assessments for which the student has been awarded a waiver will be disregarded. The weighted average is a true average figure, i.e. one that has not been rounded off upwards. The student has not exceeded the nominal study duration of the programme.

§ 7
The degree certificate for the study programme is to be issued with a Diploma Supplement, a model text of which is set out below.
Diploma Supplement

Zuyd University of Applied Sciences | Nieuw Eyckholt 300 - 6419 DJ Heerlen – The Netherlands

This Diploma Supplement follows the model developed by the European Commission, Council of Europe and UNESCO/CEPES. The purpose of the supplement is to provide sufficient independent data in order to improve the international “transparency” and fair academic and professional recognition of qualifications (diplomas, degrees, certificates etc.) for academic and professional purposes. It is designed to provide a description of the nature, the level, the context, the contents and the status of the studies that were pursued and successfully completed by the individual named on the original qualification to which this supplement is appended. The supplement does not give any value judgement, statement on equivalence or suggestions as to recognition. Information is provided on all of the eight sections. If this should not be the case, the reason for not including the sections concerned will be given.

1 Information identifying the holder of the qualification
1.1 Family name:
1.2 Given birth names:
1.3 Date of birth:
1.4 Place of birth:

2 Information identifying the qualification
2.1 Name of qualification and title conferred:
2.2 Main field(s) of study for the qualification:
2.3 Name and status of awarding institution:
2.4 Language(s) of instruction/examination:

3 Information on the level of the qualification
3.1 Level of qualification:
3.2 Official length of programme:
3.3 Access requirement(s):

4 Information on the contents and results gained
4.1 Mode of study:
4.2 Programme requirements:
4.3 Programme details:
Subjects Propedeuse (first year) Dutch Credits European Credits
Subjects main phase (second year) Dutch Credits European Credits
Subjects main phase (third year) Dutch Credits European Credits
Subjects main phase (fourth year) Dutch Credits European Credits
4.4 Grading scheme:
4.5 General degree:
4.6 Date of latest accreditation or review:

5 Information on the function of the qualification
5.1 Access to further study:
5.2 Professional status:

Article 7.2. Statement

A student who has passed more than one unit examination but to whom no degree certificate can be issued will receive, on request, a written statement listing the unit examinations that have been passed and indicating the ECs awarded.
Chapter 8 Improper conduct and fraud

Article 8.1. Improper conduct

§ 1 Improper conduct is defined as:
– during the examination, failure to follow the instructions of the Board of Examiners, the examiner, or other persons designated by the Board of Examiners (see Article 6.8, § 4 of this EER).
– violation of the rules set out in the examination regulations (Article 6.8, § 5 of this EER).

§ 2 The Board of Examiners may exclude a student from participation or further participation in a unit examination if the student engages in any improper conduct.

Article 8.2. Fraud

§ 1 Fraud is defined as: the deliberate acts or failure to act of a student – including plagiarism – that make it partially or wholly impossible for an accurate assessment to be made of the student’s knowledge, understanding, and skills.

§ 2 Fraud is also defined to include: serious and attributable acts or failure to act of a student that make it partially or completely impossible to obtain a correct evaluation of the knowledge, understanding, or skills of another student.

§ 3 If fraud is proved or suspected, the examiner or the appointed invigilator shall notify the Board of Examiners of this fact in writing, and supply the relevant proof. The Board of Examiners shall give the student the opportunity to present his/her case.

§ 4 A first instance of fraud will be punished by the Board of Examiners by declaring the sitting of the unit examination invalid and by giving the student a reprimand, to be recorded in OSIRIS. In the event of any repeat fraud, the student will be excluded from taking any unit examinations for any study programmes at Zuyd University of Applied Sciences for a period of six months and will be given a study recommendation advising withdrawal from the programme. These decisions extend to all Zuyd study programmes.
Chapter 9 Appeals and right of complaint

Article 9.1. Appeals

§ 1
A student can file an appeal against a decision made by the dean or Board of Examiners under this EER with the Examinations Appeals Board, in accordance with the Examinations Appeals Board Regulations of the Zuyd University of Applied Sciences. These regulations are available on Zuydnet. An appeal must be submitted to the Legal Protection Office (see § 4).

§ 2
A student who has submitted an appeal under the Examinations Appeals Board Regulations of the Zuyd University of Applied Sciences retains the right to sit unit examinations on condition that he/she is enrolled for the relevant study programme.

§ 3
A student or external student – including prospective or former students – may as an interested party submit an appeal to the Dispute Advice Committee concerning the payment of tuition fees, enrolment, termination of enrolment, award of degree, etc. An appeal must be submitted to the Legal Protection Office (see § 4).

§ 4
A student may submit an objection or appeal via the Legal Protection Office, which can be contacted by e-mail at: rechtsbescherming@zuyd.nl. No objection or appeal will be considered unless it has been submitted through this office.

Article 9.2. Right of complaint

§ 1
A student – either individually or as one of a group – may as an interested party submit a complaint to the Ombudsman concerning the conduct of a staff member, a student, or a body of the institution pursuant to the provisions of the Zuyd University of Applied Sciences Ombudsman Assistance Regulations. These regulations are available on Zuydnet.

§ 2
A student wishing to invoke and file a complaint under the Complaints against Undesirable Conduct Regulations or the Ombudsman Assistance Regulations must do so through the complaints office rechtsbescherming@zuyd.nl.

§ 3
A student submitting a complaint or objection pursuant to this article retains the right to sit unit examinations on condition that he/she is enrolled for the relevant study programme.
Chapter 10 Special facilities and circumstances beyond the control of
the student with regard to unit examinations

Article 10.1. Special facilities

§ 1
Students who face extreme personal or extraordinary circumstances can make use of special or extra facilities for sitting unit examinations or concluding examinations.

§ 2
Personal and extraordinary circumstances are defined as:
- pregnancy or long-term illness
- disability or chronic illness;
- exceptional family circumstances such as the care for a blood relative or other close family member who is suffering from long-term illness; or the existence of a long-term mental and/or social problem whether or not combined with financial problems within the family as a result thereof
- membership of the CMR, faculty participation board, student committee, or study programme committee, or other activities as identified by the Board of Governors with which the student is involved within the context of the organisation and management of the institution
- membership of the board of a foundation aimed at continuing to provide student assistance or such tasks as the Board of Governors shall consider comparable, with the additional requirements that the student has final management responsibility and that the role occupies a significant part of his/her time
- membership of the board of a student organisation recognised by the Board of Governors or the dean having a direct benefit for the institution and faculties, with the additional requirement of a significant time commitment
- an insufficiently achievable study programme
- competitive sports at an elite level by participating in a recognised competitive sport component or a comparable activity at the highest national or international level, as set out in the Zuyd University of Applied Sciences Elite-level Sport scheme
- other circumstances regarded by the Board of Governors or the dean as exceptional circumstances

§ 3 a. A student wishing to invoke personal and exceptional circumstances must submit a written request to the Board of Examiners. The request must give reasons and be accompanied by as much documentary evidence in support as possible, together with a recommendation from the student counsellor. The Board of Examiners shall make a decision within 15 working days and notify the student of that decision in writing.

b. A student with a disability or chronic illness can invoke the Regulations regarding studying with a functional impairment. These regulations can be consulted on Zuydnet.

§ 4
In the event of personal and extraordinary circumstances of a permanent or chronic nature, the Board of Examiners may allocate the facilities for the entire period of enrolment of the student for the study programme in question, with no prejudice to the provisions in the Regulations regarding studying with a functional impairment.
Article 10.2. Circumstances beyond the student's control and other personal circumstances

§ 1
Any student prevented from sitting a unit examination due to circumstances beyond his/her control and/or other personal circumstances, and who still wishes to sit the examination in the current academic year must submit a request to do so to the Board of Examiners as soon as possible, stating the nature of the circumstances of prevention. The Board of Examiners will then make a decision on this request within 15 working days.
Chapter 11 Serious nuisance and iudicium abeundi (expulsion order)

Article 11.1. Serious nuisance

§ 1
The enrolment of a student for a study programme will be terminated either temporarily or permanently if the conduct or expressions/language of the student causes a serious nuisance to staff of the institution, students enrolled on a study programme, or persons from outside with a functional relationship with the institution. 'Serious nuisance' includes a threat to the well-being of such persons.

§ 2
If a staff member of the institution or the dean of a faculty is of the opinion that a student is responsible for nuisance within the meaning specified in § 1, he/she shall notify the Board of Governors of this belief in writing without delay.

§ 3
The Board of Governors will then make a decision on the termination of the enrolment as referred to in § 1 of this article, but before doing so will obtain the recommendations of the dean of the faculty of the study programme for which the student is enrolled.

Article 11.2. Iudicium abeundi (expulsion order)

§ 1
The dean will terminate or reject the enrolment of a student in the study programme if the student’s behaviour or expressions/language is evidence of his/her unsuitability to practice one or more of the professions for which his/her study programme serves as training, or for the practical training for professional practice. This refers to extreme moral and physical unsuitability for professional practice. [ARTICLE 7.42 WHW]

§ 2
Before the dean makes a decision as referred to in § 1, he/she will obtain the recommendations of the Board of Examiners and, if the student is already enrolled, from the student counsellor.

§ 3
Prior to a decision, the dean will grant the student or prospective student the opportunity to be heard.

§ 4
If a staff member of the institution or an examiner is of the opinion that the student is unsuitable as described in § 1, he/she shall notify the dean of this belief in writing without delay.
Chapter 12 Concluding provisions – adoption & amendment – evaluation

Article 12.1. Hardship clause

In the event that the application of this EER disproportionately harms the interests of an individual student during his/her enrolment, the student may submit a written objection to the Board of Examiners against the regulations being applied to him/her. The Board of Examiners shall reach a decision within fifteen working days in which it will weigh the individual interests of the student against the interests of the programme department, and shall notify the student of its decision in writing.

Article 12.2. Unforeseen circumstances

Cases that these regulations do not provide for and which require an immediate decision will be decided on by the body competent to do so. If the competent body is the Board of Examiners, for instance in the case of unit examinations and concluding examinations, this decision may be made by the chairperson.

Article 12.3. Adoption and amendment

§ 1
This EER is to be adopted by the dean before 1 July 2018 and requires the consent of the faculty participation board and Study Programme Committee. The dean ratifies the EER.

§ 2
During its period of validity, the EER cannot be amended.

§ 3
These education and examination regulations enter into force on 1 September 2018 and may be cited as: EER Hotel Management 2018-2019.

Article 12.4. Transitional measures

Not applicable.

Article 12.5. Evaluation

The dean is responsible for the regular evaluation of the EER and – for the purposes of monitoring and, where necessary, adjusting the study load – shall take into consideration matters such as the time requirement for the student under the study load.
Part 2. The programme and the examination process
Chapter 1: Content of the programme and the examination process

1.1 Objective of the study programme

The final qualifications of the Bachelor's programme are listed in the *National Professional and Study Programme Profile (PSPP), Bachelor of Business Administration (BBA), Hotel Management 2012-2016*. The competences are based on the BBA competences, but are supplemented with the added value components from the hotel management license.

The HMSM Bachelor's programme offers the student a programme enabling him or her to qualify as a hotel management professional holding the degree of BBA (Bachelor of Business Administration). Thanks to the combination of a unique hospitality mindset, current hotel management expertise, and professional hospitality skills, the graduate brings added value to the network of stakeholders in and around hotels.

This profile establishes the following ten core competences:

Competence 1: The creation of value through hospitality in hotels and the hotel function
Competence 2: The development of a vision of changes and trends in the external environment and development of relationships, networks, and chains
Competence 3: The analysis of policy issues, translating into policy objectives, and alternatives and preparation of decision-making
Competence 4: The application of Human Resource Management in light of the strategy of the organization
Competence 5: The set-up, management, and improvement of business or organizational processes
Competence 6: Analysis of the financial and legal aspects, internal processes, and the business or organization environment in order to strengthen cohesion and interplay
Competence 7: The development, implementation, and evaluation of a change process
Competence 8: Initiating and creating hospitality concepts, products, and services independent and enterprising
Competence 9: Social and communicative competence
Competence 10: Self-management competence (interpersonal, as a professional)

The four elements of the BBA are integrated into the ten core competences of the PSPP (Professional and Study Programme Profile) as standard:

1. Solid theoretical knowledge of the core areas of the profession: Accounting, business law and ethics, economics, finance, management information systems, marketing, organizational behaviour, quantitative techniques, strategic management, and operations management
2. Investigative capacity
3. Professional skills
4. Responsibility in actions

More detailed information on the above can be found at: [http://vereniginghogescholen.nl/images/stories/competenties/hotelonderwijs_lhop.pdf](http://vereniginghogescholen.nl/images/stories/competenties/hotelonderwijs_lhop.pdf)

Please note: All descriptions of the competences corresponding with the study units will refer to the competences above.
1.2 Description of the educational and examination programme

1.2.1 Introduction
Prior to the description of the educational and examination programme, general study information is provided below.

Semester 1 variant: Intake module
Students with an MBO (senior secondary vocational education) level 4 certificate as 'Horeca Ondernemer Manager' (hospitality business manager) and VMBO (preparatory secondary vocational education) as previous qualifications must take the ‘intake module’ in semester 1, during which special attention is paid to courses that are known to be challenging for this target group during subsequent study programmes at HBO level. This group will follow the regular study programme after semester 1.
This variant is only offered in Dutch during the September to January period.

The fast-track programme (3 years)
Students can enter a fast-track programme if they have a HAVO background (Dutch higher general secondary education) and have completed an MBO (senior secondary vocational education) level 4 certificate as 'Horeca Ondernemer / Manager' (hospitality business manager) which included a work placement abroad. They are granted an exemption for the semesters 1 and 4.

Language education
Students must take two of the four language programmes described below. English is compulsory, and the second language – French, German, Spanish, or NT2 (the latter is only an option for students with an non-Dutch passport) – is their optional language. Language education is offered in semesters 1, 2, 3, and 5.

Attendance requirements for practical education
Full attendance is compulsory for practical education in semesters 1, 4, and 8. If this is not adhered to, the following rules apply:
- For practical services in semester 1: catch up on the missed services after signing up to the Teaching Hotel Château Bethlehem (THCB) timetable.
- For practical education in semesters 4 and 8: catch up on the missed days after consulting the internship company and supervisor.
Please note: if the student ends their internship before the date specified in their internship contract, their reasons for doing so will be evaluated by the Internships Office and the Board of Examiners. Depending on this evaluation, a decision will be made on whether the entire internship must be repeated. Any new internship starts in the next internship period.

Attendance for other programme components
Where attendance is compulsory for other programme components, it will be noted how absence can be made up for.

Admission requirements
- The following admission requirement applies for academic year 3, module 5:
  Completion of the propaedeutic year (foundation year) and 23 ECs from module 3, of which the student must have at least passed one of the two knowledge-based /PBL tests and passed one of the two Skills tests.
Please note: 21 ECs and completion of the propaedeutic year (foundation year) apply as entrance requirements for cohorts of students that followed M3 before September 2018.

- The following admission requirement applies for academic year 4: 112 ECs from the post-propaedeutic phase.
- The end assessment in year 4: all 239 ECs of the Bachelor's programme.

Transitional scheme for modules 3 and 5:

Module 3:
For cohorts of students who followed module 3 before September 2018, the resits for skills 1 and 2 as well as the resits for the 'old style' of language assessments (the 2017-2018 format) will be offered in the 2018-2019 academic year. After this, the resits will only be offered in the 'new style' format.

Module 5:
The educational units M-HH-05SHM1.4 and M-HH-05SHM2.15 will only be offered as resits in the 2018-2019 academic year.
The resit 'strategisch adviesrapport volgende periode' (strategic advisory report for the next period) for educational unit M-HH-05SHM1.16B phase 3 and 4 only applies in 2018-2019 for students of previous academic years. After this, the resits will only be offered in the 'new style' format.

Minors, exchange programme, or transfer minor
Prior to module 6, the student chooses a profile. The Hotel Management School Maastricht (HMSM) offers three profiles:
- Hotel Management, Foodservice, and Horizons in Hospitality

In module 6, the student can choose one of the following options:
1. taking two minors
2. an exchange programme
3. the transfer minor (offered by the Commercial Management study programme)

Sub 1:
A student chooses a HMSM minor (15 ECs) that is in keeping with their profile.
In addition, the student chooses a free minor (15 ECs). This can be another HMSM minor, or a minor offered by another Zuyd study programme.

Students can also choose the YPO (Young Professionals Overseas) programme. A placement within the scope of this programme also counts as a free minor.

Students can also choose to take a minor offered via Kies op Maat. However, conditions apply: (1) The student must demonstrate that the minor is appropriate for their chosen course of study, and (2) a similar minor must not be available within Zuyd.
Overview of minors compatible with HMSM profiles as well as their fees:

**Hotel Management profile**
- Revenue and Real Estate Management minor (periods 1 and 3): no fees
- Creating Customer Delight minor (periods 2 and 4): fees up to €100

**Food Service profile:**
- Foodservice minor (periods 1 and 3): fees up to €350
- Gastronomy minor (periods 2 and 4): no fees

**Horizons in Hospitality profile:**
- Horizons in Hospitality minor (periods 1 and 3): no fees

**Free minors (in keeping with all profiles):**
- New Business minor (periods 2 and 4): no fees
- Tourism Footprint minor (periods 2 and 4): fees up to €200

Sub 2:
An exchange programme can be chosen in module 6 (30 ECs) instead of following minors. This programme is followed at one of the partner universities of the Hotel Management School Maastricht. Conditions:
1. The study programme to be followed must be approved in advance by the Board of Examiners.
2. The choice of subjects must link up with the profile chosen by the student.

If too many students register for a minor, selection of the candidates will take place based on academic results for semesters 1-5.

Sub 3:
Admission requirements apply to the transfer minor with regard to the academic progress and results of the student, and his/her level of English. The guidelines are described in a separate document that can be found on Zuydnet. In addition, the student must sit an entrance examination, which – if necessary – will serve as a selection instrument (requirement of Faculty of Commercial and Financial Management). The transfer minor may also be followed as an extracurricular programme, after module 6 or following completion of the management internship. (From February 2016, it will no longer be possible to follow the transfer minor instead of module 7.)

**Minimum number of participants for minors:**
In order for a minor to take place, at least 15 students must have enrolled.

For further information on the content, objective, and examination process of the HMSM minors, please refer to the Zuyd Course catalogue.
### Programme description including examinations process and resits

**Major fase**

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<th>Partial examinations/Unit examinations</th>
<th>Examination format</th>
<th>Unit examination week</th>
<th>Resit week</th>
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<tbody>
<tr>
<td><strong>A. M1 Hotel Operations Theory Gastronomy 4 EC</strong></td>
<td>M1 Gastronomy (M-HH-01A.17)</td>
<td>Case/open-book exam</td>
<td>Dependent on group composition</td>
<td>from week 8, semester 2</td>
</tr>
<tr>
<td><strong>B. M1 Hotel Operations Theory – Management 4 EC</strong></td>
<td>M1 Management (M-HH-01B.17)</td>
<td>Open questions and or multiple-choice questions</td>
<td>Dependent on group composition</td>
<td>from week 8, semester 2</td>
</tr>
<tr>
<td><strong>C. M1 Hotel Operations Professional Skills 1 4 EC</strong></td>
<td>M1 Professional Skills 1 (M-HH-01C.17)</td>
<td>Concept and Plan of Action</td>
<td>from week 9 or 10</td>
<td>during year 1 (student makes an appointment with their coordinator and supervisor)</td>
</tr>
<tr>
<td><strong>D. M1 Hotel Operations – Professional Skills 2 5 EC</strong></td>
<td>M1 Professional Skills 2 (M-HH-01D.17)</td>
<td>Project report</td>
<td>from week 18 to 20</td>
<td>during year 1 (student makes an appointment with their coordinator and supervisor)</td>
</tr>
<tr>
<td><strong>E. M1 Hotel Operations – Hotel Operations Assessment 3 EC</strong></td>
<td>M1 Assessment Hotel Operations (M-HH-01E.17)</td>
<td>Oral assessment</td>
<td>week 18-20</td>
<td>during year 1 (student makes an appointment with their coordinator and supervisor)</td>
</tr>
</tbody>
</table>

| English module 1 3 EC | M1 English (M-HH-01EN.18) | 1. Presentation 2. Role-play 3. Menu | 1: week 2-4 2: week 6-8 3: week 14-18 | Semester 2: week 8 or 18 |

| German module 1 1. 3EC | M1 German 1.1 (M-HH-01DU1.18) | Oral assessment | week 9-12 | Semester 2: week 8 or 18 |
|                        | M1 German 1.2 (M-HH-01DU2.18) | Script and video | week 14-18 | |

| French module 1 1. 3 EC | M1 French 1.1 (M-HH-01FR1.18) | Oral assessment | week 8 | Semester 2: week 8 or 18 |
|                        | M1 French 1.2 (M-HH-01FR2.18) | Oral assessment | week 16 | |

| Spanish module 1 1. 3EC | M1 Spanish 1.1 (M-HH-01SP1.18) | Written test grammar | week 5-10 | Semester 2: week 8 or 18 |
|                        | M1 Spanish 1.2 (M-HH-01SP2.18) | Oral assessment | week 12-18 | |
| **Dutch Module 1** | M1 Dutch 1.1  
(M-HH-01NL1.18) | oral assessment | week 7-9 |
|---|---|---|---|
|  | M1 Dutch 1.2  
M-HH-02NL1.18 | oral assessment | week 12-15 |
| **AGC module 1:**  
1 EC | M1 Academic Guidance Counselling (AGC)  
(M-HH-01SLB) | Reflection interview | week 14-16 |
|  |  |  | week 18-20 |

* The course credits can only be awarded once 2(*)/4(**) practical blocks have been completed in their entirety and at the desired quality level.

** The course credits can only be awarded once 2(*)/4(**) practical blocks have been completed in their entirety and at the desired quality level.
<table>
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<th>Unit examination week</th>
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<td>Law/Economy/Global Mind</td>
<td>M2 Law, Economics, Global Mind (M-HH-02A.17)</td>
<td>Written examination comprised of open questions</td>
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<tr>
<td>Research skills</td>
<td>M2 Research Skills (M-HH-02B.17)</td>
<td>Written examination comprised of open questions</td>
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<td>3 EC</td>
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</tr>
<tr>
<td>Marketing</td>
<td>M2 Marketing (M-HH-02C.17)</td>
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<td>week 8 (1 and 2)</td>
<td>week 17-18 (1 and 2)</td>
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<tr>
<td>3 EC</td>
<td>(2 partial examinations)</td>
<td>2. Project plan</td>
<td></td>
<td></td>
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<tr>
<td>3 EC</td>
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<tr>
<td>Management accounting</td>
<td>M2 Management Accounting (M-HH-02E.17)</td>
<td>Written examination comprised of open questions</td>
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<tr>
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<tr>
<td>Defence of report</td>
<td>M2 Defence Pitch (M-HH-02F.17)</td>
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<tr>
<td>3 EC</td>
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<tr>
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<td>oral assessment (cultural awareness)</td>
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<td>oral assessment (video podcast)</td>
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<td>1. 3 EC</td>
<td>M2 German 2.2 (M-HH-02DU1.18)</td>
<td>oral assessment (conducting a lesson)</td>
<td>week 12-15</td>
<td>week 17-20</td>
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<tr>
<td>2. 3 EC</td>
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<tr>
<td>French module 2</td>
<td>M2 French 2.1 (M-HH-02FR1.18)</td>
<td>oral assessment (conversation)</td>
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<tr>
<td>1. 3EC</td>
<td>M2 French 2.1 (M-HH-02FR1.18)</td>
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<tr>
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<td>M2 Dutch 2.1 (M-HH-02NL1.18)</td>
<td>oral assessment</td>
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</tr>
<tr>
<td>1. 3 EC</td>
<td>M2 Dutch 2.2 (M-HH-02NL2.18)</td>
<td>oral assessment</td>
<td>week 12-15</td>
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<tr>
<td>2. 3 EC</td>
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<tr>
<td>Marketing/Human Resources 1 3 EC</td>
<td>M-HH-03A.18 Knowledge test Evaluation of PBL</td>
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<td>week 8</td>
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<td>Multiple-choice test Peer ranking and evaluation of tutor</td>
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<tr>
<td>English module 3* 1. 3 EC</td>
<td>M-HH-03EN1.18 M3 English 1 2 partial examinations</td>
<td>Oral assessment Job interview (70%) Writing skills portfolio (30%)</td>
<td>week 8-10</td>
<td></td>
</tr>
<tr>
<td>2. 3 EC</td>
<td>M-HH-03EN2.18 M3 English 2 2 partial examinations</td>
<td>Oral assessment Training(30%)</td>
<td>week 13-16</td>
<td></td>
</tr>
</tbody>
</table>

AGC module 2 1 EC
M2 Study coaching (M-HH-02SLB) oral assessment week 16-17 week 18-19
* For examinations that relate to the module 3 transition scheme, see the aforementioned and the introduction

<table>
<thead>
<tr>
<th>Module</th>
<th>Code</th>
<th>Assessment</th>
<th>Week 13-16</th>
<th>Week 18-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>German module 3 *</td>
<td>M-HH-03DU</td>
<td>Oral assessment</td>
<td>week 13-16</td>
<td>week 18-20</td>
</tr>
<tr>
<td>EC 3</td>
<td></td>
<td>Assessment of spoken language skills relating to professional product and linguistic ability</td>
<td></td>
<td></td>
</tr>
<tr>
<td>French module 3 *</td>
<td>M-HH-03FR.12</td>
<td>Oral assessment</td>
<td>week 13-16</td>
<td>week 18-20</td>
</tr>
<tr>
<td>EC 3</td>
<td></td>
<td>Assessment of spoken language skills relating to professional product and linguistic ability</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spanish module 3 *</td>
<td>M-HH-03SP</td>
<td>Oral</td>
<td>week 13-16</td>
<td>week 18-20</td>
</tr>
<tr>
<td>EC 3</td>
<td></td>
<td>Assessment of spoken language skills relating to professional product and linguistic ability</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dutch module 3 *</td>
<td>M-HH-INT&gt;03DUT</td>
<td>Oral assessment</td>
<td>week 13-16</td>
<td>week 18-20</td>
</tr>
<tr>
<td>EC 3</td>
<td></td>
<td>Oral assessment</td>
<td>week 13-16</td>
<td>week 18-20</td>
</tr>
<tr>
<td>AGC module 3 1 EC</td>
<td>M-HH-03SLB</td>
<td>Attendance is compulsory for the following: ICE, workshops Personal Development Plan (PDP), Global Mind, 7 Habits</td>
<td>spread over week 3-15</td>
<td>ICE catch-up assignment in week 18-20 Workshops 18-20</td>
</tr>
<tr>
<td>Reporting and execution</td>
<td>Partial examinations/Unit examinations</td>
<td>Examination format</td>
<td>Unit examination week</td>
<td>Resit week</td>
</tr>
<tr>
<td>-------------------------</td>
<td>----------------------------------------</td>
<td>--------------------</td>
<td>----------------------</td>
<td>------------</td>
</tr>
<tr>
<td><strong>Semester 4 Operational internship</strong></td>
<td>M-HH-04.14 partial examinations: Reporting 1. blogs 2. final report Execution 3. Communication during internship (20%, minimum mark 4.5) 4. Performance of internship (80%, minimum mark 5.5)</td>
<td>1. Curious People Blogs 2. Final Internship Report 3/4. Portfolio based on the following: - PDP / reports - Mid-term visit /conference call - Interim evaluation by internship company - Final evaluation by internship company - Final interview with internship supervisor</td>
<td>- Blogs: specific deadlines * - Final report: week 15-18 or 1-2 (depending on intake) Deadlines concerning the portfolio: - PDP: start of internship - Periodic Reports: weeks 2, 4, and 8, and 4 weeks after the visit - Interim evaluation and visit/call to internship company: week 8-12 - Final evaluation: week 20 - Final interview: as soon as possible after completion of the internship</td>
<td>Blogs: during the internship Final report: next semester Resit = doing another internship during the next internship period</td>
</tr>
</tbody>
</table>

**For further details and conditions relating to deadlines and submitting documents: check Moodle, Module 4, Operational Internship**
<table>
<thead>
<tr>
<th>Semester 5 Module 5 ** Strategic hotel management</th>
<th>Partial examinations/Unit examinations</th>
<th>Examination format</th>
<th>Unit examination week</th>
<th>Resit week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategic hotel management Phases 1 and 2 8 EC</td>
<td>M-HH-05SHM1.16A</td>
<td>Oral assessment</td>
<td>week 8</td>
<td>week 19-20</td>
</tr>
<tr>
<td>Strategic hotel management Phases 3 and 4 11 EC</td>
<td>M-HH-05SHM1.16B</td>
<td>Strategic advisory report (group product)</td>
<td>week 19</td>
<td>next semester, after an appointment with module coordinator</td>
</tr>
<tr>
<td>Individual Portfolio 3 EC</td>
<td>M-HH-05SHM1.16C</td>
<td>Portfolio: individual report</td>
<td>week 16-18</td>
<td>week 18-20</td>
</tr>
<tr>
<td>Group portfolio 1 EC</td>
<td>M-HH-05SHM1.16CD</td>
<td>Group portfolio</td>
<td>week 16-18</td>
<td>week 18-20</td>
</tr>
<tr>
<td>Community involvement 3 EC</td>
<td>M-HH-CI</td>
<td>Project report</td>
<td>Customized, after an appointment with supervisor</td>
<td>&quot;</td>
</tr>
<tr>
<td>English 5 4 EC</td>
<td>M-HH-05E.14</td>
<td>1. Written (essay) 2. Written (examination) 3. Passed/Not passed (failed)</td>
<td>week 13-16</td>
<td>week 17-20</td>
</tr>
<tr>
<td>German 5 4 EC</td>
<td>M-HH-05D.16</td>
<td>1. Written 2. Oral 3. Passed/Not passed (failed)</td>
<td>week 13-16</td>
<td>week 19-20</td>
</tr>
<tr>
<td>French 5 4 EC</td>
<td>M-HH-05F</td>
<td>1. Presentation 2. Passed/Not passed (failed)</td>
<td>week 16-18</td>
<td>week 19-20</td>
</tr>
<tr>
<td>Spanish 5 4 EC</td>
<td>M-HH-05SA</td>
<td>Oral assessment</td>
<td>week 13-16</td>
<td>week 18-20</td>
</tr>
<tr>
<td>Dutch 5 4 EC</td>
<td>M-HH-INT.05DU</td>
<td>State examination of Dutch at B2 level</td>
<td>week 13-16</td>
<td>week 18-20</td>
</tr>
</tbody>
</table>
* If the attendance requirement for the languages is not met (80%), the student will be given a substitute assignment. This can consist of following the classes again in a subsequent semester. The student will make an appointment with their teacher for this purpose.

**The entry requirements for m5 are specified in the introduction of this chapter (propaedeutic year [foundation year] and 23 ECs from module 3)
The track phase

<table>
<thead>
<tr>
<th>Semester 6 Minors</th>
<th>See introduction</th>
</tr>
</thead>
</table>

**Semester 7 Management project**

<table>
<thead>
<tr>
<th>Management project</th>
<th>Partial examinations/Unit examinations</th>
<th>Examination format</th>
<th>Unit examination week</th>
<th>Resit week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project management contribution 4 EC</td>
<td>M-HH-07A.17 4x peer ranking Assessment by supervisor</td>
<td>Peer ranking and assessment by supervisor</td>
<td>week 3, 7, 13, and 20</td>
<td>by arrangement</td>
</tr>
<tr>
<td><strong>Project report 20 EC</strong></td>
<td>M-HH-07B.17 Advisory and research report</td>
<td>Written</td>
<td>week 17-18</td>
<td>week 19-20 or the next semester (depending on initial quality)</td>
</tr>
<tr>
<td><strong>Project defence 5 EC</strong></td>
<td>M-HH-07C.17 Defence of the project</td>
<td>Oral individual questioning by an internal and an external examiner</td>
<td>week 17-18</td>
<td>by arrangement</td>
</tr>
<tr>
<td><strong>Project presentation 1 EC</strong></td>
<td>M-HH-07D.17 Presentation for the client</td>
<td>Oral, presentation</td>
<td>week 20</td>
<td>week 20</td>
</tr>
</tbody>
</table>

* The entry requirements for M7 are specified in the introduction of this chapter
<table>
<thead>
<tr>
<th>Semester 8 Management internship Final assessment</th>
<th>Partial examinations/Unit examinations</th>
<th>Examination format</th>
<th>Unit examination week</th>
<th>Resit week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reporting and execution *</td>
<td>M-HH-08A.17</td>
<td>- Final report: free choice - Research project: project report</td>
<td>Final assignment and research: the deadline will be communicated separately by the internship agency</td>
<td>Final assignment and research: week 19 - 20</td>
</tr>
<tr>
<td>29 EC</td>
<td>Execution: - Communication during placement (20% minimum mark 4.5) - Execution (80% minimum mark 5.5)</td>
<td>Portfolio based on the following: - PDP - 4 periodic reports - Mid-term visit/conference call - The interim evaluation by the internship company - Final evaluation by the internship company</td>
<td></td>
<td>Resit = doing another internship during the next internship period</td>
</tr>
</tbody>
</table>

| Final assessment Academic Guidance Counselling | M-HH-08B.17                           | Reflection interview based on personal positioning paper (PPP) and presentation | week 20 (condition to participate in the final assessment, see **) | week 20 |
| 1 EC                                            | Presentation Reflection interview      | week 20                                                           |                                                   |          |

* For further details and conditions relating to deadlines and submitting documents: check Moodle, Module 8, Management Internship

** The student can only register for the final assessment if he has already earned all credits but one (239). Also refer to chapter 3, academic guidance counselling.
2.2.3 Description educational programme

Name M1 Gastronomy (M-HH-01A.17)
Learning Goal

Gastronomic education in module 1 aims to introduce the student to the world of food and beverage and takes in the basis the terms 'product', 'taste', 'human beings' and 'testing' and the coherence between them. This module is the basis for the training at the Hotel Management School Maastricht.
In short;
1. the knowledge of (the taste of) products: product knowledge, taste, preparation techniques;
2. the social context of food and drinks: focus on hospitality, etiquette, trends in food service, ethical issues, culture

<table>
<thead>
<tr>
<th>Year of study</th>
<th>1</th>
<th>Contact time in hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of credits</td>
<td>4</td>
<td>Presence</td>
</tr>
<tr>
<td>Block(s)</td>
<td>M1 FEB ; M1 SEPT</td>
<td>Lab Excercise</td>
</tr>
<tr>
<td>Presence</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Lab Excercise</td>
<td>No</td>
<td></td>
</tr>
</tbody>
</table>

Instructional modes
- Workshop
- Lecture
- Training
- Group work
- Excursion
- Self-study

<table>
<thead>
<tr>
<th>Unit examination / Partial examinations</th>
<th>Test type</th>
<th>Weighing</th>
<th>Min-grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>M1 Gastronomy test</td>
<td>Competence test</td>
<td>1</td>
<td>5.5</td>
</tr>
</tbody>
</table>

Name M1 Management (M-HH-01B.17)
Learning Goal

Within the part 'Management' several topics will be discussed, all related to managing a hospitality business in its basic but essential form. First of all a closer look will be taken into the Rooms Division processes. Processes of guest registration, housekeeping and night audits are discussed, next to the financial matters of RDM. Secondly, the cost calculations within the F&B department will be covered, with key terms as menu-engineering and food cost calculations. The third topic is HRM in which the student will look at all employment related matters on both the managerial as the operational level. Moreover, financial management will come into place, in which students will analyse the financial results of the THCB. The last part of this block is ‘operational management’ in which the latest developments of the hotel industry are to be discussed.
## Name
M1 Professional Skills 1 (M-HH-01C.17)

### Learning Goal
An essential deliverable within module 1 is the Event Hotel Operations. Over the course of 20 weeks, students are fully responsible to develop, organize, implement and evaluate an innovative event that is centered around guest experience, gastronomy and taste. Students will be assigned to a group of 12-15 students. Students need to show they mastered the essential professional skills to become a hospitality manager.

The first milestone of this product is developing a concept and a plan of action for the execution of this event. Students are asked to acquaint themselves with the latest trends and developments, and to come up with their unique innovative idea for their event. The idea needs to be translated in a concrete plan of action as how to implement their concept.

In addition to creating the Plan of Approach for the Event, students will complete 2 practical shifts within the Teaching Hotel with the aim of gaining experience in all aspects of the hotel industry.

### Table

<table>
<thead>
<tr>
<th>Year of study</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contact time in hours</td>
<td>140</td>
</tr>
<tr>
<td>Presence</td>
<td>Yes</td>
</tr>
<tr>
<td>Lab Exercise</td>
<td>Yes</td>
</tr>
<tr>
<td>Instructional modes</td>
<td>Lecture, Group work, Workshop, Professional practice, Self-study, Project</td>
</tr>
<tr>
<td>Entry Requirements</td>
<td>M1 FEB ; M1 SEPT</td>
</tr>
<tr>
<td>Number of credits</td>
<td>4</td>
</tr>
<tr>
<td>Block(s)</td>
<td>M1 FEB ; M1 SEPT</td>
</tr>
<tr>
<td>Lab Exercise</td>
<td>No</td>
</tr>
</tbody>
</table>

### Instructional modes
- Lecture
- Workshop
- Group work
- Training
- Response lecture
- Self-study

### Unit examination / Partial examinations

<table>
<thead>
<tr>
<th>Test type</th>
<th>Weighing</th>
<th>Min-grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>M1 Management test</td>
<td>Competence test</td>
<td>1</td>
</tr>
</tbody>
</table>
### M1 Professional Skills 2 (M-HH-01D.17)

#### Learning Goal

An essential deliverable within module 1 is the Event Hotel Operations. Over the course of 20 weeks, students are fully responsible to develop, organize, implement and evaluate an innovative event that is centered around guest experience, gastronomy and taste. Students will be assigned to a group of 12-15 students. Students need to show they mastered the essential professional skills to become a hospitality manager.

The second part of this deliverable is the execution of the event itself and the reflection on the entire process. Based on their concept & plan of action, students need to create a detailed script containing items like their menu, accompanying beverages, HACCP, a security plan, communication & PR, staff planning and a financial budget. The script will shape the execution of the event itself. Afterwards, a financial analysis needs to be made as well as a reflection on the entire process of the event.

Once again, the Event is the tool used for students to learn project management skills.

In addition to creating the Project report for the Event, students will complete 2 practical departments within the Teaching Hotel with the aim of gaining experience in all aspects of the hotel industry.

<table>
<thead>
<tr>
<th>Year of study</th>
<th>1</th>
<th>Contact time in hours</th>
<th>152</th>
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<tbody>
<tr>
<td>Number of credits</td>
<td>5</td>
<td>Presence</td>
<td>Yes</td>
</tr>
<tr>
<td>Block(s)</td>
<td>M1 FEB ; M1 SEPT</td>
<td>Lab Exercise</td>
<td>Yes</td>
</tr>
</tbody>
</table>

#### Instructional modes

- Lecture
- Workshop
- Self-study
- Project
- Professional practice
- Group work

<table>
<thead>
<tr>
<th>Unit examination / Partial examinations</th>
<th>Test type</th>
<th>Weighing</th>
<th>Min-grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>M1 Practical skills 1</td>
<td>Active participation</td>
<td>1</td>
<td>5.5</td>
</tr>
<tr>
<td>M1 Event Hotel Operations phase 1</td>
<td>-</td>
<td>1</td>
<td>5.5</td>
</tr>
<tr>
<td>M1 Practical skills 2</td>
<td>Active participation</td>
<td>1</td>
<td>5.5</td>
</tr>
<tr>
<td>M1 Practical skills 3</td>
<td>Active participation</td>
<td>1</td>
<td>5.5</td>
</tr>
<tr>
<td>M1 Event Hotel Operations phase 2</td>
<td>-</td>
<td>1</td>
<td>5.5</td>
</tr>
<tr>
<td>M1 Practical skills 4</td>
<td>Active participation</td>
<td>1</td>
<td>5.5</td>
</tr>
</tbody>
</table>
Name  
M1 Assessment Hotel Operations (M-HH-01E.17)

Learning Goal

At the end of module 1, the student needs to prove that he attained all the learning goals of the first semester. As the HMSM values group work and learning in communities, it also believes that students should be able to excel, and proof themselves on an individual basis. A pro-active attitude from the student is expected in compiling his own portfolio of documents proving the attainment of the module learning goals.

The assessment consists of 3 parts: 1. Individual proof of the learning objectives of the Event phase 1 & 2
2. Underpinning how the learning objectives of one practice department have been achieved
3. Rectification on leadership in the role as shift leader

In addition to the assessment, students will have to go through a practical shift within the Teaching Hotel.

Year of study 1  
Contact time in hours 41
Number of credits 3  
Presence Yes
Block(s) M1 FEB ; M1 SEPT  
Lab Excercise Yes

Entry Requirements

Instructional modes  
Professional practice
Self-study
Workshop

Unit examination / Partial examinations

<table>
<thead>
<tr>
<th>Test type</th>
<th>Weighing</th>
<th>Min-grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Active participation</td>
<td>1</td>
<td>5.5</td>
</tr>
<tr>
<td>Oral assessment</td>
<td>1</td>
<td>5.5</td>
</tr>
</tbody>
</table>

Name  
M1 Study career guidance (M-HH-01SLB)

Learning Goal

Development of the social and communicative competence (competence 9) and development of the self management competence (competence 10), level 1.

The student learns how to reflect on him / herself and his/ her behaviour, as an individual, as a fellow student and as a starting professional.

Besides this, the student develops certain study skills that will support him / her in the study programme on 'HBO - level'.

Year of study 1  
Contact time in hours 5
Number of credits 1  
Presence Yes
Block(s) M1 FEB ; M1 SEPT  
Lab Excercise No

Entry Requirements
Instructional modes

Workshop
Progress meeting

Unit examination / Partial examinations

Test type: Oral Exam
Weighing: 1
Min-grade: 5.5

Name
M1 English (M-HH-01EN.18)

Learning Goal
The student speaks English at CEF level B2 in a professional context at the operational level.

Year of study: 1
Contact time in hours: 22.5

Number of credits: 3

Block(s): M1 FEB; M1 SEPT

Entry Requirements

Instructional modes
Class instruction
tutorial
self-study

Unit examination / Partial examinations

Test type: Presentation
Weighing: 1
Min-grade: 4.5

Test type: Oral Exam
Weighing: 1
Min-grade: 4.5

Test type: -
Weighing: 2
Min-grade: 4.5

Name
M1 German 1.1 (M-HH-01DU1.18)

Learning Goal
The student speaks German at CEF level A 2.1 in a professional context at the operational level.

Year of study: 1
Contact time in hours: 18

Number of credits: 3

Block(s)

Entry Requirements

Instructional modes
Class instruction
tutorial
self-study
### M1 German 1.1

#### Test type
Oral Exam

<table>
<thead>
<tr>
<th>Test type</th>
<th>Weighing</th>
<th>Min-grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral Exam</td>
<td>1</td>
<td>5.5</td>
</tr>
</tbody>
</table>

#### Learning Goal
The student speaks German at CEF level A2 in a professional context at the operational level.

<table>
<thead>
<tr>
<th>Year of study</th>
<th>Contact time in hours</th>
<th>Presence</th>
<th>Lab Exercise</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>18</td>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>

#### Instructional modes
- Class instruction
- Tutorial
- Self-study

#### Entry Requirements
- Lab Exercise: No

---

### M1 German 1.2

#### Test type
Oral Exam

<table>
<thead>
<tr>
<th>Test type</th>
<th>Weighing</th>
<th>Min-grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral Exam</td>
<td>1</td>
<td>5.5</td>
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</tbody>
</table>

#### Learning Goal
M1 German 1.2 (M-HH-01DU2.18)

The student speaks German at CEF level A2.2 in a professional context at the operational level.

<table>
<thead>
<tr>
<th>Year of study</th>
<th>Contact time in hours</th>
<th>Presence</th>
<th>Lab Exercise</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>18</td>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>

#### Instructional modes
- Class instruction
- Tutorial
- Self-study

#### Entry Requirements
- Lab Exercise: No

---

### M1 French 1.1

#### Test type
Oral Exam

<table>
<thead>
<tr>
<th>Test type</th>
<th>Weighing</th>
<th>Min-grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral Exam</td>
<td>1</td>
<td>5.5</td>
</tr>
</tbody>
</table>

#### Learning Goal
M1 French 1.1 (M-HH-01FR1.18)

The student speaks French at CEF level A2.1 in a professional context at the operational level.

<table>
<thead>
<tr>
<th>Year of study</th>
<th>Contact time in hours</th>
<th>Presence</th>
<th>Lab Exercise</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>18</td>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>

#### Instructional modes
- Class instruction
- Tutorial
- Self-study

#### Entry Requirements
- Lab Exercise: No

---

### M1 French 1.2

#### Test type
Oral Exam

<table>
<thead>
<tr>
<th>Test type</th>
<th>Weighing</th>
<th>Min-grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral Exam</td>
<td>1</td>
<td>5.5</td>
</tr>
</tbody>
</table>

#### Learning Goal
M1 French 1.2 (M-HH-01FR2.18)

The student speaks French at CEF level A2.1 in a professional context at the operational level.

<table>
<thead>
<tr>
<th>Year of study</th>
<th>Contact time in hours</th>
<th>Presence</th>
<th>Lab Exercise</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>18</td>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>
Learning Goal
The student demonstrates command of Spanish grammar and vocabulary at level A.2.1.

Name
M1 Spanish 1.1 (M-HH-01SP1.18)

Learning Goal
The student speaks Spanish at CEF level A2.2 in a professional context at the operational level.

Name
M1 Spanish 1.2 (M-HH-01SP2.18)
Name: M1 Dutch 1.1 (M-HH-01NL1.18)

Learning Goal:
The student speaks Dutch at CEF level A 1.2.

Year of study: 1
Number of credits: 3
Entry Requirements:

Instructional modes:
Class instruction
tutorial
self-study

Unit examination / Partial examinations
Test type: Oral Exam
Weighing: 1
Min-grade: 5.5

Contact time in hours: 18
Presence: No
Lab Exercise: No

Name: M1 Dutch 1.2 (M-HH-01NL2.18)

Learning Goal:
The student speaks Dutch at CEF level A 1.2.

Year of study: 1
Number of credits: 3
Entry Requirements:

Instructional modes:
Class instruction
tutorial
self-study

Unit examination / Partial examinations
Test type: Oral Exam
Weighing: 1
Min-grade: 5.5

Contact time in hours: 18
Presence: No
Lab Exercise: No
MODULE 2

Name
M2 Law, Economics, Global Mind (M-HH-02A.17)

Learning Goal

Goal L.E.G.
L: Law and Democracy
you will have a basic understanding of the following concepts, and show how these concepts are connected to modern day society and the hospitality domain: democracy, globalization, International law, Human Rights and their interrelation

E: Economics
you can describe basic economic concepts and theories and show how economic phenomena (in their historical circumstances) described in economic theories, connect to examples from the news today

G: Global Minds
you can define and discuss what culture and cultural identity is, and you can apply cultural value models to practical current situations.

Year of study
1

Contact time in hours
30

Number of credits
4

Presence

Lab Excercise
No

Block(s)
M2 FEB ; M2 SEPT

Entry Requirements

Instructional modes
Problem Based Learning
Pbl
Lecture

Unit examination / Partial examinations

Test type
Written exam

Weighing
1

Min-grade
5.5

M2 LEG

Name
M2 Research Skills (M-HH-02B.17)

Learning Goal

You are able to solve managerial problems according to a systematic approach. That means that you learn to apply inductive and deductive techniques to draw conclusions. You start with formulating a simple managerial question based on a given context and to select relevant information from a given set of sources. You are able to present research information in a clear and accessible way using tables and / or charts.

Year of study
1

Contact time in hours
20

Number of credits
3

Presence

Lab Excercise
No

Block(s)
M2 FEB ; M2 SEPT

Entry Requirements

Instructional modes
Workshop
Lecture
Name: M2 Marketing (M-HH-02C.17)

Learning Goal

In this course you will learn the basics of marketing in tourism and hospitality. Based on Kotler literature, a well known marketing expert, you understand what marketing in concept and in real life is about, using the marketing environment framework as a structure. A bit more in detail:

- how to determine and understand factors affecting consumer buying behavior and organizational buying behavior
- how to explain the organizational buying process
- how to define the major steps in designing a customer driven marketing strategy
- and how to understand the term product including aspects such as core, augmented, facilitating, supporting and accessibility

Year of study: 1

Contact time in hours: 10

Number of credits: 3

Presence: No

Block(s): M2 FEB ; M2 SEPT

Lab Exercise: No

Instructional modes:
- Lecture
- Tutorial
- Presentation

Unit examination / Partial examinations

<table>
<thead>
<tr>
<th>Test type</th>
<th>Weighing</th>
<th>Min-grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>M2 Research Assessment</td>
<td>Written exam</td>
<td>1</td>
</tr>
</tbody>
</table>

Name: Market Analysis Report (MAR) (M-HH-02D.17)

Learning Goal

Working in couples, students are coached to write a market analysis for a new hotel concept in a (internship) city of choice. What you will learn is:

- how to make a clear assignment description to identify the core problem
- how to make a problem analysis and come to a management question
- how to decide on what information is needed and to formulate research questions
- to select and consult relevant information sources
- to develop a set of relevant interview questions that will be actually executed
- how to apply in your report module 2 theory in the field of law, economics, cultural differences, marketing and research skills

Year of study: 1

Contact time in hours: 10

Number of credits: 3

Presence: No
Name

M2 Management Accounting (M-HH-02E.17)

Learning Goal

By the end of this course
- you will master the basic principles of bookkeeping
- you can create financial statements with an emphasis on the income statement and balance sheet
- you will have insights into control of business processes by using benchmark strategies
- you are able to calculate and interpret financial ratios on liquidity, solvency, profitability and activity

Year of study

1

Contact time in hours

30

Presence

No

Number of credits

4

Block(s)

M2 FEB ; M2 SEPT

Lab Exercise

No

Entry Requirements

Instructional modes

Tutorial
Lecture
Pbl

Unit examination / Partial examinations

Test type

Weighing

Min-grade

M2 MAC

Written exam

1

5.5

Name

M2 Defence Pitch (M-HH-02F.17)

Learning Goal

Report Defence: in a short interview the student
- can clarify/explain different aspects of the marketing environment of his/her particular location
- sheds light on the management question and the resulting research questions
- shows to be an expert regarding the content of the market analysis report.
- can explain and justify the choices made regarding content and methodology.

Pitch (former name SiP = Speaking in Public): in a short presentation the student
- can give a formal business presentation about the content of his/her market analysis report.
- respects the formerly agreed upon conditions regarding time and set-up.
Name
M2 Study career guidance (M-HH-02SLB)

Learning Goal
Development of the social and communicative competence (competence 9) and development of the self management competence (competence 10), level 1. The student learns how to reflect on him / herself and his/ her behaviour, as an individual, as a fellow student and as a starting professional. Besides this, the student develops certain study skills that will support him / her in the study programme on 'HBO - level'.

Name
M2 English (M-HH-02EN.18)

Learning Goal
The student speaks English in a tactical professional situation at CEF level B.2.2.
### Instructional modes
- Class instruction
- Tutorial
- Self-study

<table>
<thead>
<tr>
<th>Unit examination / Partial examinations</th>
<th>Test type</th>
<th>Weighing</th>
<th>Min-grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>M2 Cultural awareness</td>
<td>Oral Exam</td>
<td>3</td>
<td>4.5</td>
</tr>
<tr>
<td>M2 Ratios</td>
<td>Oral Exam</td>
<td>2</td>
<td>4.5</td>
</tr>
</tbody>
</table>

#### Name
- M2 German 2.1 (M-HH-02DU1.18)

#### Learning Goal
The student speaks German at CEF level B1.1 in a professional context at the tactical level.

#### Year of study
1

#### Contact time in hours
22.5

#### Number of credits
3

#### Presence
No

#### Lab Exercise
No

#### Instructional modes
- Class instruction
- Tutorial
- Self-study

<table>
<thead>
<tr>
<th>Unit examination / Partial examinations</th>
<th>Test type</th>
<th>Weighing</th>
<th>Min-grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>M2 German 2.1</td>
<td>Oral Exam</td>
<td>1</td>
<td>5.5</td>
</tr>
</tbody>
</table>

#### Name
- M2 German 2.2 (M-HH-02DU2.18)

#### Learning Goal
The student speaks German at CEF level B1.2 in a professional context at the tactical level.

#### Year of study
1

#### Contact time in hours
22.5

#### Number of credits
3

#### Presence
No

#### Lab Exercise
No

#### Instructional modes
- Class instruction
- Tutorial
- Self-study

<table>
<thead>
<tr>
<th>Unit examination / Partial examinations</th>
<th>Test type</th>
<th>Weighing</th>
<th>Min-grade</th>
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<tbody>
<tr>
<td>M2 German 2.2</td>
<td>Oral Exam</td>
<td>1</td>
<td>5.5</td>
</tr>
</tbody>
</table>
Name                      M2 French 2.1 (M-HH-02FR1.18)
Learning Goal
The student speaks French at CEF level B1.1 in a professional context at the tactical level.

<table>
<thead>
<tr>
<th>Year of study</th>
<th>1</th>
<th>Contact time in hours</th>
<th>22.5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of credits</td>
<td>3</td>
<td>Presence</td>
<td>No</td>
</tr>
<tr>
<td>Block(s)</td>
<td>M2 FEB; M2 SEPT</td>
<td>Lab Excercise</td>
<td>No</td>
</tr>
</tbody>
</table>

**Entry Requirements**

**Instructional modes**

- Class instruction
- Tutorial
- Self-study

**Unit examination / Partial examinations**

<table>
<thead>
<tr>
<th>Test type</th>
<th>Weighing</th>
<th>Min-grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral Exam</td>
<td>1</td>
<td>5.5</td>
</tr>
</tbody>
</table>

---

Name                      M2 French 2.2 (M-HH-02FR2.18)
Learning Goal
The student speaks French at CEF level B1.2 in a professional context at the tactical level.

<table>
<thead>
<tr>
<th>Year of study</th>
<th>1</th>
<th>Contact time in hours</th>
<th>22.5</th>
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</thead>
<tbody>
<tr>
<td>Number of credits</td>
<td>3</td>
<td>Presence</td>
<td>No</td>
</tr>
<tr>
<td>Block(s)</td>
<td>M2 FEB; M2 SEPT</td>
<td>Lab Excercise</td>
<td>No</td>
</tr>
</tbody>
</table>

**Entry Requirements**

**Instructional modes**

- Class instruction
- Tutorial
- Self-study

**Unit examination / Partial examinations**

<table>
<thead>
<tr>
<th>Test type</th>
<th>Weighing</th>
<th>Min-grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral Exam</td>
<td>1</td>
<td>5.5</td>
</tr>
</tbody>
</table>

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Name                      M2 Spanish 2.1 (M-HH-02SP1.18)
Learning Goal
The student speaks Spanish at CEF level B1.1 in a professional context at the tactical level.

<table>
<thead>
<tr>
<th>Year of study</th>
<th>1</th>
<th>Contact time in hours</th>
<th>22.5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of credits</td>
<td>3</td>
<td>Presence</td>
<td>No</td>
</tr>
</tbody>
</table>
**Learning Goal**

The student speaks Spanish at CEF level B1.2 in a professional context at the tactical level.

<table>
<thead>
<tr>
<th>Name</th>
<th>M2 Spanish 2.2 (M-HH-02SP2.18)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year of study</td>
<td>1</td>
</tr>
<tr>
<td>Contact time in hours</td>
<td>22.5</td>
</tr>
<tr>
<td>Number of credits</td>
<td>3</td>
</tr>
<tr>
<td>Presence</td>
<td>No</td>
</tr>
<tr>
<td>Lab Exercise</td>
<td>No</td>
</tr>
<tr>
<td>Instructional modes</td>
<td>Class instruction, tutorial, self-study</td>
</tr>
<tr>
<td>Unit examination / Partial examinations</td>
<td>Test type, Weighing, Min-grade</td>
</tr>
<tr>
<td>M2 Spanish 2.1</td>
<td>Oral Exam, 1, 5.5</td>
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</tbody>
</table>

**Learning Goal**

The student speaks Dutch at CEF level A2.1.

<table>
<thead>
<tr>
<th>Name</th>
<th>M2 Dutch 2.1 (M-HH-02NL1.18)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year of study</td>
<td>1</td>
</tr>
<tr>
<td>Contact time in hours</td>
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<tr>
<td>Number of credits</td>
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</tr>
<tr>
<td>Presence</td>
<td>No</td>
</tr>
<tr>
<td>Lab Exercise</td>
<td>No</td>
</tr>
<tr>
<td>Instructional modes</td>
<td>Class instruction, tutorial, self-study</td>
</tr>
<tr>
<td>Unit examination / Partial examinations</td>
<td>Test type</td>
</tr>
<tr>
<td>----------------------------------------</td>
<td>--------------</td>
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<tr>
<td>M2 Dutch 2.1</td>
<td>Oral Exam</td>
</tr>
<tr>
<td></td>
<td></td>
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</table>

Name: M2 Dutch 2.2 (M-HH-02NL2.18)

Learning Goal
The student speaks Dutch at CEF level A 2.1.

Year of study: 1

Contact time in hours: 22.5

Number of credits: 3

Presence: No

Lab Exercise: No

Instructional modes: Class instruction, tutorial, self-study

Unit examination / Partial examinations
<table>
<thead>
<tr>
<th>Test type</th>
<th>Weighing</th>
<th>Min-grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral Exam</td>
<td>1</td>
<td>5.5</td>
</tr>
</tbody>
</table>
YEAR 2

MODULE 3
Name: M3 Marketing / Human Resources part 1 (M-HH-03A.18)

Learning Goal
- The student uses basic knowledge in the field of marketing, HR, ethics, organisational culture.
- The student applies theory in the field of marketing when writing a business plan.
- The student applies knowledge in the field of HRM within a HRM-related professional product.
- The student applies knowledge in the field of Marketing and HRM in PBL tasks.
- The student applies knowledge in the field of HRM, ethics, organisational culture in PBL tasks.
- The student is able to demonstrate a good attitude and effort.
- The student is able to assess and evaluate fellow students.
- The student is able to assess and evaluate himself/herself.

<table>
<thead>
<tr>
<th>Year of study</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contact time in hours</td>
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<td>Number of credits</td>
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<tr>
<td>Presence</td>
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<tr>
<td>Block(s)</td>
<td>M3 FEB ; M3 SEPT</td>
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<tr>
<td>Lab Exercise</td>
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</table>

<table>
<thead>
<tr>
<th>Instructional modes</th>
<th>PBL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit examination / Partial examinations</td>
<td>Test type</td>
</tr>
<tr>
<td>M3 Knowledge test 1</td>
<td>Written exam</td>
</tr>
<tr>
<td>M3 PBL 1</td>
<td>Actieve participatie</td>
</tr>
</tbody>
</table>

Name: M3 Human Resources part 2 (M-HH-03B.18)

Learning Goal
Knowledge test 2:
- The student is able to recognise and identify elementary knowledge in the field of HRM, Ethics, organisation culture, and communication theory.
- The student is able to recognise and identify knowledge in the field of Management Accounting, financial arithmetic, research skills, and statistics.
- The student is able to apply knowledge in the field of HRM in a simple HR professional product.
- PBL 2:
- The student is able to use knowledge in the field of HRM, Ethics, organizational culture, management skills in the context of a given PBL case.
- The student is able to apply knowledge in the field of HRM in a simple HR professional product.
- The student is able to demonstrate a good attitude and effort.
- The student is able to assess and evaluate fellow students as well as him/herself.
### Year of study
2

### Contact time in hours
15

### Number of credits
3

### Block(s)
M3 FEB ; M3 SEPT

### Presence
Yes

### Lab Exercise
No

### Instructional modes
Problem Based Learning

### Unit examination / Partial examinations

<table>
<thead>
<tr>
<th>Test type</th>
<th>Weighing</th>
<th>Min-grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>M3 PBL 2</td>
<td>Actieve participatie</td>
<td>2</td>
</tr>
<tr>
<td>M3 Knowledge test 2</td>
<td>Written exam</td>
<td>1</td>
</tr>
</tbody>
</table>

### Name
M3 Skills 1 (M-HH-03C.18)

### Learning Goal
**Research skills 1:**
Students have knowledge about key terms and methods in quantitative research and are able to apply them in simple situations. Furthermore students are able to prepare a simple questionnaire design (Marketing Assignment).

**Management accounting 1:**
- Students understand and analyze the different financial statement (balance sheet, income statement/USALI and cash flow statement). Furthermore, students understand basic cost concepts and perform cost-based decision making.

### Year of study
2

### Contact time in hours
31.5

### Number of credits
4

### Block(s)
M3 FEB ; M3 SEPT

### Presence
No

### Lab Exercise
No

### Instructional modes
tutorial

### Unit examination / Partial examinations

<table>
<thead>
<tr>
<th>Test type</th>
<th>Weighing</th>
<th>Min-grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>M3 Management accounting 1</td>
<td>Written exam</td>
<td>2</td>
</tr>
<tr>
<td>M3 Research skills 1</td>
<td>Written exam</td>
<td>1</td>
</tr>
</tbody>
</table>

### Name
M3 Skills 2 (M-HH-03D.18)

### Learning Goal
**Managementaccounting 2:**
Students draw up operations budgets and cash budgets and perform variance analysis. Furthermore, students apply working capital management, cost-based pricing and different capital budgeting models.
Research skills 2:
Students know and understand quantitative research, confidence intervals of point estimators, determine sample size, start with SPSS applications. Furthermore students have knowledge and are able to do experiments. They are able to think about boundary conditions, execution, data processing, and draw conclusions. Also they are able to make an analysis (via SPSS) and make a report.

<table>
<thead>
<tr>
<th>Year of study</th>
<th>2</th>
<th>Contact time in hours</th>
<th>31.5</th>
</tr>
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<tbody>
<tr>
<td>Number of credits</td>
<td>4</td>
<td>Presence</td>
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<tr>
<td>Block(s)</td>
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<td>Lab Excercise</td>
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<tr>
<td>Entry Requirements</td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

**Instructional modes**
- Tutorial

**Unit examination / Partial examinations**
- **Test type**
  - M3 Management accountant 2: Written exam
  - M3 Research skills 2: Written exam
- **Weighing**
  - M3 Management accountant 2: 2
  - M3 Research skills 2: 1
- **Min-grade**
  - 4.5

**Name**
M3 Businessplan (M-HH-03E.18)

**Learning Goal**
- The student is able to clarify a given case, analyse financial data, and analyse internal processes and the external environment in the role of a future manager.
- The student is capable of writing and justifying a business plan.
- The student is able to formulate an internal and external communication plan.
- The student is able to design a refurbishment plan.
- The student is able to communicate persuasively.
- The student is able to work in a group, and work in a planned and result-oriented fashion.
- The student is able to receive and give feedback.
- The student is able to defend a business plan.
- The student is able to reflect on his/her performance within the group

<table>
<thead>
<tr>
<th>Year of study</th>
<th>2</th>
<th>Contact time in hours</th>
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<tbody>
<tr>
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<td>Block(s)</td>
<td>M3 FEB ; M3 SEPT</td>
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<td>No</td>
</tr>
<tr>
<td>Entry Requirements</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Instructional modes**
- Electronic environment/game
- Workshop
- Lectures
- Tutorial
### Unit examination / Partial examinations

<table>
<thead>
<tr>
<th>Test type</th>
<th>Weighing</th>
<th>Min-grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>M3 Businessplan</td>
<td>Report</td>
<td>1</td>
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</tbody>
</table>

#### Name
M3 Study career guidance (M-HH-03SLB)

#### Learning Goal
Development of the social and communicative competence (competence 9, level 2), focussing on building a professional network, developing one's organisational sensitivity and intercultural competence.

Development of self-management and self-reflection (competence 10, level 2): the student reflects on his/her behaviour as a starting professional and formulates personal and professional learning goals based on a personal swot analysis.

<table>
<thead>
<tr>
<th>Year of study</th>
<th>Contact time in hours</th>
<th>Presence</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>18</td>
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<table>
<thead>
<tr>
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<th>Block(s)</th>
<th>Entry Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>M3 FEB ; M3 SEPT</td>
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<table>
<thead>
<tr>
<th>Instructional modes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Workshop</td>
</tr>
<tr>
<td>Progress Meeting</td>
</tr>
<tr>
<td>Training</td>
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<table>
<thead>
<tr>
<th>Test type</th>
<th>Weighing</th>
<th>Min-grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>M3 Study career guidance</td>
<td>Attendance</td>
<td>1</td>
</tr>
</tbody>
</table>

### Name
M3 English 1 (M-HH-03EN1.18)

#### Learning Goal
The student speaks English at CEF level C1.1 in a professional context at the tactical level. The student, by means of a portfolio, demonstrates that his or her writing skills in English are at CEF level B2.1.

<table>
<thead>
<tr>
<th>Year of study</th>
<th>Contact time in hours</th>
<th>Presence</th>
<th>Lab Excercise</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>22.5</td>
<td>No</td>
<td>No</td>
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</table>

<table>
<thead>
<tr>
<th>Number of credits</th>
<th>Block(s)</th>
<th>Entry Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
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</table>

<table>
<thead>
<tr>
<th>Instructional modes</th>
</tr>
</thead>
<tbody>
<tr>
<td>tutorial</td>
</tr>
<tr>
<td>Class instruction</td>
</tr>
<tr>
<td>self-study</td>
</tr>
</tbody>
</table>
Name
M3 English 2 (M-HH-03EN2.18)

Learning Goal
The student speaks English at CEF level C1.1 in a professional context at the tactical level. The student writes an attractive blog text in English at CEF level B2.1.

<table>
<thead>
<tr>
<th>Year of study</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contact time in hours</td>
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</tr>
<tr>
<td>Number of credits</td>
<td>3</td>
</tr>
<tr>
<td>Presence</td>
<td>No</td>
</tr>
<tr>
<td>Lab Exercise</td>
<td>No</td>
</tr>
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</table>

Instructional modes
Class instruction
tutorial
self-study

Unit examination / Partial examinations
<table>
<thead>
<tr>
<th>Test type</th>
<th>Weighing</th>
<th>Min-grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral Exam</td>
<td>7</td>
<td>4.5</td>
</tr>
<tr>
<td>Written Exam</td>
<td>7</td>
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</tbody>
</table>

Name
M3 German (M-HH-03DU)

Learning Goal
The student speaks German at CEF level B1.2 in a professional context at the tactical level.

<table>
<thead>
<tr>
<th>Year of study</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contact time in hours</td>
<td>22.5</td>
</tr>
<tr>
<td>Number of credits</td>
<td>3</td>
</tr>
<tr>
<td>Presence</td>
<td>No</td>
</tr>
<tr>
<td>Lab Exercise</td>
<td>No</td>
</tr>
</tbody>
</table>

Instructional modes
tutorial
Class instruction
self-study

Unit examination / Partial examinations
<table>
<thead>
<tr>
<th>Test type</th>
<th>Weighing</th>
<th>Min-grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral Exam</td>
<td>1</td>
<td>5.5</td>
</tr>
</tbody>
</table>

Name
M3 French (M-HH-03FR.12)
**Learning Goal**

The student speaks French at CEF level B1.2 in a professional context at the tactical level.

<table>
<thead>
<tr>
<th>Year of study</th>
<th>Contact time in hours</th>
<th>Presence</th>
<th>Lab Exercise</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>22.5</td>
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<table>
<thead>
<tr>
<th>Number of credits</th>
<th>Block(s)</th>
<th>Entry Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Instructional modes**

- Class instruction
- Tutorial
- Self-study

**Unit examination / Partial examinations**

<table>
<thead>
<tr>
<th>M3 French</th>
<th>Test type</th>
<th>Weighing</th>
<th>Min-grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral Exam</td>
<td>1</td>
<td></td>
<td>5.5</td>
</tr>
</tbody>
</table>

**Name**

M3 Spanish (M-HH-03SP)

**Learning Goal**

The student speaks Spanish at CEF level B2.1 in a professional context at the tactical level.

<table>
<thead>
<tr>
<th>Year of study</th>
<th>Contact time in hours</th>
<th>Presence</th>
<th>Lab Exercise</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>22.5</td>
<td>No</td>
<td>No</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of credits</th>
<th>Block(s)</th>
<th>Entry Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Instructional modes**

- Class instruction
- Tutorial
- Self-study

**Unit examination / Partial examinations**

<table>
<thead>
<tr>
<th>M3 Spanish</th>
<th>Test type</th>
<th>Weighing</th>
<th>Min-grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral Exam</td>
<td>1</td>
<td></td>
<td>5.5</td>
</tr>
</tbody>
</table>

**Name**

M3 Dutch (M-HH-INT.03DUT)

**Learning Goal**

The student speaks Dutch at CEF level B1.1 in a professional context at the tactical level.

<table>
<thead>
<tr>
<th>Year of study</th>
<th>Contact time in hours</th>
<th>Presence</th>
<th>Lab Exercise</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>22.5</td>
<td>No</td>
<td>No</td>
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</table>

<table>
<thead>
<tr>
<th>Number of credits</th>
<th>Block(s)</th>
<th>Entry Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Instructional modes**

- Class instruction
- Tutorial
- Self-study

**Unit examination / Partial examinations**

<table>
<thead>
<tr>
<th>M3 Dutch</th>
<th>Test type</th>
<th>Weighing</th>
<th>Min-grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral Exam</td>
<td>1</td>
<td></td>
<td>5.5</td>
</tr>
</tbody>
</table>
### Instructional modes

Class instruction
tutorial
self-study

### Unit examination / Partial examinations

<table>
<thead>
<tr>
<th>Test type</th>
<th>Weighing</th>
<th>Min-grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>M₃ Dutch</td>
<td>Oral Exam</td>
<td>1</td>
</tr>
</tbody>
</table>

### Name
M₄ Operational Internship (M-HH-04.14)

### Learning Goal

Operational internship in an hotel, abroad, in an operational department.

### Year of study
2

### Contact time in hours
15

### Number of credits
30

### Presence
Yes

### Block(s)
M₄ FEB ; M₄ SEPT

### Entry Requirements

### Instructional modes
Practical work

### Unit examination / Partial examinations

<table>
<thead>
<tr>
<th>Test type</th>
<th>Weighing</th>
<th>Min-grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>M₄ Operational Internship: Reporting</td>
<td>Report</td>
<td>1</td>
</tr>
<tr>
<td>M₄ Operational Internship: Execution</td>
<td>Execution</td>
<td>1</td>
</tr>
</tbody>
</table>
MODULE 5

Name
M5 Strategic Hotel Management (M-HH-05SHM1.16A)

Learning Goal
The set-up, management, and improvement of business or organizational processes (Comp. 5) Analysis of the financial and legal aspects, internal processes, and the business or organization environment in order to strengthen cohesion and interplay (Comp. 6)

Content
Based on an existing hotel students make an SWOT. Based on a so called confrontation matrix they define strategic issues for the hotel and formulate a strategy for improvement. The student translates the results of the analysis of the internal (including a financial one) and external environment into recommendations for change on strategic level. Furthermore, the student makes recommendations regarding the optimization of existing business processes.

Year of study 3 Contact time in hours 62
Number of credits 8 Presence No
Block(s) M5 FEB ; M5 SEPT Lab Exercise Yes
Entry Requirements See introduction (Propedeuse + 23 EC Year 2)
Instructional modes Presentation, Excursion, Group work
Guest lectures, Lectures, Oral assessments
Self-study, Workshop

Unit examination / Partial examinations Test type Weighing Min-grade
M5 Phase 1+2: oral exam Oral Exam 1 5.5

Name
M5 Strategic Hotel Management (M-HH-05SHM1.16B)

Learning Goal

Content
After the analysis students will conduct an innovative route to deepen the strategic issue based on Design Thinking and the following research phase where they will do a feasibility study. The student designs a new concept, product or service in the context of the "real life" hotel (group work). The student group will carry out a market research related to the prototype presented in the innovation phase. The student group will write an advisory report based on analysis, innovation and research

Year of study 3 Contact time in hours 64
Number of credits 11 Presence No
### M5 Strategic Hotel Management (M-HH-05SHM1.16C)

**Learning Goal**

To be able to reflect on one's own behaviour and to acquire insights into one's personal development towards becoming a Hotel Management professional (Comp. 10)).

<table>
<thead>
<tr>
<th>Year of study</th>
<th>Contact time in hours</th>
<th>Number of credits</th>
<th>Presence</th>
<th>Block(s)</th>
<th>Entry Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>24</td>
<td>3</td>
<td>No</td>
<td>M5 FEB ; M5 SEPT</td>
<td>See introduction (Propedeuse + 23 EC Year 2)</td>
</tr>
</tbody>
</table>

**Instructional modes**

Individual portfolio, Peerranking, Workshop

**Unit examination / Partial examinations**

<table>
<thead>
<tr>
<th>Test type</th>
<th>Weighing</th>
<th>Min-grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>-</td>
<td>1</td>
<td>5.5</td>
</tr>
</tbody>
</table>

**M5 Phase 3+4: strategic advisory report**

### M5 Strategic Hotel Management (M-HH-05SHM1.16D)

**Learning Goal**

An important aspect of this module is collaborating with others as a member of a project team and making contributions to the team in order to make it effective and result-oriented. Students contribute to the process of analysis and decision-making within the group and are capable of communicating effectively in Dutch and/or English, both orally and in writing.

<table>
<thead>
<tr>
<th>Year of study</th>
<th>Contact time in hours</th>
<th>Number of credits</th>
<th>Presence</th>
<th>Block(s)</th>
<th>Entry Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>16</td>
<td>1</td>
<td>No</td>
<td>M5 FEB ; M5 SEPT</td>
<td>See introduction (Propedeuse + 23 EC Year 2)</td>
</tr>
</tbody>
</table>

**Instructional modes**

Group work
Workshop
Portfolio
Peerranking
Learning Goal

HMSM students invest on an assignment that benefits the HMSM Community, which earns them 3 ECs. The Community Involvement Programme (COMIN) is founded on the principle that the students and staff work together to create a challenging and innovative living, working and study environment. Hotel school students have a keen eye for improvement and HMSM challenges them to actively participate in a community that reflects our ambitions and values. Students are required to design and take part in projects that benefit HMSM and/or its stakeholders.

| Year of study | 3 |
| Number of credits | 3 |
| Block(s) | M5 FEB ; M5 SEPT |

Name: M5 German (M-HH-05D.16)

The student speaks German at CEF level B2.1.

| Year of study | 3 |
| Number of credits | 4 |
| Entry Requirements | The student has passed the module 3 German course. |

Instructional modes

Class instruction
tutorial
self-study

Name: M5 German portfolio (M-HH-05D.16)

<table>
<thead>
<tr>
<th>Unit examination / Partial examinations</th>
<th>Test type</th>
<th>Weighing</th>
<th>Min-grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>M5 German portfolio</td>
<td>Oral Exam</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>M5 German oral assessment</td>
<td>Oral Exam</td>
<td>1</td>
<td>6</td>
</tr>
</tbody>
</table>
### M5 English (M-HH-05E.14)

**Learning Goal**

The student writes an argumentative essay on a hospitality-related topic in English at CEF level C.1.1.

| Year of study | 3 | Contact time in hours | 20 |
| Number of credits | 4 | Presence | Yes |
| Block(s) | M5 FEB ; M5 SEPT | Lab Exercise | No |

**Entry Requirements**

Student has demonstrated CEF level B2.2 in writing in English.

**Instructional modes**

- Class instruction
- Tutorial
- Self-study
- Individual

**Unit examination / Partial examinations**

| Test type | Weighing | Min-grade |
| M5 Grammar & usage | Written exam | 1 | 6 |
| M5 Essay | Essay | 1 | 6 |

### M5 French (M-HH-05F)

**Learning Goal**

The student speaks French at CEF level B2.1

| Year of study | 3 | Contact time in hours | 30 |
| Number of credits | 4 | Presence | Yes |
| Block(s) |  | Lab Exercise | No |

**Entry Requirements**

The student has passed module 3 French.

**Instructional modes**

- Class Instruction
- Tutorial
- Self-study

**Unit examination / Partial examinations**

| Test type | Weighing | Min-grade |
| M5 French | Oral Exam | 1 | 5.5 |

### M5 Spanish, A level (M-HH-05SA)
Learning Goal

The student speaks Spanish at CEF level B 1.2.

| Year of study | 3 | Contact time in hours |
| Number of credits | 4 |
| Block(s) | |
| Presence | Yes |
| Lab Exercise | No |

Entry Requirements

The student has passed the module 3 Spanish course.

Instructional modes

Class instruction
tutorialself-study

| Unit examination / Partial examinations | Test type | Weighing | Min-grade |
| M5 Spanish, A level | Oral Exam | 1 | 5.5 |

Name

M5 Spanish, B level (M-HH-05SB)

Learning Goal

The student speaks Spanish at CEF-level B 2.1.

| Year of study | 3 | Contact time in hours |
| Number of credits | 4 |
| Block(s) | |
| Presence | Yes |
| Lab Exercise | No |

Entry Requirements

The student has successfully completed module 3 Spanish and, due to a traineeship completed in a Spanish language environment or existing skills in Spanish, has above average speaking skills.

Instructional modes

Class instruction
tutorialself-study

| Unit examination / Partial examinations | Test type | Weighing | Min-grade |
| M5 Spanish, B level | Oral Exam | 1 | 5.5 |

Name

M5 Dutch (M-HH-INT.05DU)

Learning Goal

The student, on the basis of the Staatsexamen Nederlands, demonstrates CEF level B1 in speaking, writing, listening and reading.
<table>
<thead>
<tr>
<th>Year of study</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contact time in hours</td>
<td>30</td>
</tr>
<tr>
<td>Number of credits</td>
<td>4</td>
</tr>
<tr>
<td>Presence</td>
<td>Yes</td>
</tr>
<tr>
<td>Lab Exercise</td>
<td>No</td>
</tr>
<tr>
<td>Entry Requirements</td>
<td>The student has passed the module 3 Dutch course.</td>
</tr>
<tr>
<td>Instructional modes</td>
<td>tutorial</td>
</tr>
<tr>
<td></td>
<td>self-study</td>
</tr>
<tr>
<td></td>
<td>Class instruction</td>
</tr>
<tr>
<td>Unit examination / Partial examinations</td>
<td>Test type</td>
</tr>
<tr>
<td>M5 Dutch</td>
<td>Assessment</td>
</tr>
</tbody>
</table>
YEAR 4

MODULE 7

Name  
M7 Project Management Input (M-HH-07A.17)

Learning Goal

Peer rankings take place in weeks 3, 7, 13 and 20. The first three have a formative character, while the last has a summative character. The supervisor/examiner can modify the evaluation on the basis of his/her frame of reference. Even if the student has had two unsatisfactory (not passed) interim peer rankings, the supervisor/examiner can issue a summative final assessment.

Year of study  4  Contact time in hours
Number of credits  4  Presence: Yes
Block(s)  
Entry Requirements  112 credits years 2 and 3

Instructional modes  
Group work, peer ranking, progress interviews with supervisor

Unit examination / Partial examinations  
M7 Project Management Input  
Test type  Active participation  Weighing

Name  
M7 Project Report (M-HH-07B.17)

Learning Goal

Students demonstrate that they are able to analyse a management problem, consult relevant sources, carry out practice-based research and, on the basis of that research, make appropriate recommendations to a client in the field of work, all on a relatively independent basis. It is here that all of the threads of the educational programme come together: in preceding modules and minors, students acquire the knowledge and skills they need in order to successfully complete this assignment. In module 7, students work as part of an interdisciplinary team on the solution to a real-life management problem. The assignment is provided by a client in the field of work. In order to find a solution to the management problem or in order to provide recommendations to the client, the students carry out practice-based research. After a period of 20 weeks, the group submits an advisory report. The advisory report is based on the research report, which shows that the working procedure selected is methodologically justifiable.

Year of study  4  Contact time in hours
Number of credits  20  Presence
Block(s)  
Entry Requirements  112 credits years 2 and 3
### M7 Project Report

**Name**
M7 Defence of Project (M-HH-07C.17)

**Learning Goal**
Individual defence of the report, during an interview of approximately 35 minutes. Questions will be asked about the advisory report and the research report. This defence will be done by an internal assessor and an external assessor, familiar with the hospitality industry.

**Year of study**
4

**Number of credits**
5

**Block(s)**
M7 FEB ; M7 SEPT

**Entry Requirements**
112 credits years 2 and 3

**Instructional modes**
Continuous oral assessment

<table>
<thead>
<tr>
<th>Unit examination / Partial examinations</th>
<th>Test type</th>
<th>Weighing</th>
<th>Min-grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>M7 Project Report</td>
<td>Report</td>
<td>1</td>
<td>5.5</td>
</tr>
</tbody>
</table>

### M7 Project Presentation

**Name**
M7 Project Presentation (M-HH-07D.17)

**Learning Goal**
To present the findings and recommendations of the management project

**Year of study**
4

**Number of credits**
1

**Block(s)**

**Entry Requirements**
112 credits years 2 and 3

**Instructional modes**
Presentation

<table>
<thead>
<tr>
<th>Unit examination / Partial examinations</th>
<th>Test type</th>
<th>Weighing</th>
<th>Min-grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>M7 Project Presentation</td>
<td>Group Presentation</td>
<td>1</td>
<td>5.5</td>
</tr>
</tbody>
</table>

### M8 Management trainee

**Name**
M8 Management trainee (M-HH-08A.17)
**Learning Goal**
The student proactively, independently, and impeccably masters a range of tasks at the management level within a hospitality-related organization under the supervision of a manager.

(Comp.1)

The student independently formulates a management issue as a starting point for his/her own research (Comp. 2);

The student independently and proactively evaluates the mission, vision, and company policy to the extent that it is relevant to the department in which he/she works.

The student formulates independently, and based on information from primary and secondary sources, a fully substantiated management advice for the solution of a management problem faced by the internship company;

The student independently and proactively evaluates the internal communication channels and various leadership styles that he/she encounters within the company at which he/she is completing the internship (comp.4).

The student controls the business processes at the management level within the department of the hospitality business in which he/she is an intern (comp.5).

The student shows how he/she has contributed to achieving the KPIs of the department of the hospitality business in which he/she is an intern (comp.6);

In an individual, independent, and proactive manner, the student formulates an implementation plan for improvements to the business process that has been the topic of his/her research (comp.7)

On the student’s own initiative and in an independent and individual manner, he/she develops a new or improved product, process, or service for the department in which he/she is an intern (comp.8);

The student performs at Bloom level 5 (affective domain) at the internship company, i.e. he/she has his/her own system of standards and values (his/her own convictions, ideas, attitudes, etc.), which translates into consistent and predictable behaviour such as self-assured and independent performance, professional commitment with regard to ethical issues, and adaptability in the face of changing personal, social, and emotional circumstances (comp.9)

The student reflects on his/her own functioning in the professional context (comp.10)

---

**Year of study**
4

**Contact time in hours**
16

**Number of credits**
29

**Block(s)**
M8 FEB ; M8 SEPT

**Entry Requirements**
112 EC year 2 and 3

**Instructional modes**
Practical work

**Unit examination / Partial examinations**
<table>
<thead>
<tr>
<th>Test type</th>
<th>Weighing</th>
<th>Min-grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment</td>
<td>1</td>
<td>5.5</td>
</tr>
<tr>
<td>Execution</td>
<td>1</td>
<td>5.5</td>
</tr>
</tbody>
</table>

**Name**
M8 Final assessment (M-HH-08B.17)
**Learning Goal**

The HM professional focuses actively on his/her personal development by selfconsciousness, reflection and selfmanagement (Competence 10 PEP). He/ She is able to:
- Reflect on own activities and behaviour, recognise moral standards, write a personal development
- Plan and manage him/herself.

<table>
<thead>
<tr>
<th><strong>Year of study</strong></th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Number of credits</strong></td>
<td>1</td>
</tr>
<tr>
<td><strong>Block(s)</strong></td>
<td>M8 FEB ; M8 SEPT</td>
</tr>
<tr>
<td><strong>Presence</strong></td>
<td>No</td>
</tr>
<tr>
<td><strong>Lab Exercise</strong></td>
<td>No</td>
</tr>
<tr>
<td><strong>Entry Requirements</strong></td>
<td>All 239 EC of the programme</td>
</tr>
<tr>
<td><strong>Instructional modes</strong></td>
<td>self-study</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Unit examination / Partial examinations</strong></th>
<th><strong>Test type</strong></th>
<th><strong>Weighing</strong></th>
<th><strong>Min-grade</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>M8 Final assessment</td>
<td>Assessment</td>
<td>1</td>
<td>5.5</td>
</tr>
</tbody>
</table>
1.3 Evaluation of the teaching

Evaluation instruments used by the study programme:

<table>
<thead>
<tr>
<th>Evaluation instrument</th>
<th>Content</th>
<th>Level</th>
<th>Period</th>
<th>Actor responsible for adjustment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Instruments used throughout Zuyd</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Visitation</td>
<td>Check of accreditation-worthiness</td>
<td>Programme</td>
<td>1x/6 years</td>
<td>Dean</td>
</tr>
<tr>
<td>Internal audit and internal audit reports</td>
<td>Check on Zuyd Quality (accreditation-worthiness, Higher Education and Research Act-proof, Zuyd Educational Vision), programme improvement cycle</td>
<td>Programme</td>
<td>At least twice every five years</td>
<td>Team manager</td>
</tr>
<tr>
<td><strong>Programme-specific instruments</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Written surveys for modules and minors</td>
<td>Check for the quality of education provision in accordance with Zuyd Quality and faculty goals</td>
<td>Programme and modules/minors</td>
<td>Once a year</td>
<td>Team manager/Quality-control officer/in consultation with the Curriculum Committee</td>
</tr>
<tr>
<td>Own evaluations: lecturer evaluations</td>
<td>Student satisfaction with lecturer</td>
<td>Individual</td>
<td>Once a year</td>
<td>Team manager (during a performance review)</td>
</tr>
<tr>
<td>Student panels</td>
<td>Student satisfaction with the teaching and the lecturers</td>
<td>Study unit (module and minor)</td>
<td>Dependent on specific situation for each module.</td>
<td>Module or minor coordinator in consultation with team manager and Curriculum Committee</td>
</tr>
<tr>
<td>Evaluation of examination/test quality</td>
<td>Quality of oral and written examinations</td>
<td>Study programme and study units</td>
<td>Every year, in accordance with the Test</td>
<td>Test Committee in consultation with those responsible for the test</td>
</tr>
<tr>
<td>Focus-group meetings</td>
<td>National Student Survey (NSS)</td>
<td>HBO monitor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------------------</td>
<td>-------------------------------</td>
<td>-------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quality of the teaching in relation to the needs of the professional field</td>
<td>Quality of education in the experience of the student</td>
<td>Quality of education in the experience of the alumnus</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Programme/major phase/specialization phase</td>
<td>Programme</td>
<td>Programme</td>
<td></td>
<td></td>
</tr>
<tr>
<td>At least once a year</td>
<td>Annually</td>
<td>Once per year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Director, team managers</td>
<td>Team manager/director</td>
<td>Team manager/director</td>
<td></td>
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</tbody>
</table>

The results of the evaluations will be used as follows in order to improve teaching:

Written surveys, findings from student panels, and focus-group evaluations will be discussed during consultations between module and minor coordinators and the team manager, as well as within the Curriculum Committee. Based on these discussions, annual improvement plans will be formulated by the coordinators, who will present these plans to the Curriculum Committee. The committee will prioritize the contents of the plans, based on which a definitive annual plan will be formulated. Based on the Curriculum Committee’s annual plan, the improvements will be initiated.

Adjustment/improvement of minor points for attention within a module or minor will be made every year on the initiative of the coordinator.

The results of the NSS and the HBO monitor, as well as the results of a visitation report and/or internal audit will be discussed within the management team. Every year, these discussions will address action points that must be translated into programme policy (e.g. professionalization of lecturers). In collaboration with coordinators and lecturers, the teaching team managers will ensure the action points are realized.

Discussion of the lecturer evaluations will be conducted between the team managers and lecturers. These discussions will also result in agreements being made, e.g. with an eye to professional development.
Chapter 2: Examination regulations HMSM

Examination regulations, Hotel Management School Maastricht, 2018–2019
Rules governing proper conduct of tests before, during, and after an examination are set out in the Examination Regulations.
Any breach by a student constitutes improper conduct on the grounds of which the student can be excluded from further participation in the examination.

2.1 Structure of examinations and unit examinations

Per year of enrolment, the student may sit at least one resit per unit examination. The Board of Examiners can make an exception to this rule based on the period within which a unit examination or resit can be offered by the study programme or sat by the student.
In observance of the above, the unit examination system is structured as follows:
- In the case of a resit, the student should take the most recently provided teaching materials as the basis.
- Taking an oral examination or resit via Skype is only possible with the permission of the Board of Examiners.
- Only tests that have not been passed can be re-sat, unless the board specifies otherwise in the EER.
- A student who believes that he/she could be eligible for the citation cum laude can submit a request to the Board of Examiners to resit an examination that he/she has passed.
- The period between sitting a unit examination and a resit for the same study unit must be at least five working days.
- Before the resit, the student must have been offered the opportunity to look at a marked unit examination or resit of a unit examination previously taken.
- A student may not take part in resits at the Hotel Management School Maastricht during the operational internship.
- A student may take part in resits at the Hotel Management School Maastricht during the management internship.

2.2 Exemptions

A student who believes that he/she is eligible for an exemption must request this no later than twenty working days before the start of the semester or period concerned. Any request received at a later date or time will not be processed.
Module 1 is an exception to this. It is possible to request exemptions for module 1 until the end of academic week 2 of module 1.
A student submits a request for exemption to the Board of Examiners. The result of the exemption is EXEM. This result will not be taken into account for the average weighing of results. If the student wants to achieve a higher mark, he/she must take the test.
All practical services in module 1 will be counted as practical exercises. There is a 100% attendance requirement for these practical services. No exemptions will be granted for these practical services.
2.3 Publication of examination schedule

The definitive examination schedule is published on Zuydnet no later than two weeks prior to the examination period, and is also sent to the students by e-mail. Further explanation and any other additional conditions are found in the module descriptions on Moodle.

2.4 Registration for unit examinations/resits

Every year, each student has two opportunities to sit a unit examination for a particular study unit. Students are only permitted to sit unit examinations/resits if they are registered as a participant in Osiris. Students are obliged to register for unit examinations and/or resits via Osiris. This registration obligation applies to all OSIRIS test codes, i.e. also including oral examinations, practical services, portfolios, etc. The registration obligation also applies to resit from a previous academic year that have not yet been taken or must be retaken.

**Students can register for a resit between 14 and 4 days prior to the date of the test. Students who are not registered will not be permitted to take the examination.** For information on registering, students can click on this link to an Osiris instructional video (http://media.zuyd.nl/p2gplayer/Player.aspx?id=dPLpB).

Students must check in his/her academic progress overview whether the registration is visible! The student will also receive **immediate e-mail confirmation** of the registration from OSIRIS after registering. If a student does **not** receive a confirmation e-mail after registering despite the registration taking place within the permitted registration period, he/she should immediately contact the Office of Educational Affairs by e-mail.

If a student still has any questions concerning registration for a course or resit, he/she can send an e-mail to the Office of Educational Affairs within the registration period.

A student is not required to print out the registration. Proof of registration is only required if for whatever reason no evidence of the registration being processed can be found. Rather than printing out the registration, it may be useful if a student saves a screenshot of the registration in a personal folder. It should be a screenshot of the correct screen. The correct screen shows the overview of the registrations with the message: *This list qualifies as proof of registration.*

The Office of Educational Affairs will inform the students by e-mail of the relevant registration periods. The definitive dates, times and rooms of the unit examinations/resits are published on the definitive unit examination timetable on Zuydnet. If any problems are encountered during registration, the student must report them to the Office of Educational Affairs before the end of the registration period.

Any results of unit examinations/resits sat by students who are not registered are invalid and will not be processed. In such cases, the student will be notified by the Office of Educational Affairs. The student may file a request with the Board of Examiners to have the unit examination declared valid. Such requests must be filed with the Board of Examiners no later than three days after the notice from the Office of Educational Affairs.
2.5 Withdrawal from/cancellation of enrolment for unit examination/resit

Students may cancel a registration for a unit examination/resit by notifying the Office of Educational Affairs within the registration period. Once the registration period has closed, a registration can no longer be withdrawn or cancelled, not even through the Office of Educational Affairs.

NB: In case a student has been registered but does not actually participate in an exam, the examinator will register NP (No participated) in Osiris

2.6 Code of conduct during unit examinations

A student must adhere to the rules set out below, to the instructions given on the unit examination paper, and to all general and specific instructions given by the invigilator. Any breach of these rules and instructions by the student constitutes improper conduct on which grounds the student can be excluded from further participation in the examination.

1. The student should be on time for the unit examination and must wait outside the examination room until he/she is let in.

2. The invigilator will invite the students to enter the examination room. AS FROM THE MOMENT THE STUDENTS ARE INVITED INTO THE ROOM, NO FURTHER TALKING IS ALLOWED. The student will sit at a desk on which a unit examination paper has been placed. The student will not touch the unit examination paper until all students are seated and the invigilator indicates that the unit examination has begun. All bags must be placed under the desk if possible.

3. The student may not leave the examination room until at least 15 MINUTES of the unit examination have passed; once 15 MINUTES of the unit examination have passed, no student will be admitted into the examination room. A student who does not arrive for a unit examination on time but who, in consideration of the above, may still be admitted to that unit examination must complete the unit examination at the stipulated time. Students are not permitted to leave the examination room during the last 15 MINUTES of the unit examination.

4. A student who does not have a valid form of identification on hand may only provisionally participate in the unit examination. He/she should sign the ‘attendance list for provisional participation’. The student remains seated in the examination room until the end of the unit examination and then accompanies the invigilator to the Office of Educational Affairs so that his/her identity can be checked.

5. A student who is not on the attendance list may only provisionally participate in the examination. He/she should sign the ‘attendance list for provisional participation’. The Board of Examiners will make a decision on the validity of the student’s participation.

6. During multiple choice tests, it is forbidden to write the answers on the test itself and/or indicate the answer on the scrap paper in LARGE letters.

7. Students must fill in the answer form in accordance with the instructions provided on the front page of the unit examination paper.
Only one answer form is provided per student: we advise that students first fill in the form using a pencil!

8. **Students are only allowed to be in possession of permitted aids.** These are: a pen (black)/a pencil/correction fluid/an eraser/a pencil sharpener. No other items are permitted excepting where stated in the unit examination instructions.

   a. **Other permitted items are:** a bottle of water, a snack such as a bar of chocolate (unopened).

   b. If a **NON**-programmable calculator is permitted, this means that the student may only use the **Casio** calculator provided by the **HMSM**. If a programmable calculator is permitted, this will be stated on the front page of the unit examination paper. If this is the case, the student may use a calculator of his or her choice (but not a laptop computer, PDA, mobile phone, etc.).

   c. **LENDING or BORROWING** any supplies or aids during a unit examination is strictly prohibited. The invigilator cannot provide any supplies either.

9. Wearing a **watch** during unit examinations is forbidden.

10. Students are not permitted to use marker pens.

11. The student may not cause any disturbance **of any kind** before, during, or after the unit examination. The student may **NOT temporarily leave** the examination room to use the toilet or for any other reason. Go to the toilet before the start of the examination!

12. Participation in a unit examination requires the student to submit **all** unit examination materials.

13. A student who has completed the unit examination should raise his/her hand to notify the invigilator. The invigilator checks the unit examination materials for completeness.

14. The attendance list must be signed upon handing in the unit examination paper. Prior to leaving the examination room, the student must present identification and sign the attendance list.

2.7 **Extra provisions or facilities/extension of unit examination duration**

A student wishing to make use of **extra provisions or facilities** must submit a request to that effect to the student counsellor. The student counsellor will make a recommendation to the Board of Examiners, which will consider the request and notify the student of its decision in writing. This has to be done **at the latest 2 weeks** before the examination takes place. Students who possess a statement of a medical diagnosis of dyslexia are entitled to the following facilities when taking written examinations:

- an extension of the standard examination duration by approx. 25-30%
- a large-format examination sheet (A3)
- a separate examination room
- a marker pen
Students who are unable to sit unit examinations according to the usual procedure due to a temporary or permanent physical disability will consult with the Board of Examiners in order to find an appropriate solution.

2.8 Fraud | Improper conduct

Improper conduct is understood to be the following: during the exam, failure to follow the instructions of the Board of Examiners, the examiner or other persons designated by the Board of Examiners, such as invigilators. If the student causes a disturbance upon being called to account on the grounds of improper conduct, the examiner and/or invigilator may remove the student from the examination venue.

A student who sits a unit examination must follow all instructions of the Board of Examiners, the examiner, or other persons designated by the Board of Examiners. Any breach by the student constitutes improper conduct on which grounds he/she can be excluded from further participation in the tests.

Fraud here means the deliberate acts or omissions of a student – including plagiarism – that make it partly or totally impossible for the examiner to give an accurate assessment of the student’s knowledge, understanding, and skills.

According to the Oxford English Dictionary, plagiarism is: 'The practice of taking someone else’s work or ideas and passing them off as one’s own.' From a legal point of view, plagiarism is a form of theft and relates to text, image, music, video, or any other medium.

If fraud is proved or suspected, the examiner shall notify the Board of Examiners of this fact in writing, and supply the relevant documentary evidence. The Board of Examiners shall give the student the opportunity to present his/her case. If a student has been found guilty of improper conduct or fraud with regard to any part of the unit examination, he/she will be informed of this by the chair of the Board of Examiners. The Board can deny the student from participating in one or more unit examinations.

A first instance of fraud will be punished by the Board of Examiners by declaring the sitting of the unit examination invalid and by giving the student a reprimand, to be recorded in OSIRIS. In the event of any repeat, the student will be excluded from taking any unit examinations for a period of six months and will be given a study recommendation advising withdrawal from the programme.
### Procedure for handling a report of improper conduct and/or fraud

<table>
<thead>
<tr>
<th>Who</th>
<th>What</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecturer, examiner, student, invigilator</td>
<td>Report of suspected improper conduct or fraud during a unit examination to the Board of Examiners.</td>
</tr>
<tr>
<td>Secretary Board of Examiners</td>
<td>If the Board of Examiners decides to handle the report, then the report may not be handled by members of the Board of Examiners who are involved in the circumstances to which the report applies.</td>
</tr>
<tr>
<td>Board of Examiners</td>
<td>The involved party/parties must be given the opportunity to present their case. The Board of Examiners listens to the case of the party/parties separately and in person. This is not public and an interview report is drawn up.</td>
</tr>
<tr>
<td>Board of Examiners</td>
<td>The Board of Examiners makes a decision after having listened to the case(s) of the party/parties. If there is a case of improper conduct or fraud, then the measures according to the EER will be taken.</td>
</tr>
<tr>
<td>Secretary Board of Examiners</td>
<td>The Board of Examiners informs the party/parties of the decision in writing.</td>
</tr>
<tr>
<td>Secretary Board of Examiners</td>
<td>The decision is recorded in OSIRIS.</td>
</tr>
</tbody>
</table>

The following descriptions can be used as a guide in determining whether there is a case of improper conduct or fraud:

**Fraud is understood to be:**

- having aids in one's possession during the unit examination, including communication devices (mobile phones), books, workbooks, drawings, etc., which are forbidden in the examination venue
- partially or entirely copying the answers of another student or students sitting the unit examination during a collective written unit examination
- exchanging information during the unit examination inside or outside the examination venue, including consulting books, using communication devices such as mobile phones, and watches
- have other students sit unit examinations in the name of the student involved
- posing as someone else during the unit examination
- gaining possession of the tasks in the relevant unit examination prior to the date or time on or at which the unit examination takes place
- having third parties draw up a written individual or group assignment
- using and/or copying other people's texts, information, or ideas without complete and correct references
- presenting the structure and/or the central idea from third-party sources as one's own work and one's own thoughts, even if a reference to other authors has been included
- submitting a previously submitted text for assignments for other study programme components (text that has been taken from previously submitted assignments must be correctly referenced to the previous assignments)
- Copying the work of other fellow students and presenting this as one's own work
2.9 Determination and publication of results

The examination results will be determined by the examiner and published in OSIRIS. No rights can be derived from provisional scores/results published for instance on Moodle. A student is entitled to prompt publication of the assessments of the unit examinations he/she has taken. ‘Prompt’ here means no later than 15 working days following the sitting of the unit examination, unless there are good reasons for extending this period. The student is notified of this delay as soon as possible.

2.10 Review/inspection

Every student has the right to see the assessment of his/her unit examinations and to have an explanation of the way in which the result was determined. This right to see the assessment expires after 20 working days following the publication of the examination results.

After review/inspection, the student’s unit examination work will be retained for a minimum of 60 days by the coordinator or lecturer and/or as long as is necessary for the purposes of appeal periods.

During a review/inspection, the student will have the opportunity to go through the unit examination paper and ascertain the method of assessment. Students will be able to see which components of the unit examination they did well on and less well on. Students are not allowed to take notes on the examination paper.

A student who does not take advantage of the opportunity for review/inspection loses the right to review his or her unit examination paper excepting where there is a valid reason for missing the opportunity. The student may then make an individual appointment with the examiner.

For students on an internship or an exchange programme, the review period is a period of ten working days in the module following the internship or exchange programme. For this review, the student should contact the lecturer in question.

Individual review
After the inspection, a student may make an appointment with the examiner to discuss the evaluation; a so-called ‘individual review”. This is only possible if the student has been present during the inspection.

Appeal
If, following this meeting, a student does not agree with the evaluation, he/she can appeal against the decision of the examiner. This appeal is bound to a term of twenty working days after the review/inspection or meeting with the examiner.
Chapter 3 Academic guidance counselling

3.1 Year 1, Semester 1

1. *Where is the focus in the academic guidance counselling during semester 1?*
   
   In this first module, the academic guidance counsellor will focus primarily on:
   - **Personal attention** (value: personal attention) to the student, his/her home situation, any extraordinary issues or circumstances; any referrals from the Board of Examiners/student counsellor.
   - **Progress within the programme and with studying;** the academic guidance counsellor will talk about this, and keep a finger on the pulse with regard to the progress the student is making in the studies, if necessary referring to additional courses.
   - **Talking to the student** if we hear something, observe something, etc., that needs dealing with (value: ‘individual responsibility’).

2. *What does the academic guidance counselling look like in semester 1?*

   The following activities are planned:
   - Introductory lecture on academic guidance counselling
   - *Acquaintance session* with the AGC group and academic guidance counsellor
   - *Getting-acquainted interview*
   - *Workshops: academic guidance counsellor with subjects like time management, planning, etc.*
   - *Individual progress interview*
   - *Reflection interview*

3. *Awarding of course credit for AGC, semester 1*

   The student receives one EC for the academic guidance counselling module 1.

3.2 Year 1, Semester 2

1. *Where is the focus of the academic guidance counselling during semester 2?*

   The meetings in this module in terms of academic guidance counselling focus on:
   - **Personal attention**
   - **How it is going with studying and learning:** during individual interviews, the academic guidance counsellor will speak with the student about academic progress and any study-related problems
   - **Guiding you in taking responsibility for your studies**
   - **Setting goals and learning study skills.**

2. *What does the academic guidance counselling look like in semester 2?*

   The following activities are planned:
   - 2 *group meeting with the academic guidance counsellor;*
   - 2 *individual interview with the academic guidance counsellor;*
   - *Optional individual interview*
   - *Individual assessment based on your portfolio.*

3. *Awarding of course credit for academic guidance counselling, semester 2*

   The student receives one EC for the academic guidance counselling module 2.

   **Please note: Role of academic guidance counsellor in the BSR (binding study recommendation)**
During the BSR consultation, the academic guidance counsellor will give information about the student and how he/she has studied in the first year. He/she will also provide information regarding any extenuating circumstances. The academic guidance counsellor referred to the student counsellor because he/she considered this to be necessary/desirable. The student counsellor and academic guidance counsellor will maintain contact in order to properly coordinate matters. The academic guidance counsellor’s advice will be carefully weighed up during the determination of a BSR.

3.3 Year 2, Semester 3
During semester 3 the student will have the same academic guidance counsellor as in year 1. After this semester this role will be taken over by the internship supervisor.

1. Where is the focus of the academic guidance counselling during semester 3?
Promoting/facilitating academic progress in module 3
Developing competences 9/10 PSPP: specifically:
- Building and maintaining professional relationships
- Organizational sensitivity
- Professional/business communication
- Intercultural competence
- Self-reflection and self-management

2. What does the academic guidance counselling look like in semester 3?
The student may request a meeting with the academic guidance counsellor at his own initiative to discuss his academic progress. This can be arranged if the student has a personal wish to do so, and is therefore a demand-driven facility. With an eye to the development of competences 9 and 10: in module 3, the activities/efforts that the student perform to this end are related to the preparations for the internship. These activities are – for example – attending workshops regarding writing a personal development plan, personal leadership and intercultural awareness. The student can find specific information in Moodle, module 3.

3. Awarding of course credit for academic guidance counselling, semester 2
Portfolio AGC, module 3
When the portfolio is complete and the activities have been participated in, the student receives the AGC credit for module 3. The internship supervisor checks the portfolio.

3.4 Year 2, Semester 4 (Operational internship)
After semester 3, the role of academic guidance counsellor will be taken over by the internship supervisor, who will guide the student in his/her personal development (competences 9 and 10) during the operational internship.

3.5 Years 3 and 4 (Semesters 5, 6, 7, and 8)
In years 3 and 4, the emphasis shifts from study supervision and guidance to career guidance. The student completes the study programme with an oral final assessment in which he/she reflects on the personal profile related to competence development in the main phase. This process is structured as follows:
1. At the start of semester 5, a one-day career counselling workshop takes place. The theme of the workshop will be 'my future'. In a personal, creative and instructive manner, the coaches will challenge and encourage the students to carefully consider themselves, their talents and their wishes for the future. By extension, they will be encouraged to shape their own course of studies in the main phase. They will start by elaborating a reflection document in which they look both backwards and forwards.

2. Information meetings will take place, during which the coordinators of the three profiles and all of the minors explain their working methods and programme. Information meetings are also planned in relation to the HSM Exchange Programme, YPO (Young Professionals Overseas), and the pre-Master's programme. Based on this information, the student selects a profile/minors/exchange programme/YPO/pre-Master's programme.

3. At the beginning of the profile phase every student will attend a coaching meeting with a lecturer. The input for this meeting is the fully elaborated reflection document. From this point onwards, the student will begin to elaborate his/her PPP (Personal Positioning Paper). Further coaching will take place upon request by the student.

4. In the PPP – which is focused on and further elaborated in every minor/module during the main phase – the student describes his/her personal profile and demonstrates where, how and which competences have been developed. At the start of module 7, every student can indicate a preference regarding the management project or its contents. The coordinator of module 7 will bear these preferences in mind to the greatest possible extent.

5. During the course of module 7, the student will select a management internship. If desired, the lecturers within the profile can advise the student on this matter. The student will apply to an internship vacancy suitable to the student’s course of study and ambitions, and will use their latest PPP to substantiate his/her choices.

6. Before the student starts the internship, he/she will discuss his/her Personal Development Plan with his/her internship supervisor. The PPP is also involved in this process: the student can use it to substantiate the objectives he/she has set for his/her management internship.

7. Upon completion of the management internship, the student completes his/her PPP. Chapter 4 of the internship report (Personal and Professional Development) provides the final piece of input for the PPP. The student sends the completed PPP to the internal and external assessors who conduct the final interview.

8. The students complete their studies with an interview in which the student presents him/herself as a starting professional. The student reflects upon his/her personal profile in relation to the competence development in the main phase, making reference to the evidence (realized professional products) contained in an e-portfolio. During this final interview, the lecturer will be accompanied by an external assessor.
Chapter 4 Structure of the year

Source: https://www.zuydnet.nl/werken/onderwijs/jaarrooster

<table>
<thead>
<tr>
<th>Block 1 &amp; 2 for the 1st, 2nd, 3rd, 4th study year</th>
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<tbody>
<tr>
<td>Lesson weeks: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15</td>
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<tr>
<td>Activity: L L L L L L V L S L L L L L L L L L L</td>
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<tr>
<td>No teaching activities: Autumn holiday: 15th-21st October; Christmas Holiday: 24th December till 6th January</td>
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Holiday dates may vary for the Module 1 Hotel Operations students.