B International Real Estate and Facility Management
NHTV Breda University of Applied Sciences

Report of the extensive programme assessment
15 and 16 May 2012
This document is best printed in duplex.
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Summary

On 15 and 16 May 2012, the bachelor programme of International Real Estate and Facility Management NHTV was inspected by an assessment committee of AeQui. The overall judgement of the committee is ‘good’. The committee also recommends the granting of the distinctive quality feature ‘internationalisation’.

The programme is characterized as an ambitious, highly practical and internationally focussed four-year bachelor with a total study load of 240 EC. The programme pays a lot of attention to the professional development of both students and teachers. Students appreciate the programme not only for its quality and international focus but also for the open atmosphere, small size, accessibility of teachers and the personal approach. The industry especially praises the programme for the enthusiastic, pro-active, self-responsible and motivated attitude of the students and alumni, and is closely involved in the development and implementation of the programme. The Academy and the programme are quite young. In a short period of time, the programme has obtained a really high level and it is still possible to continue the growth.

Intended learning outcomes
The assessment committee assesses the Intended learning outcomes to be good.
The qualifications are well defined and there is a clear relation with the Dublin Descriptors. In addition to the national competency profile, the programme added its own competency, after discussing this with the professional field. According to the learning outcomes and the competency profile the assessment panel thinks that, in general, the Academy succeeds in alignment with the industry on several levels and using different routes. In order to be able to translate the competencies into the curriculum, the Academy has redefined the competencies in concrete terms by formulating three levels of competency. According to the assessment panel, the competencies, including the clarification by three levels and task performance conditions, are very concrete for the students.

Curriculum
The assessment committee assesses all standards pertaining to the topic Curriculum to be good.
The assessment committee thinks that the curriculum is original in comparison with other Facility management programmes. The programme is the only programme in the Netherlands that is fully taught in English and differs from other facility management programmes because NHTV explicitly added ‘(International) Real Estate’ to the title, whereas other programmes only speak of ‘Facility Management’. The industry is involved in the curriculum in many ways, both within the school and outside of the school as well as with regard to the content of the programme and the assessments. Students get many contact opportunities with the professional field and the programme ties in with recent developments. The research and techniques programme offers students what they need to do practical based research. There is a strong relationship between the competencies and the content of the programme and there is a clear build-up in the level of competencies. Therefore, students experience a clear coherence and are well aware of the competencies. The didactical concept is diverse and fits the development of the students during the programme. It stimulates the self-steering abilities and self-responsibility of the students. Because of this, students experience a rather high study load. However, the assessment committee thinks the workload is heavy but seldom too heavy.

Staff
The assessment committee assesses all standards pertaining to the topic Staff to be good.
The team of lecturers is professional and enthusiastic. Students also value the professionalism of lecturers as well as their relationship to the professional domain. The lecturers show commitment to the programme and the students. Many lecturers teach within the programmes of International Hotel management and International Real Estate and Facility Management. The assessment committee thinks this is valuable for both programmes. Elements of facility management can be very relevant within the hotel industry and vice versa. There is a firm staff policy within NHTV. According to the assessment committee, this policy involves a large investment in the professional development of the staff. The staff student ratio is 1:17, including all support and management. This is favourable in comparison to the national mean (1:23).

Facilities
The assessment committee assesses all standards pertaining to the topic Facilities to be good.
The assessment committee is very content with the good general services and facilities. The lecture halls, classrooms, rooms for group work and silent study room suit the didactical concept of problem based and project based learning. The lecture rooms are well
equipped with modern tools. Class rooms are decorated and sponsored by large national and international hotel groups. The student company Sibelicious offers the students a variety of practical and real life experiences, and is an eye catcher among the facilities. Several communication channels are used to provide students with information. At the start of each academic year, all new students participate in an introduction week. Special attention is paid to international students. Each first and second year class has its own study career coach, who both guides students in their development and acts as a first contact person for students. In the third and fourth year, coaching students is based on the particular learning demands of each student. For specific groups of students, special coaching is offered. For individual students with disabilities there is a specific, tailor made policy.

**Quality assurance**

The assessment committee assesses all standards pertaining to the topic Quality assurance to be good. NHTV uses standards and systems enabling a systematic and continuous quality improvement process. This system follows the PDCA cycle and is translated to the Academy where objectives are formulated and being evaluated. The system of quality care is well organized and executed thoroughly, structurally and periodically at the Academy. The Academy is capable of and willing to implement measures for improvement rapidly and has shown flexibility in making adjustments in the programme as a result of evaluations with all stakeholders.

**Assessment and learning outcomes achieved**

The assessment committee assesses all standards pertaining to the topic Assessment and learning outcomes achieved to be good.

The specific characteristics of the didactical concept of the Academy are leading in the Academy’s testing policy. The Academy uses a variety of testing methods. Tests are also closely related to practice and the industry. The testing policy is well structured according to the assessment committee. The testing committee, which directly reports to the Board of Examiners, plays a central role in the process of quality control, since the committee validates all summative tests. The tests in itself represent good quality and the right complexity. The graduation works represent bachelor’s level. Grading is realistic and the research skills are clearly appropriate for the bachelor level. The subjects of the graduation works are relevant and up to date.

**Recommendations**

Besides these positive findings, there are some improvements to be recorded. These issues are mainly seen as space for further improvement and do not affect the overall assessment.

The industry advisory board represents international working experience, yet there is only one representative from abroad. The assessment panel would like to recommend more members from abroad, because it will be beneficiary to the international and intercultural focus of the learning outcomes and programme. Structural contacts with professionals from outside Europe would make a nice addition as well.

The assessment committee thinks financial management should have a broader perspective. Understanding project feasibility and the management of budgets has become more important and thus with more focus on the practical application of financial management for students the relevance will probably become more clear.

After tests have been taken, there is an analysis of the questions. This analysis is only executed with regard to multiple choice tests. The assessment committee thinks it would be recommendable to do this with open ended tests as well.

According to the assessment committee the grading is realistic, but it can be easier to determine the final grade by using a clearer and more comprehensive form.

**Distinctive quality feature Internationalisation**

The assessment committee is of the opinion that the distinctive quality feature ‘internationalisation’ should be awarded to the programme International Real Estate and Facility Management. The assessment committee assesses all standards pertaining to the distinctive quality feature ‘internationalization’ to be satisfactory.

**Vision on internationalisation**

The overall NHTV vision on internationalisation is translated into a vision at Academy’s level, which is supported by the management, lecturers, students and professional field represented in the industry advisory board. The vision is translated into concrete objectives as well as an action plan to achieve the objectives. The Academy evaluates the policy on internationalisation on a regular basis and on different levels and in different ways. Based on these evaluations, improvement plans are written.

**Learning outcomes**

In order to prepare students for their careers in an international context, the ten competencies of the competency profile are all continuously put in an
international context. The international context is created by giving international examples, using international literature and through the involvement of international industry. In addition to this, the Academy has formulated a set of international learning outcomes per theme. For each theme a variety of testing methods is used to test the diversity of learning goals in general and the learning goals on international aspects in particular. In the final test at level 3, students show they have reached the international and intercultural learning outcomes.

Teaching and learning
The assessment committee has seen that international aspects are integrated in every aspect of the curriculum. Theoretical concepts and trends are used in an international perspective. There is also quite some theory in the programme about cultural differences. Subsequently, students experience these differences in the professional field, through study trips and placements. As there are students from abroad within the programme, the didactical method of the International Classroom is used. Students work in mixed groups (of both Dutch and non-Dutch students) in varying settings, such as project work, problem based learning, lectures, workshops and the in-house company Sibelicious. Due to the mix of international students, as well as lecturers, it is possible to use the dynamics of the interaction between all participants.

Staff
The composition of the staff is adequate to facilitate the achievement of international and intercultural learning outcomes. The teaching staff has international working experience, either from working abroad for a significant period of time or from working within a large international company in the Netherlands. Furthermore 16 people are considered international employees. The exchange of lecturers with foreign partner universities is also stimulated, as well as participation in international congresses, seminars and workshops.

Students
For a proper implementation of the International Classroom concept, a diverse population of cultures and backgrounds is necessary. In the academic year 2011-2012, inbound diploma mobility in the first year of the programme was 5 international students. The current number of students from abroad is quite low, but students of the Hotel management programme and the students of the Facility management programme join classes and therefore work together in groups as well on many occasions. This is an adequate solution to keep up the concept of the international classroom, according to the assessment committee. However, the Academy aims for a higher influx of students and the assessment committee supports this. International experiences are gained by means of the international classroom concept, internationally experienced staff and a mandatory international placement. The services provided to the students are adequate. They tie in with the needs of both Dutch students going abroad and students from abroad who come to study at NHTV.

All standards of the NVAO assessment framework are assessed positively and hence the review committee awards a positive recommendation for the accreditation of the programme as well as the distinctive quality feature ‘internationalisation’.

On behalf of the entire review committee, Utrecht, September 2012

[Signatures]

mr. K.S. Visscher
Chair

A.J.C. Van Noort MScMC
Secretary
Overview

The judgements per standard are presented in the table below.

<table>
<thead>
<tr>
<th>Standard</th>
<th>Judgement</th>
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</thead>
<tbody>
<tr>
<td><strong>Intended learning outcomes</strong></td>
<td></td>
</tr>
<tr>
<td>1. Intended learning outcomes</td>
<td>Good</td>
</tr>
<tr>
<td><strong>Curriculum</strong></td>
<td></td>
</tr>
<tr>
<td>2. Orientation of the curriculum</td>
<td>Good</td>
</tr>
<tr>
<td>3. Contents of the curriculum</td>
<td>Good</td>
</tr>
<tr>
<td>4. Structure of the curriculum</td>
<td>Good</td>
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<tr>
<td>5. Qualifications of incoming students</td>
<td>Good</td>
</tr>
<tr>
<td>6. Feasibility</td>
<td>Good</td>
</tr>
<tr>
<td>7. Scope and duration</td>
<td>Satisfactory</td>
</tr>
<tr>
<td><strong>Staff</strong></td>
<td></td>
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<tr>
<td>8. Effective staff policy</td>
<td>Good</td>
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<tr>
<td>9. The staff is qualified</td>
<td>Good</td>
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<tr>
<td>10. The size of staff</td>
<td>Good</td>
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<tr>
<td><strong>Services and facilities</strong></td>
<td></td>
</tr>
<tr>
<td>11. Accommodation and infrastructure</td>
<td>Good</td>
</tr>
<tr>
<td>12. Tutoring and student information</td>
<td>Good</td>
</tr>
<tr>
<td><strong>Quality assurance</strong></td>
<td></td>
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<tr>
<td>13. Evaluation of the programme</td>
<td>Good</td>
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<tr>
<td>14. Measures for improvement</td>
<td>Good</td>
</tr>
<tr>
<td>15. Programme committees, examining boards,</td>
<td></td>
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<tr>
<td>staff, students, alumni and the professional</td>
<td></td>
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<tr>
<td>field are actively involved</td>
<td></td>
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<tr>
<td><strong>Assessment and learning outcomes achieved</strong></td>
<td></td>
</tr>
<tr>
<td>16.1 Assessment system</td>
<td>Good</td>
</tr>
<tr>
<td>16.2 Achieved learning outcomes</td>
<td>Good</td>
</tr>
<tr>
<td><strong>General conclusion</strong></td>
<td>Good</td>
</tr>
<tr>
<td><strong>Distinctive quality feature: internationalisation</strong></td>
<td>Awarded</td>
</tr>
<tr>
<td>Vision on internationalisation</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>Learning outcomes</td>
<td>Satisfactory</td>
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<tr>
<td>Teaching and learning</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>Staff</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>Students</td>
<td>Satisfactory</td>
</tr>
</tbody>
</table>
Colophon

Institute and programme

NHTV Breda University of Applied Sciences
Mgr. Hopmansstraat 1, 4817 JT Breda
Telephone (076) 533 22 26
Status institution: publicly funded
Result of institutional assessment: not applied for

Programme: International Real Estate and Facility Management
Level: Bachelor
Distinctive feature: internationalisation
Number of credits: 240 EC
Nomenclature: Bachelor of Business Administration
Location: Breda (Sibeliuslaan)
Mode of study: fulltime
ISAT: 34500
Data on intake, graduates and drop-outs: see attachment 3.

Responsibility for the quality of the programme: ms. G. Osinga, dean of the Academy
Contact with regard to the quality of the programme: ms. N. de Leeuw
Email: leeuw.n@nhtv.nl / T. (076) 533 22 03

Assessment committee

mr. K.S. Visscher, chair
Dr. M.P. Mobach, domain expert
J.P. van der Ree, domain expert
Prof. M.J. Riley, domain expert
W. Tantrum, domain expert
W. Ledder, domain expert
D. Ramondt, student member
A.J.C. van Noort MSc, secretary

The assessment committee was presented to the NVAO. NVAO approved of the composition of the committee.

The assessment was conducted under responsibility of
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Introduction

NHTV Breda University of Applied Sciences positions itself as an independent international institution in Higher Education and Research, with a focus on the development of academic knowledge and the promotion of sound professional practice. NHTV has a strong commitment to making a positive contribution to society.

The institute

The following mission statement is part of the NHTV’s Strategic Plan 2009-2012: “NHTV seeks to make a contribution to society by training young people to become responsible professionals, capable of operating efficiently in a globalising work and knowledge environment, in conjunction with international industry players. The institute aims to inspire and challenge both students and staff to develop their talents to the fullest, to integrate knowledge and skills and apply these to society, as professionals or academics, in an excellent and sustainable manner”.

This mission statement is translated into three strategic spearheads: internationalisation, academic development and excellence.

Internationalisation: NHTV prepares its students for careers with international perspectives.

Academic development: NHTV only invests in academic programmes that are not (yet) taught elsewhere in the Netherlands. The strength of NHTV lies in making knowledge applicable.

Excellence: the linkage between education, research and industry leads to the continuous innovation of education, which gives graduates a competitive edge in the labour market. It also leads to knowledge development, which allows NHTV to evolve into a valuable partner for the industry.

Through five Academies, both this strategic orientation and the cross cutting themes are implemented through educational programmes, knowledge output and cooperation with the following professional fields: Digital Entertainment, Hotel & Facility, Leisure, Tourism, Urban Development, Logistics and Mobility.

The programme

The Academy of Hotel Management and Facility Management (further: AHFM) offers two programmes: International Hotel Management (further: IHM) and International Real Estate and Facility Management (further: IREFM). AHFM makes a distinction between three groups of stakeholders: students, staff and industry. The Academy described how the three spearheads are related to each group of stakeholders.

Both programmes of the Academy, IHM and IREFM, are fully taught in English and overlap to a great extent with regard to staff, facilities, didactical principles and organisation.

The assessment

NHTV Breda University of Applied Sciences has assigned AeQui VBI to perform a quality assessment. In close co-operation with NHTV, AeQui has convened an independent and competent assessment committee. A preparatory meeting with
representatives of the programme has taken place. In this meeting, the program for the site-visit and the interviewees were determined, see attachment 2. Two weeks prior to the site-visit, NHTV announced the open consultation to students and staff. One member of the staff has used this possibility.

The assessment committee has made a selection of theses over the last two years, and has reviewed these theses. The results of this review were input for discussions during the site-visit. The committee assessed in an independent manner; at the conclusion of the assessment, the results were presented to representatives of the programme. The concept of this report was sent to the representatives of the programme; their reactions have led to this final version of the report.
Intended learning outcomes

The intended learning outcomes are a combination of the national competency profile and a competency that was added by the Academy. This additional competency was added after consultation with the professional field. The competencies are clear for lecturers as well as for students and reflect the bachelor’s level. The Academy has links with the professional field in different ways and on several levels. There is a clear relation with the Dublin Descriptors, so the qualifications clearly represent the bachelor level.

Intended learning outcomes

Standard 1: The intended learning outcomes of the programme have been concretised with regard to content, level and orientation; they meet international requirements.

Links with professional practice

The national Professional and Educational profile of 2005 is used as a starting point. The industry was intensively involved in creating this profile and has officially acknowledged the profile. One of the points that has been strongly taken into account in this acknowledgement is that the national competency profile highly resembles the competency profile that has been created by the International Facility Management Association (IFMA). In total, the competency profile which NHTV uses, is a combination of seven general BBA competences, one competency from the domain of Commerce (but it has been validated that this competency directly corresponds to the profession of a facility manager), and two generic competencies applicable for all domains within the Economic sector. One competency (‘creating a service experience’) is uniquely specified for the NHTV Facility Management students. This specific competency was chosen because the programme aims to deliver facility managers that can combine a business-like attitude with a service-minded mentality.

It appears that this service-experience is what makes the students highly valued by the industry. The members of the industry advisory board are very content with this extra competency. On the one hand, it is an extra specialty of these students in comparison to students from other universities. It makes them stand out. On the other hand, the members of the industry advisory board experience that as a facility manager you have to be creative and service-minded in order to meet up to the expectations of the client. Therefore, from the perspective of the professional field, this extra competency is an important one as well.

The programme differs from other facility management programmes in the Netherlands because NHTV explicitly added ‘(International) Real Estate’ to the title, whereas other programmes only speak of ‘Facility Management’. The extra emphasis on real estate management within the programme results in a better fit with the content of programmes on Facility management in other countries and thus increased the possibilities to receive recognition from both in and outside the Netherlands. It also enhanced the opportunities to find partner universities and companies.

The industry was involved in creating the competency profile. The Academy strives for continuous and close collaboration with the industry. The assessment panel thinks the Academy succeeds in alignment with the industry on several levels and using different routes. For example, the Academy is involved in several strategic (international) cooperation networks like the European Facility Management Network (Euro FM), the International Facility Management Association (IFMA), the Corporate Real Estate Network (CoreNet Global) and the British Institute of Facilities Management (BIFM). The former dean of the Academy is the vice-chairman of the IFMA Foundation Committee of Academic Affairs and also is a member of the international accreditation committee for IFMA. This means that the dean visits other facility management programmes around the world and thus has a good insight in what happens in other programmes on facility management worldwide. The assessment committee appreciates the fact that this implicitly creates an ongoing benchmark for the NHTV-programme.
There is an industry advisory board, which meets twice a year. One of the members comes from abroad (Australia), three other members have international working experience. Although the members have international experience, the assessment panel is of the opinion that the programme would benefit from it when more members actually came from abroad. Due to cultural differences, this would add a different point of view which can be very beneficial.

Other examples of involvement of the industry are: assessments 2, 3, and 4 involve professionals from the industry as external assessors, (international) placements, exchange possibilities for students and staff, field trips (nationally and internationally) in almost every theme, study trips abroad in every year, company presentations and guest lecture’s from professionals.

According to the HBO Monitor 2010 and the NSE survey 2011, students think the programme is a sufficient base to start as a professional in the industry (3.6 on a 5 point scale, HBO Monitor) and the programme offers a good preparation for a professional career (3.9 on a 5 point scale, NSE). Students are satisfied with the way the programme offers them a good preparation for the industry (7.1 on a 10 point scale).

Concrete

In order to be able to translate the competencies into the curriculum, the Academy has redefined the competencies in concrete terms by formulating three levels of competency. For each level three task performance conditions were defined: complexity, transfer and responsibility. For every combination of competency and level, an example to explain roles and actions, and an example of a professional product are used.

For the assessment panel it is clear that these terms are well related to the programme. During the programme, the student reflects on his development by writing reports about the competency level he has reached. The assessment panel read several of these reports in which the student has to prove he has developed a competency by reflecting on complexity, transfer and responsibility. According to the assessment panel, the competencies, including the clarification by three levels and task performance conditions, are very concrete for the students. Because of this method, students are well aware of the competencies. This is positive, according to assessment panel. It provides the student with something to fall back on during the programme.

Dublin Descriptors

The assessment committee was presented a table by the Academy in which the relationship between the Dublin Descriptors and the ten competencies was shown. The assessment committee is convinced that the learning outcomes correspond to the Dublin Descriptors at bachelor level.

Students are generally satisfied with the level of the programme. In the NSE Survey 2011 this item scored a 3.7 on a 5 point scale.

Based on the interviews and examination of the underlying documentation, the assessment committee assesses the intended learning outcomes to be good. The qualifications are well defined. There is a clear relation with the Dublin Descriptors. In addition to the national competency profile, NHTV added its own competency, after discussing this with the professional field.

The industry advisory board represents international working experience, yet there is only one representative from abroad. Considering the international experience of the members of this advisory board, it is not required to enlarge the number of members from abroad, according to the assessment committee. It could nevertheless be beneficiary to the international and intercultural focus of the learning outcomes and programme. According to the assessment panel, the competencies including the clarification by three levels and task performance conditions are very concrete for the students. Because of this method, students are well aware of the competencies.
Curriculum

The assessment committee believes that the IREFM programme is thorough. The links with the professional field are good, and this is reflected in the curriculum, which offers a nice integration of theory and practice. In all four years, there is focus on research, which ties in with the related spearhead of NHTV's vision. The design of the programme is good. In each year, another didactical concept is used. The choice of the different concepts is well thought out and useful, according to the assessment panel. Within the structure of the programme complexity builds up and over the years students become more self-steering, eventually leading to the fourth year, which is demand driven. The committee believes the programme is structured in accordance to the vision and appreciates this very much.

Orientation

Standard 2: The orientation of the curriculum ensures the development of skills in the field of scientific research and/or the professional practice.

The professional industry is involved in the industry advisory board and in creating the competency profile, as was described in standard 1. The international industry is also explicitly present in all years of the curriculum and in different roles. According to the assessment committee, this provides the students with many opportunities to acquire relevant and current practical knowledge.

In the first year for instance, student conduct interviews with industry professionals and they visit several companies during field trips. There is also a study trip abroad and students go on a four-week orientation placement.

In the second year, students write advisory reports for several companies, which they visit as well. During the second year, an international study trip is organised and at the end of the second year and the beginning of the third year, students complete a six-month placement abroad (mandatory). During the second part of the third year, students visit companies abroad during a study trip.

In their fourth year, students do their graduation work: students may opt for a final placement or choose to collaborate with the industry on a research project, participate in a research project within the Academy or follow a Minor.

Besides students visiting the industry, the professional field is invited to the classroom. Throughout the first three years, there are guest lectures on a regular basis.

The industry is also involved in testing: the industry is invited to attend first and second year presentations and provide students with feedback. During second year themes, the advisory reports that the students write for companies are subsequently evaluated by the companies as well. Professionals from the industry are also involved in assessment 2, 3 and 4 as external assessors.

Furthermore, several of the staff members are involved in industry projects providing students with additional opportunities to showcase their work to the industry. Hospitality @ Work also plays an important role. It is a third money stream activity which uses and bundles the Academies broad expertise within consultancy projects. The aim of the Academy is not only to exploit and share expertise, but to simultaneously gain knowledge as well. The students benefit from the projects as well through research, internships and other practical projects.

Since the last visitation, the programme has increased the share of financial management in the programme. This was a recommendation of the assessment committee six years ago and the follow-up of the programme is efficient, according to the current assessment committee. However, after speaking to students, alumni, lecturers and the industry advisory board, the assessment committee got the impression that financial management has a more isolated position within the programme than is meant by the Academy. The Academy offers a specific course focussed on financial knowledge and on the other hand integrates financial knowledge in most themes. Nevertheless not all students see the relevance of financial knowledge. The assessment committee thinks financial management should have
a broader perspective. Understanding project feasibility and the management of budgets has become more important, so with more focus on the practical application of financial management, it will have a broader perspective and will also be more embedded in the curriculum. That is how the relevance will probably become clearer to students and implicitly, the interest of students for financial aspects will grow.

Students are satisfied with the involvement of the industry. They made that clear to the assessment panel during the site visit. The HBO monitor supports the impression of the assessment panel: the linkage of the programme to the industry received a 7.4 score (on a 10 point scale). This is above the mean of the national levels (6.7). Students say they feel everything they do and learn has a link to the industry, whether it is a fictitious project or a project for an organisation. They are in nonstop contact with people from the industry, so the students say. Especially the projects they do for commissioners from the industry are very inspiring.

Students also like the fact that the programme focuses on hospitality elements. They experience that the fact that lecturers teach in both the facility management and the hotel management programme is an asset for both programmes. One of the alumni even chose to do the IREFM-programme at NHTV because of this aspect. Despite the fact that both the IREFM and IHM programmes are structured in a similar manner, the content of the programmes differs. This is what the students told the assessment committee. The assessment committee was able to confirm this after studying the study guides and literature.

Since the programme has only been fully taught in English for two years, this was not a decisive element for alumni in choosing NHTV for studying IREFM. For current students however, it was. Most of the current students have chosen NHTV because it is the only FM programme in the Netherlands that is taught in English and these students want to keep all options open to pursue an international career.

Within the programme and in line with the NHTV-wide spearheads, Academia and Education are linked, also in favour of the industry. NHTV tries to increase its international presence and purposely uses research and publications to reach that goal, because taking part in international projects also creates opportunities to publish in international journals. That is how NHTV (amongst other things) wishes to build and expands its international reputation. It starts with crossing one border (doing projects in Germany and Belgium for instance), but the ambition of NHTV is to broaden that perspective step by step.

The focus of the research programme is on enabling students to acquire the skills necessary to gather, analyse and communicate information for the purpose of decision making. Methods and techniques that are taught can be applied to both academic and professional problem solving. A first introduction to the ‘Methods and Techniques of research’ (MTR) programme is made in the propaedeutic phase and consists of, for instance, the basics about report writing and statistics. However, the biggest part of the MTR programme is taught in years two, three and four. During the second year, students practice preparing, conducting and analysing a quantitative research project. In the third year this will be a qualitative research project, including writing a research report. In the fourth year ‘Experience Days’ are organised for students on placement, which include sessions on research methods. Students can also opt for a research programme or study as part of the graduation phase. In addition, an advanced methods and techniques programme is offered to fourth year students.

The assessment committee spoke to one of the alumni who is currently doing a master’s programme. When she compared the master’s programme to the bachelor’s programme of IREFM, she concluded that she had some catching up to do with regard to doing research. She did however, have the impression that the current programme of Methods and technique within the bachelor’s programme has improved tremendously and exceeds the level of the former research methodology programme. This was endorsed by the lecturers and the current students.

The assessment panel thinks the current research programme is sufficient. There are two associate professors related to the Academy, who focus only on doing research and embedding research in the programme. One associate professor (of the two
mentioned) is responsible for the link with industry. There are also four different roles for lecturers, varying in the amount of research they conduct (more about this in chapter four, paragraph 8 (staff policy). This research structure made a firm impression on the assessment committee.

The nature of the research projects is appealing according to the assessment committee. For instance, there is the project for ISS Integrated Facility Services. The objective of this project is to investigate the full range of available sustainability measurements, labels, and certification schemes that are currently available for five specific categories of facility services: catering, waste management, document services, cleaning and maintenance. Ultimately, the goal is to use the outcome of this investigation as input for developing a tool to assist buyers and suppliers in discussing sustainability aspects of outsourced facility services. The project is conducted by a lecturer of the Academy, with the support of two fourth year students and representatives of several organisations like ISS, Delta Loyd and Xerox.

Students feel they are learning methods and techniques for practical based research. They also feel able to critically judge practical based research (both 3.6 score on a 5 point scale, NSE Survey 2011).

Based on the interviews and examination of the underlying documentation, the assessment committee assesses the orientation of the curriculum to be good. The industry is involved in the curriculum in many ways, both within the school and outside of the school. Students get many opportunities to have contact with the professional field. The programme ties in with recent developments.

The Methods and Techniques of Research (MTR) programme offers students all they need to do practical based research. The programme prepares the students well in case they would like to continue their studies with a master’s programme.

Both the Academy and the programme are quite young. In a short period of time, the programme has accomplished a lot and there are opportunities to continue this growth. The industry is well involved in both the content of the programme and the assessments. The assessment committee thinks the curriculum is original, which is appreciated. The downside can be that this originality creates difficulties with regard to the comparability of this programme with other (foreign) programmes. The assessment committee was happy to learn that the Academy is aware of this hypothetical problem and tries everything to prevent this from happening, as internationalisation and the promotion of it are taken very seriously.

Contents

Standard 3: The contents of the curriculum enable students to achieve the intended learning outcomes.

In order to offer a coherent programme, the curriculum is organised in three phases that are explicitly related to the three levels of competencies. After the first year, students reach the first level. After the third year, students reach at least the second level. After completing the graduation phase (the fourth year), students reach the third and final level.

To guarantee that students have a sufficient level of knowledge and skills before they participate in an assessment, all summative assessments have conditional requirements. In this way, the Academy ensures that students have a sound knowledge and skills base before they participate in an assessment. Besides gathering proof to show that all competencies are mastered at level 3, students work on creating a ‘Master Piece’ in the fourth year. The Master Piece is the product on which a student wants to be assessed during assessment 4 and could be a research project, a logbook or a professional product.

The research project is a report describing a particular research project that the student conducted during graduation. The student follows conventions of academic research and uses scientific research methods.

The logbook is a report demonstrating through the description and analysis of situations, events and projects, how the student has acquired specific managerial skills during his fourth year placement. The purpose of the logbook is to show that the student knows what it takes to be a good manager. The student describes situations and analyses them using theories and models and reflects on them.

The professional product is a detailed report of a particular project that the student undertook. This
The project could have been part of a placement or a project that the student undertook individually during the graduation phase.

During the tailor-made fourth year, students are free to choose the environment in which they wish to develop themselves to reach the graduation level and to produce their Master Piece. The choices the students are various: a traineeship at a(n) (inter)national organisation, enrolling in an academic programme inside or outside NHTV (minor or exchange), working in a research and/or consulting team in collaboration with one or more lecturers of the Academy.

The Academy provided the assessment committee with an overview of the relation between the competencies and the themes of the whole programme. This overview convinced the assessment committee that all competencies are equally spread over the four years of the programme. All competencies are addressed in all phases. By speaking to lecturers and students, the assessment committee got the impression that there is a clear build-up in the level of the competencies, enabling students to gradually develop their competencies to an increasing level of complexity, transfer and responsibility. For their reflection reports, students have to reflect on the development of their competencies. They do this on the basis of the terms complexity, responsibility and transfer. Because students have to do this every study year, they say that they are well aware of all of the competencies. Whenever they make a product or have an experience in the professional field, they immediately think of how this could relate to the competencies.

Students evaluated the coherence of the curriculum with a 7.0 (on a 10 point scale, HBO monitor 2010).

Structure

Standard 4: The structure of the curriculum encourages study and enables students to achieve the intended learning outcomes.

The vision on learning consists of linking the three stakeholders (students, lecturers and industry) to the three strategic spearheads of NHTV. This vision is translated into the educational concept in which each ensuing academic year has a specific focus. The focus of the first year is to acquire basic knowledge, skills and attitude. In the second year, the focus is on understanding and application. The focus in the third year is on analysis and integration. In the fourth year, the focus is on specialisation and graduation. Several didactical methods are used during the programme, like problem based learning, project based learning, practical learning and Virtual Action Learning (VAL).

Problem based learning is the didactical method for the first year. Students discuss practical situations within a relatively small group and work together in a group on related theme assignments as well.

The second year has Project based learning as its didactical base, resulting in a concrete project assignment, commissioned by the industry and based on theoretical elements of the theme. What the assessment committee likes about this concept is the fact that it creates a continuous interaction between education and profession; knowledge, skills and attitude of students become more and more applicable to the industry.

At the end of the second year and the beginning of the third year, the students go abroad for their placement. After returning, students are provided with themes in which the didactical concept of Virtual Action Learning is used. VAL is a modern way of training that works with ICT and new media, and complementary meetings on site. The VAL-concept constructs knowledge through virtual learning interaction. A virtual platform offers students opportunities to learn to solve problems together, ask questions, argue about propositions, appreciate each other, improve each other’s products and finally choose the best products. The aim is to learn and produce together, supported by activating (virtual) methods. The student himself gives meaning to what he experiences (self-steering and own responsibility). Contacts with colleagues (learning together) play a central role.
Students told the assessment committee that they appreciate VAL. They can work on the VAL projects whenever they want and wherever they like. Despite the fact that the students work on the project by themselves, they feel they work together because of the feedback they receive within their community. Because all students have different backgrounds, they feel they can learn a lot from each other. Only after the deadline has passed, students provide feedback to each other. This feedback has to be in-depth. Afterwards, the best practices will be discussed. Students find this very informative.

The final phase of the programme is fully demand driven and is made up according to the individual interests and development needs of the student, in order to eventually bring all competencies to level 3.

Based on the content of the programme, the increasing complexity of assignments and the various didactical methods that are used over the years, it is clear to the assessment committee that the level of self-responsibility increases and the role of the guidance changes from supply-driven to demand-driven. The level of staff support remains continuous as this change takes place. The assessment committee thinks that the Academy succeeds very well in this approach. It helps the students to develop an independent, responsible and self-steering attitude which is appreciated by the industry. Therefore, based on the interviews and examination of the underlying documentation, the assessment committee assesses the structure to be good.

Incoming students

Standard 5: The curriculum ties in with the qualifications of the incoming students.

The Academy does not apply a selection procedure, but the fact that the programme is fully English-taught has resulted in a natural selection process. Since students are expected to have quite a high level of English at the start of the programme, – in combination with the mandatory international placement – there is a threshold for students who are less motivated or skilled and the programme automatically attracts students that are internationally oriented already.

Prospective first year students are offered an optional online ‘brush up’ course to increase their knowledge of financial management. This course takes place during the summer break, before the start of their actual study.

The NSE 2011 results show that students feel at home within the programme (score 4.1 on a 5 point scale). Also, students are quite satisfied with the way the programme meets their expectations (score 3.5 (which matches the national mean).

Based on the interviews and examination of the underlying documentation, the assessment committee assesses this standard to be good. Students feel at home within the programme. According to the assessment committee, it was a clear and understandable choice to quit using a selection procedure a couple of years ago. The programme did this because the NHTV-programme was the only one in the Netherlands with a selection procedure. Therefore, the programme felt disadvantaged compared to other Dutch programmes. However, even though the programme does not use any selection anymore, they strongly recommend prospective students to attend one of the orientation days, because this will provide the prospective students with a clear insight into their qualifications and the level of English within the programme.

Feasibility

Standard 6: The curriculum is feasible.

Until the start of academic year 2011-2012, the EC’s within the programme were awarded based on the outcome of assessments 60 EC for assessment 2, 120 EC for assessment 3, and 60 EC for assessment 4. This has changed: nowadays each theme of the first year programme is linked to a number of ECs. In the Academic year 2012 – 2013 the themes of the second year will also be linked to a number of ECs (and so on). In this way study progress becomes clearer. The assessment committee endorses the new procedure, and also takes into account that it will probably be motivating for the student to monitor his progression. Other advantages are that the study load of themes becomes more transparent and the programme becomes better comparable to
other international programmes. This enables cooperation on an international level.

In the Teaching and Exam Regulations, several conditional requirements are set for assessments, the second/third year placement, the third year course ‘Strategy and Communication’ and graduation. One of these constraints is the Binding Study Advice (BSA) that states that students have to leave the Academy if they have not received 60 ECs by the end of their first year. The other conditional requirements do not imply that students have to leave the Academy, but they will be delayed.

Online evaluations and the outcome from Round Tables consistently show that the programme deals with significant peaks in workload, especially during the second year. According to student satisfaction surveys however, students and alumni are rather satisfied with the workload in the sense that the 3.2 score (on a 5 point scale) is slightly under the national mean (3.4). 21% of the students consider the study load (on average 33 hours a week according to the survey) too high. 9% of the students consider it to be too low. Students spend many hours studying, but in general they are okay with that. It also lies in the didactical concept that is used: students are responsible for their own learning path. The impression the assessment committee got is that there is a peak in the workload in the second year but apart from that, the workload is heavy but seldom too heavy. So, the number of ECs appears to be real: students must work for their credits.

For individual students with disabilities there is a specific, tailor made policy. For these students there are special trainings in study methods.

Based on the interviews and examination of the underlying documentation, the assessment committee assesses the feasibility to be good. The programme is not easy, students must study disciplinedly to keep up with the pace, but the students are willing to work this hard because of the many opportunities they have within the programme to do what they like to do, due to the didactical concept. By linking a number of ECs to all themes, the students have more insight in the workload throughout the year. Especially since the workload in the second year can be high at times, the assessment committee values the phased implementation of this new procedure.

**Scope and duration**

*Standard 7: The programme meets statutory requirements regarding the scope and duration of the curriculum.*

Based on the interviews and examination of the underlying documentation, the assessment committee assesses this standard to be satisfactory.

IREFM is a four-year, full time bachelor course with a total of 240 EC. Therefore, the programme meets the statutory requirements.
### Staff

The assessment committee has met an enthusiastic team of lecturers. The staff student ratio has a positive base. The staff policy of NHTV has a strong focus on the professional and academic development of the lecturers. The policy is well executed, and will lead to an increasing number of master’s degrees and PhDs among the lecturers. The quality of the lecturers is good. The staff has strong relations to the professional domain. They show dedication to the programme and the students.

#### Staff policy

**Standard 8: The programme has an effective staff policy in place.**

NHTV human resource management policy is based on the policy paper “NHTV HRM-beleidsnota”, which focuses on a multi-annual strategy that is in line with the general NHTV strategic plan. Within this general policy, individual academies have the opportunity to define specific indicators for quality assessment and performance of staff.

At the operational level, the staff policy includes annual performance and feedback interviews with all staff levels, and when staff moves from temporary into permanent lecturing positions. Interviews and staff incentive schemes are based on clear and verifiable indicators, including evaluation from students.

As a part of staff policy, another important measure is the fact that an Associate professor has been appointed and a research strategy has been formulated. Part of the research strategy is that four different roles have been designed for all lecturers as from scale 11, in which the amount of research varies. Role 1 implies that the lecturer relates to most recent publications in his industry and he applies this to education and knowledge transfer in general. Within role 2 knowledge development is science and practice oriented, and produces resultants that meet the standard for professional research. In role 3 the lecturer develops knowledge that is scientifically grounded and practice oriented. He produces results that meet scientific standards and/or criteria for professional output. Role 4 is about doing fundamental research; the lecturer produces results that meet high scientific and academic standards. Knowledge development is concept driven.

Based on the interviews and examination of the underlying documentation, the assessment committee assesses this standard to be good. There is a firm staff policy within NHTV. According to the assessment committee, this policy involves a large investment in the professional development of the staff, which will lead to an increasing amount of master’s degrees and PhDs among the staff.

#### Staff is qualified

**Standard 9: The staff is qualified for the realisation of the curriculum in terms of content, educational expertise and organisation.**

In order to maintain its position as a leader in Facility Management education in the Netherlands, the Academy has a policy for staff learning and professionalization, as well as for hiring more academic and professional staff. 66% of the teaching staff has a master’s degree and 17% of the staff is at PhD level. These numbers are impressive, according to the assessment committee, and considerably exceed the national level (respectively 55,2% and 7,7%)

By the end of 2012, 80% of NHTV teaching staff needs either to obtain a master’s degree of be at a master’s level. By the end of 2016, all lecturers should have a master’s level or higher. Therefore, the minimal requirement for all new lecturers is a master’s level. Before 2013, 20% of educational staff should have obtained a PhD.

As a result of the research strategy, NHTV is the leading applied research university in the Netherlands in the fields of hotel and facility management.
NHTV not only invests in the development of the teaching staff, but also in the development of managers, by offering a Management Development programme for all managers and a Management Talent Programme for high potential employees.

According to the assessment committee, the team of lecturers is professional and enthusiastic. Students value the professionalism of lecturers too, as well as their relationship to the professional domain. Lecturers are easily accessible, according to the students. Due to the didactical concept the lecturers become less steering as the study progresses; they give the students tips and suggestions. Students say this stimulates and inspires them.

According to the NHTV employee satisfaction survey 2010, employees are satisfied (a 7.0 score on a 10 point scale). The staff scores significantly high in surveys among students and alumni. Compared to other Dutch Facility Management programmes, the NHTV-programme scores consistently above average. The most positive points according to students (NSE 2011), are the expertise of lecturers and the commitment of lecturers to students (both score 3.8 on a 5 point scale) and the industry knowledge of the lecturers (4.1).

Based on the interviews and examination of the underlying documentation, the assessment committee assesses this standard to be good. The staff is enthusiastic, there is a cohesive team. The lecturers show commitment to the programme and the students. All lecturers have a strong relation to the domain. The number of lecturers with a master’s degree or PhD considerably exceeds the national level.

There is quite some overlap in the teams of IHM and IREFM: many lecturers teach within both programmes. The assessment committee thinks this is valuable for both programmes as well. Elements of facility management can be very relevant in the hotel and hospitality industry, and hospitality issues can be relevant in facility management. For instance, hospitality is a topic within IHM and it is relevant for facility management with regard to i.a. hospitals and service within hospitals. According to the assessment committee both teams, and therefore both programmes, benefit from each other’s expertise.

**Size of staff**

*Standard 10: The size of the staff is sufficient for the realisation of the curriculum.*

The Academy has 54 FTE employees, divided over 75 people. 48 staff members are available for education and educational support. The staff student ratio is 1:17 including all support and management. Staff student ratio excluding management and support is 1:19.

Based on the interviews and examination of the underlying documentation, the assessment committee assesses the size of staff to be good. According to the assessment committee the staff student ratio is favourable in comparison to the national average (1:23).
Services and facilities

The assessment committee is very content with the good general services and facilities. The student company Sibelicious is an eye catcher among the facilities, according to the assessment committee. There are enough workstations available for students. The library is attractive and has current offering. The information is timely and appropriate. The tutoring is generally good and if a student indicates that he needs additional guidance he will get it.

Accommodation and infrastructure

Standard 11: The accommodation and the facilities (infrastructure) are sufficient for the realisation of the curriculum.

The IREFM programme is offered at the NHTV-location 'Sibeliuslaan', which is a partly new and partly renovated building. With the opening of the new building in 2008, the student company ‘Sibelicious’ started operating as well. Sibelicious, which consists of a reception hall with reception desk, a service desk, executive meeting rooms, board room, catering facilities, restaurant, kitchen, The Smit & Dorlas coffee corner, Grand Cafe, Food & Wine Theatre, offers the students a variety of practical and real life experiences in house. The assessment committee was impressed by this facility and considers it to be a big asset to the programme. For a Facility management programme, the assessment committee thinks this kind of facility is rather unique. According to the assessment committee, it is great to see how Sibelicious offers the perfect circumstances to develop the extra competency the Academy added to the competency profile: creating a service experience. For the assessment committee, it was nice to see that students are extremely proud on Sibelicious and the fact that they run it themselves.

According to the assessment committee, the lecture halls, classrooms, rooms for group work and silent study room suit the didactical concept of problem based and project based learning. The lecture rooms are well equipped with modern tools. There is free Wi-Fi access throughout the building.

The library is also a silent study area and offers an extensive physical collection of up to date and relevant books, reports, theses and AV materials and also grants full access to major online databases. These databases include all important full text Dutch and international e-journals and magazines for Hotel and Facility management. Using their personal portal to the website, students have access anytime and anywhere.

The library regularly organises curriculum integrated training sessions on (academic) information skills, including copyright issues, for both employees and students.

The NHTV International Office helps foreign students with their applications for residence permits and registration procedures in the municipality of Breda. Furthermore, the International Office provides support during the first weeks after students’ arrival, by introducing them to companies offering rooms for rent.

Feedback from students indicates that students are satisfied with the facilities offered. They feel the building enhances the feeling of a small scale education. The Academy’s building is not near the centre of Breda, so when students have a free hour they often stay at school. This, in combination with the small scale of the Academy, results in students getting to know one another quickly. Students say this leads to a positive atmosphere in which they feel at home.

The opening hours of the building are restricted, but since students have access to the website of the library 24/7, they do not consider this to be a problem. The assessment committee agrees. Yet, the committee would like the Academy to reconsider opening hours when the influx of students from abroad increases.

Based on the interviews and examination of the underlying documentation, the assessment
committee assesses the accommodation and infrastructure to be **good**. According to the assessment committee, the facilities are generally modern and up to date. Sibelicious accommodates gastronomic experiences and practical education and is an asset to the programme.

**Tutoring and student information**

*Standard 12: Tutoring and student information provision bolster students' progress and tie in with the needs of students.*

The roles of the coaches and the content of the coaching session change during the curriculum. During the first and second year, coaching mostly takes place in small groups. Each first and second year class has its own study career coach, who both guides students in their development and acts as a first contact person for students. The coach also monitors the study progress of the student and signals problems. Study career coaching includes workshops (for instance about study skills and preparation for assessments) and individual sessions between student and coach.

First year students also have a ‘buddy’: a second year student, assigned to a first year class, who helps and advises the class or an individual student on varying topics concerning study and life as a student. The assessment committee likes this ‘peer coaching system’; it offers students with questions and problems a lower threshold in comparison to speaking to the study career coach or a lecturer.

During their placement, the second year students also have a placement coach. In the third and fourth year, coaching students is based on the particular learning demands of each student. There is no longer a study career coach, but there is a placement coach, a coach in the theme Strategy and communication and a graduation coach. In the third and fourth year, monitoring and steering the study progress is no longer the responsibility of a coach but of the student.

Special coaching is offered for specific groups of students, one coach, for instance, is specifically assigned to guide students who have not met the conditional requirements in the third year or who failed assessment 3.

The student counsellor of the Academy is available for students who need more specialised guidance, for instance because of personal problems.

For individual students with disabilities, there is a specific, tailor made policy. For these students, there are special trainings in study methods.

After meeting students and alumni, the assessment panel is convinced that the students are able to be self-steering. Their own responsibility towards their study career path increases as the study proceeds. The assessment committee thinks the coaching ties in with the didactical concept of each year and bolsters the students in a good manner.

Students are satisfied with the quality of the coaching, according to the NSE 2011. NHTV scores a 3.7, the mean of the national levels is a 3.5.

Several communication channels are used to provide students with information, like the student information system Osiris, the electronic environment N@tschool, announcement screens, social media etc. At the start of each academic year, all new students participate in an introduction week. Special attention is paid to international students during the first week of the programme by means of additional meetings and information.

On average, results from the NSE-survey indicate that the students are not completely satisfied. Especially on time communication about changes in schedules gained the lowest appreciation (2.9 on a 5 point scale). Other scores with regard to providing informative are higher: providing information 3.4, information about study progress 3.4 and schedules are communicated on time 3.2.

Based on the interviews and examination of the underlying documentation, the assessment committee assesses this standard to be **good**. Student information is adequate, although changes in schedules are announced rather late according to the students. NHTV is trying to improve this by the introduction of one portal for all communication channels and communication by means of screens throughout the building. According to the assessment committee, other scores do not indicate that information is provided insufficiently. The staff is dedicated, which results in good coaching and tutoring of the students. Because of the good coaching, in combination with taken steps to provide information to the students on time, the assessment
committee thinks it is justifiable to assess this standard to be good.
Quality assurance

The assessment committee has seen that the quality care system of NHTV is thorough. Evaluations take place structurally. The evaluations lead to implementation of improvement measures. All stakeholders are involved in the evaluation system.

Evaluation of the programme

Standard 13: The programme is evaluated on a regular basis, partly on the basis of assessable targets.

NHTV uses standards and systems enabling a systematic and continuous quality improvement process. This system follows the PDCA cycle, that targets (Plan), executes (Do), tests whether plans are realized (Check) and, if necessary, prepares corrective actions (Act).

At institutional level, responsibility for quality assurance lies with the Board of Governors. At the level of Academy, this responsibility lies with the Academy director, who is advised and supported by the curriculum committee and educationalists. Control functions on quality assurance within NHTV are organised at the level of the unit called ‘Research and Educational Office’.

To assess quality of education, strategic policies approved by NHTV Board of Governors are guiding, next to multi-annual and annual plans prepared at Academy level. The strategic plan 2009-2012 is guiding annual budgets and management agreements between the Board of Governors and each of the Academy Directors.

The Academy Director annually derives objectives and associated activities from the strategy of the Academy, as aligned with NHTV corporate strategy. Subsequent implementation and monitoring are the responsibility of the programme coordinator, who analyses levels of accomplishment and proposes actions for improvement. The Academy Director and the programme managers are responsible for implementation of annual plans and budget control.

Each staff member is assessed annually through one performance and one assessment interview, to be held with one of the members of the Management team of the Academy. Besides this, all themes are evaluated by students annually, including questions on individual staff, quality of teaching and communication.

The results of the theme evaluation will be discussed by the theme managers and their team. The most important results will be reported to the students. The theme manager also writes a theme improvement plan for the next study year. The curriculum committee checks the alignment of the suggested improvements with the learning outcomes and didactical vision of the programme. After approval of the improvement plan by the curriculum committee, the theme manager creates the new fact sheet of the theme. The fact sheet is discussed in the curriculum committee to ensure that the approved improvements are indeed incorporated in the fact sheet. Before the start of the theme, the theme manager sends the test(s) of the improved theme to the testing committee, including the fact sheet and a test blue print. The testing committee checks the alignment of the learning goals in the fact sheet, the learning goals in the blue print and the test. The assessment committee highly appreciates this structured method of improving the programme.

Based on the interviews and examination of the underlying documentation, the assessment committee assesses this standard to be good. The assessment committee is convinced that the system of quality care is well organised. It is executed thoroughly, structurally and periodically.

Measures for improvement

Standard 14: The outcomes of these evaluations constitute the basis for demonstrable measures for improvement that contribute to the realisation of the targets.
The accessibility of lecturers is quite good, according to the students. According to the assessment, the staff is capable of and willing to implement measures for improvement rapidly. The Academy also showed this by the measures of improvement that were taken since the last NVAO accreditation. The testing of knowledge of foreign languages for instance, needed adjustment. Nowadays, foreign languages have become part of the conditional requirements for the assessment. In year 1 (and since academic year 2012-2013) the languages have their own Credit points and are therefore truly considered to be one of the themes of the curriculum (which you have to pass in order to get sufficient credit points). The assessment committee thinks this new procedure is an adequate measure.

Another point of criticism during the last accreditation focused on the Food and Beverages facilities. The panel thought they were sufficient, but the facilities were regarded just the minimum of what could be regarded as acceptable. In December 2008, the new building was officially opened. Part of the new building was the student company Sibelicious, which is responsible for all facilities and gastronomic experiences, and which gives the Academy the opportunity to offer all practical courses in-house. The accreditation committee is enthusiastic about these facilities. The committee experienced Sibelicious at first hand, by enjoying diner in the restaurant after the first day of the two-day site visit. Both kitchen brigade and restaurant service consisted of a team of first year students, who were coordinated by second year students. The food was delicious, the service was not flawless (which the assessment committee thought was rather charming), but stood out by the friendliness and hospitality.

Both examples are improvements that are well incorporated in the programme, according to the assessment committee.

Based on the interviews and examination of the underlying documentation, the assessment committee assesses this standard to be good. The management and lecturers of the programme have the ambition to continuously improve the programme on an annual basis. The programme has shown flexibility in making adjustments in the programme as a result of evaluations with stakeholders, for instance students. This attitude is a reason for students to choose NHTV.

**Active involvement of stakeholders**

*Standard 15: Programme committees, examining boards, staff, students, alumni and the relevant professional field of the programme are actively involved in the programme’s internal quality assurance.*

In addition to the structural student evaluation of every theme, other parts of the programme, like assessments and placements, are evaluated by students as well through online surveys. Also Round Tables are organised regularly: representatives from each class discuss the positive and negative points from a certain period of time within their year. Round tables are organised to gather qualitative information, to give students the opportunity to give their opinion and to clarify quantitative results of the online theme surveys.

The Academy has been audited by the International Facility Management Association (IFMA). As a result, the programme received IFMA recognition, which is an acknowledgement that the programme meets internationally set standards for a facility management programme.

Other types of evaluations that are used are the national HBO-monitor (for alumni), the Employee Satisfaction questionnaire, the International Student survey and the Nationale Studenten Enquête.

External assessors, graduation coaches and placement coaches are involved in evaluations through meetings and interviews. Input about the quality of the programme is acquired in meetings with the industry, the educational committee and the advisory council.

Based on the interviews and examination of the underlying documentation, the assessment committee assesses this standard to be good. All stakeholders are involved in regular evaluations.
The assessment committee has seen that the programme has an assessment system. The graduation works represent the bachelor’s level. Grading is realistic and the research skills are clearly appropriate for the bachelor level. The subjects of the graduation works are relevant and up to date.

**Assessment**

*Standard 16, part 1: The programme has an adequate assessment system in place.*

**Testing policy**

NHTV has developed an NHTV-wide testing framework (October 2010) which safeguards and improves the quality of testing. This framework describes the testing policy, the composition and use of the Board of Examiners and the tasks of the testing committee. Within this NHTV-wide testing framework, the Academy has developed its own testing policy (July 2011), which will be effective for three years. After that time, it will be revised and if necessary rewritten. The testing policy is set out by the Board of Examiners and has been approved by the Academy’s management team and the NHTV Board of Governors.

A mandatory element of the testing policy is the testing plan per programme, which establishes when, where and how the standard achieved by each student is to be tested. Therefore, the testing plan is only valid for one year and will be adjusted annually (before the following academic year). The curriculum committee determines the type of tests. Then, lecturers will develop the tests. They received several trainings for this. During the last two to three years, all study days were addressed to developing tests. The next step in the process, implemented in Academic year 2011 – 2012, is that the testing committee looks at the quality of the test beforehand. When the testing committee does not approve of the test, the lecturer receives feedback and has to make the necessary adjustments.

The specific characteristics of the didactic concept of the Academy were leading in formulating the Academy’s testing policy. What will be tested and how, ties in well with the competency profile, in the opinion of the assessment committee. Assessments fulfil a vital role in the curriculum: the assessments test knowledge, attitude and skills as one integrated whole. In addition to that, there are separate tests for measuring the student’s knowledge, skills and attitude, which are linked to a specific theme if possible.

The assessment committee appreciates the fact that the Academy uses a variation of testing methods. Tests are also closely related to practice and the industry. That is why it is good that the Academy involves the industry in the testing as well.

After the tests have been taken, there will be an analysis of the questions and this might have a consequence for the cut off score. So far, this analysis was only carried out with regard to multiple choice tests. The assessment committee thinks it would be recommendable to do this with open ended tests as well.

The examination board is mainly focussed on the quality of the tests, which the assessment committee appreciates, as this should have priority. Next to this the examination board provides input to determine the quality of the testing policy and testing procedures as well, just to make sure there are no gaps or overlooked items. In order to maintain objectivity within the examination board the Academy will hire an external party at the start of the new academic year 2012/2013.

In accordance to the law ‘Versterking besturing’, the task and responsibilities of the Board of Examiners have officially changed. Therefore, there is a NHTV-wide regulation available for all Boards of Examiners of the NHTV. The Academy developed new procedures, like the new set-up of the Teaching and Exam Regulations, and the Academy staff was involved in several study days concerning the new testing policy. The assessment committee thinks
both the approach and the execution were thorough and well done.

The Board of Examiners, which is assigned by the Board of Governors for a three-year period, directly reports to the Board of Governors in meetings, which take place on a regular basis, and in an annual report.

The Board of Examiners uses the Teaching and Exam Regulations (TER) as its framework for the decisions concerning the end level of students. The curriculum committee is responsible for maintaining the overview of all tests throughout the curriculum and for ensuring that all learning objectives are tested. Decisions about the curriculum that have consequences for the TER for upcoming academic years are communicated to the educational committee, which has been charged by the management team with the task of creating the TER. The curriculum committee consists of lecturers and the educational committee consists of both lecturers and students.

The Board of Examiners has delegated the task of controlling the quality of tests to the testing committee, which is responsible for validating all summative tests. The Board of Examiners and the testing committee evaluate periodically.

In order to ensure the alignment between the different parties involved in the organisation of testing, every committee has at least one member that is also member of one of the other committees. Of course, theme managers, lecturers and coaches are involved in the organisation of testing as well. The testing policy describes several roles, such as assessor, test constructor and evaluator. Each teaching staff member could fulfil one of these roles.

The assessment committee is impressed by the way in which the testing policy is structured within the Academy. Close cooperation between the several committees is safeguarded by the linking pin construction, which the assessment committee considers to be smart.

Quality control of testing
The testing committee plays a central role in the process of quality control, since the committee validates all summative tests. Before a test can be used, it needs to be approved of by the testing committee, which uses screening lists for several types of tests. In case the test does not meet the criteria of the screening list, the testing committee discusses the improvement points with the lecturer and supports the lecturer in improving the quality of the test. Afterwards, the testing committee analyses the results of the tests together with the theme manager.

The testing committee reports directly to the Board of Examiners on the quality of the tests. The Board of Examiners is always consulted when there are peculiarities concerning test results. The Board of Examiners discusses these results or peculiarities with the management team and, if applicable, with the curriculum committee.

The Board of Examiners assesses the final level of the graduates at random by perusing the assessments and reflection reports of the students themselves and by judging all assessment forms.

Transparency
If students failed a test, they can see their work or speak to the lecturer to receive feedback on their work.

Student's evaluations are used in order to further ensure the quality of testing as well. All themes are evaluated, including several items on the quality of testing. NSE scores indicate that criteria for testing could be clearer to students (3.2 on a 5 point scale). The way the testing fits the content of the programme received a slightly higher score: 3.5.

Former student evaluations indicated that it was not always clear for students beforehand what the test would look like, what the criteria were and which learning goals were tested. The Academy took measures to improve this, in which they succeeded well according to the assessment committee. For instance, every theme starts with a kick off lecture in which the learning goals are clarified. Of every theme there also is a fact sheet, which nowadays puts more emphasis on testing. It is also mandatory for each theme manager to include sample questions or a formative test. When a student passes their test, he/she can still take a re-sit if they
want to try to get a better grade. The highest grade will be the final grade.

In addition to the evaluation of the testing within a theme, assessments are occasionally evaluated by both students and representatives from the industry as well.

Based on the interviews and examination of the underlying documentation, the assessment committee assesses this part of the standard to be **good**. It is clear to the assessment committee that there is great awareness of the importance of the quality of testing throughout the whole organization. The measures that were taken to improve the transparency of testing for the students are adequate. The tests itself represent good quality and the right complexity. Development and checks of tests are done well and the board of examiners operates well too. They already acknowledged that the check of the testing policy itself is important as well. According to the assessment committee, the board of examiners addressed this issue and prioritized it properly by planning this review at the beginning of the new academic year.

**Achieved learning outcomes**

*Standard 16, part 2: The programme demonstrates that the intended learning outcomes are achieved.*

Throughout their first three years, students are being prepared for the independent and self-reflective (research) work they will produce in the fourth year. Graduation takes place by writing a Master Piece and a competency development reflection. As described before, the Master Piece is either a research project, or a logbook, or a professional product. A logbook must not be mistaken for a diary. Therefore, in the logbook there also is a strong link between theory and practice: students must make a clear connection between the professional practice and theoretical methods and concepts.

The differences between the three types of Master Piece are necessary in order to build motivation and allow students to both build competency and serve the industry, by choosing a topic that can contribute and is in line with new developments. So, during the fourth year, students work individually on acquiring pieces of proof for the ten competencies at level 3. Students can fill in the route to this end level themselves. Students like this. They have to steer their own activities with regard to the competencies. The effect is that students ask themselves continuously whether an action that is taken contributes to a competency or that additional steps have to be taken. Students say they feel responsible for their own study path and graduation. Taking responsibility and succeeding stimulates their confidence and motivation and makes them aware of their own qualities. They also learn what their shortcomings are, which is not nice to experience but they feel it is nonetheless valuable to know this before they enter the professional field. Students all feel that this graduation process can be quite a challenge at times, but they see how it benefits their development as a professional and they value that. The assessment committee was impressed by the way the students could express the pros and cons of this process. This in itself shows the value of this special graduation process as well.

A reading committee that consists of two independent lecturers assesses the competency development report in which the student has to proof that he masters all ten competencies at level 3. This means that the competency level of the student already needs to be assessed as sufficient before being invited for the interview, otherwise the student cannot participate in the assessment interview. The assessment interview is conducted by two external assessors and one internal assessor. The focus in the assessment interview is merely on judging the quality of the Master Piece. The student receives a grade, based on his Master Piece on the one hand, and the interview on the other. The weight of both elements differs in determining the final grade: the Master Piece accounts for 70%, the interview accounts for 30% of the grade. Whenever the three assessors do not agree on the final grade, the Board of examiners makes the final decision.

Regardless of the type of the Master Piece, all of them use the same assessment criteria. The assessment committee received a copy of the criteria and thinks these are relevant and transparent. Because of the fact that the logbook is developed during a placement, without some sort of final product (for instance a consultancy report), the supervisors of the students at their placement
company have to fill in verification forms. These forms are used so that the supervisor must confirm that the student actually accomplished the tasks he described in the logbook.

All external assessors were trained so that they would be able to understand the exact content and context of the competencies and to determine the level of the competencies that the student has reached. Every eight weeks there is a meeting for all internal assessors to exchange experiences and ask questions (‘intervisie’).

Approximately one third of the alumni works in an organisation for Facility Services or in the Real Estate industry. Others have a job in hospitals and health services, banks or recruitment agencies or work in the field of event and conference management. Around 19 out of more than 500 alumni have followed a master’s programme and 10 alumni followed a Post-Bachelor education.

According to the Keuzegids HBO 2012, approximately 73% of the graduates from the programme have found a job on a bachelor’s level. In the HBO-monitor, alumni indicate that they are satisfied with the relevance of the programme for their current job. 90% of the respondents from the visitors of the Alumni Day indicated that they would choose Facility Management again if they had the chance to do so.

The end level of the students is also appreciated by the industry. Two external assessors are involved in the assessment interview of assessment 4, to ensure that the end level of the students is continuously checked with the industry. The industry has also awarded the NHTV-students and alumni several times.

According to the professional field, represented in the members of the professional field committee, NHTV-students have substantially more knowledge and creativity than students from other Dutch universities. IREFM-students meet the expectations of the professional field in a better way. They are able to deliver more than what is expected of them. The professional field values the mature attitude of these graduates, their responsibility and self-determination. Quite early in their careers, the IREFM-graduates stand out. According to the members of the professional field, this can be attributed to the quality of these graduates and therefore also the quality of the programme and the institute. The reputation of NHTV in the field of facility management is very good. Because of their extensive network, the IREFM-programme is also able to detect trends in the professional field rather quickly and to integrate them into the programme. The fact that the focus on facility management was expanded with real estate is an example that NHTV and its programme follow current trends and adapt themselves to it rapidly.

Students and alumni are very enthusiastic about the fact that the last year is fully demand driven. This means that the students can customise this last year in accordance to their own strengths and topics of interests. Of course the competency profile is steering, because the students have to prove that what they want to do in the last year ties in with the competency profile. It nonetheless provides them with an opportunity to specialise themselves, which also implicitly enhances their job opportunities after graduation. The fact that the students can choose from three different types of Master Piece fits within the policy to keep the last year demand driven. After speaking to students and lecturers, the assessment committee has learned that the operational execution of this policy works well. Therefore, the assessment committee has great appreciation for it. It helps the students to develop an independent, responsible and self-steering attitude, which will be useful in the professional field.

The assessment committee also read many of the graduation works. Despite the fact that the programme has been fully taught in English for two years, the assessment committee was somewhat surprised to see that some of the graduation works were in Dutch. The logical explanation is that these students started the programme when it was still in Dutch, so they had the prerogative to write their graduation work in Dutch as well. Nowadays, all graduation works are in English.

The general impression of the assessment committee is that the level of graduate students is good. Although it is clear that there are three assessors who grade the graduation works, it was unclear how the final grade was determined, because the assessment committee only received the final grade. However, the assessment committee thinks that the grading is realistic. The
assessment committee also found that the research skills are clearly appropriate for the bachelor level. The subjects of the theses are all relevant and up to date.

Based on the interviews and examination of the underlying documentation, the assessment committee assesses this part of the standard to be **good**. The graduation works represent the bachelor’s level. Grading is realistic and the research skills are clearly appropriate for the bachelor level. The subjects of the graduation works are relevant and up to date.
Distinctive quality feature: internationalisation

Based on the interviews and examination of the underlying documentation, the assessment committee grants the distinctive quality feature ‘internationalisation’ to the programme International Real Estate and Facility Management. According to the assessment committee, the overall NHTV vision on internationalisation is well translated into a vision on internationalisation for the Academy. This has lead to the formulation of several verifiable objectives for the programme that are evaluated on different levels on a regular basis. The academy takes internationalisation seriously within the programme, according to the assessment committee. This is proven by the fact that all competencies are put in an international context. Through a combination of elements, a learning environment is created in which these international and intercultural learning outcomes can be reached. For instance, the influx of students from abroad to create an international classroom, the use of projects and cases from the international industry, lecturers from abroad and a mandatory placement abroad. Internationalisation is a part of all elements of the curriculum and it is visible in all themes of the programme. International and intercultural aspects are a part of the assessments of all themes as well. Therefore, students and lecturers experience internationalisation at all times within the programme, which the assessment committee values.

Vision on internationalisation (standard 1)

Based on the interviews and examination of the underlying documentation, the assessment committee assesses this standard to be satisfactory.

Criterion 1a: Shared vision

The programme has a vision on internationalisation. This vision is supported by stakeholders within and outside the programme.

The assessment committee assesses this criterion to be satisfactory. The overall NHTV vision on internationalisation is translated into a vision at Academy’s level, supported by the management, lecturers, students and professional field, which is represented in the industry advisory board.

NHTV’s overall objective for 2013 is to be an international institution in the first place, and a Dutch institution in the second place. This affects the heart of NHTV and as such, internationalisation is a central force in shaping organizational processes and activities. From this overarching objective, in 2010’, the Board of Governors together with the Academy Directors have formulated a set of specific internationalization objectives:

- Deepening and intensifying the international forms of collaboration with the education sector as well as industry;
- Increasing the quality of the educational offerings, facilities, study environment and student intake.

There is an international office, which works hierarchically, directly under the Board of Governors. The International office takes care of all affairs concerning student mobility and has links with coordinators from all Academies of NHTV. NHTV-wide, the organization is changing from a national to an international organisation, which stimulates internationalisation in the programmes as well. This is created for instance through international partnerships. Because NHTV is a so called theme institution all programmes of all Academies are connected to each other. This implies that partnerships with universities from abroad have an impact on several Academies. This is also why the service of the International office is centralized within the organization.

The International office coordinates and arranges international partnerships with other universities. Partnerships with the industry are a concern of the Academies. In the selection of the partner universities, quality has priority. Therefore, a quick scan with 20 questions has to be filled in beforehand. The profile of the university and the nature of the programmes are also checked, in order to determine the added value of the partnership and whether the partnership ties in with the strategic plans of NHTV.

The overall NHTV vision is translated and implemented at academy level. This is done firstly, by formulating the academy’s mission, which is ‘to make a contribution to society by training young
people to become responsible professionals in facility management, capable of operating efficiently in a globalising work and knowledge environment, in conjunction with international industry players’. The academy also actively pursues the internationalisation of its education in order to enhance the international and intercultural competencies of students, to improve the quality of both education and research, and to improve the Academy’s (inter)national reputation. In order to meet these objectives the Academy uses the following tools:

Education in English;
Credit mobility;
Recruitment of foreign students;
Internationalisation of the curriculum;
Internationalisation of staff;
International knowledge sharing;
International research activities.

By the end of 2012, NHTV will issue its new strategic plan, including an internationalisation policy. The Academy is already able to identify and define some spearheads for the years to come (2013-2016). First, the focus lays on enhancing exchange opportunities for students. Second, the recruitment of international students is considered vital for the internationalisation policy of the Academy. Third, the Academy further explores internationalisation of the curriculum, for instance the development and implementation of the concept of ‘the international classroom’ as well as the continuing development of cross cultural competencies for students and staff.

**Criterion 1b: Verifiable objectives**

The vision on internationalisation includes verifiable objectives. The programme had verifiable objectives, including an action plan on how to achieve the objectives.

The Board of Governors and the management team of IREFM have established performance indicators for monitoring internationalisation strategies, in consultation with supporting services such as the International Office and Marketing & Communications. The performance indicators involve the influx of students from abroad, lecturers recruited abroad, a minimum of three months obligatory experience abroad upon graduation for all students and intensifying partnerships. The performance indicators are formulated in a verifiable manner according to the assessment panel. The performance indicators identified have also been made concrete in the form of an action plan.

**Criterion 1c: Improvement-oriented evaluations**

The vision on internationalisation is evaluated periodically and this evaluation forms the basis for improvement measures.

The assessment committee assesses this criterion to be *satisfactory*.

The vision and its translation into the IREFM programme are evaluated at several levels. First, the management of the Academy has quarterly meetings with the Director of International Affairs in order to gear all international activities to the targets and performance indicators as stated in the international strategy.

Second, the Academy’s officer of international affairs has meetings with the management every six weeks to discuss progress and topical issues regarding for instance international student affairs and prospective international collaboration. The officer of international affairs is also in charge of benchmarking the policy both in and outside NHTV. To that effect, the Forum for internationalisation (FORINT) was founded in 2011, to create an NHTV-wide platform where ideas and best practices are shared. The assessment committee appreciates this initiative.

In terms of benchmarking results at the level of NHTV, in 2008 and 2012, a survey was held among international students about the international character of the NHTV. This was done as part of the reassessment of the strategic goals regarding internationalisation and is reflected in the strategic plan.

The NSE survey is another instrument that is used for monitoring the international aspects of the programme. NHTV uses additional items for this annually held survey, in order to evaluate the satisfaction of the students with the internationalisation of the programme. NHTV also publishes figures on international mobility yearly.

Third, at the level of the programme the internationalisation strategy is reviewed annually through
meetings with course management, lecturing and coaching staff. Input for these meetings is gathered from evaluation of international aspects on a theme level. Each theme manager has to indicate how their theme contributes to the international aspects of the curriculum and what will be improved for next academic year to incorporate internationalisation even further. The improvement plans are approved by the curriculum committee, which explicitly takes into account whether all themes together add up to a truly international programme.

The assessment committee is convinced that the Academy evaluates the policy on internationalisation on different levels and in different ways. The evaluations take place on a regular basis. Improvement plans are written based on these evaluations. All in all, the assessment committee has seen that the Academy takes internationalisation of the programme very seriously.

**Learning outcomes (standard 2)**

Based on the interviews and examination of the underlying documentation, the assessment committee assesses this standard to be **satisfactory**.

**Criterion 2a: Intended learning outcomes**

The intended international and intercultural learning outcomes defined by the programme are a clear reflection of its vision on internationalisation.

The assessment committee assesses this criterion to be **satisfactory**.

In order to prepare students for their careers in an international context, the ten competencies of the competency profile are all continuously put in an international context. The international context is created by giving international examples, using international literature and by the involvement of international industry. The fact that the programme puts all of the competencies in an international perspective is appreciated by the assessment committee. In this way, everything that takes place within the programme is related to internationalisation.

Additionally, the Academy has formulated a set of international learning outcomes per theme. These learning outcomes were divided in several categories by the programme, for instance: cross-cultural understanding and awareness, trends and developments within the international industry, international procedures, regulations and standards, and work experience in an international context. According to the assessment committee, all of these categories are relevant and all of them are identifiable within the programme.

The assessment committee was presented a very detailed overview of the programme, containing information about the relation between internationalisation and the content of the programme. For each theme it was clarified what the international content of that particular theme was, how this was linked to the competencies, what the specific learning goals on internationalisation were and how it was tested (you will find more information about this in the next paragraph: 2b Student assessment). The assessment committee values the effort of the programme to give this detailed information about how the policy on internationalisation is translated into specific learning outcomes with regard to internationalisation.

Students told the assessment committee that, because of the many international elements in the programme, like the placements abroad, the international study exchange, the international projects, the company visits, study trips, international lecturers and international literature, their experience is that the programme is very internationally focused. The programme meets all of their expectations in that perspective. For the same reason, they would choose this programme again if they had the choice and would strongly recommend it to prospective students.

**Criterion 2b: Student assessment**

The methods that are used for the assessment of students are suitable for measuring the achievement of the intended international and intercultural learning outcomes.

The assessment committee assesses this criterion to be **satisfactory**.

As was described in the previous paragraph, the overview of the programme which was presented to the assessment committee also indicates how the learning goals on internationalisation are tested within each theme. The assessment committee saw that a variety of testing methods is used to test the diversity of learning goals in general, and the
learning goals on international aspects in particular. For instance, for themes with learning goals on acquiring knowledge about international standards, trends and developments or on cross-cultural theory, multiple choice tests are mainly used. For learning goals that focus on applying cross-cultural skills or acting within an international environment other types of tests are used, like the appraisal during placement by the international company supervisor or peer-evaluation during project groups. Students also have to work on projects in which they apply their acquired knowledge to either fictitious or real-life international oriented companies. For some themes, international companies are involved as commissioner of these projects as well.

The assessment committee thinks that the testing methods that are used match the type of learning goals. There is no overall assessment of internationalisation as such, but the assessment committee thinks this is quite logical looking at the way in which the competencies are formulated and the way in which the programme is designed. All competencies have in international context and internationalisation is also part of all the themes in the programme all. Therefore, (sub) components of internationalisation are demonstrably and explicitly tested at the end of each theme. The assessment committee likes this way of interweaving internationalisation within both the programme and the student assessments.

**Criterion 2c: Graduate achievement**

*The programme can demonstrate that the intended international and intercultural learning outcomes are achieved by its graduates*

The assessment committee assesses this criterion to be **satisfactory**.

The international industry is explicitly involved in testing the end level of the students. The final test involves an assessment of students by three assessors, two of whom are professionals working in the international industry. During this assessment, each student is tested based on level 3 of all ten competencies. As all of the competencies are placed within in international context, students demonstrate that they have reached the international and intercultural learning outcomes when they pass the assessment. According to the assessment committee, this is an adequate way of demonstrating that the international learning outcomes are achieved by the graduates.

The international industry acknowledges the quality and level of the graduates. This is proven by the fact that, for instance, for the past few years IREFM-students won EUROFM awards, indicating that the students are able to distinguish themselves among students from other programmes within and outside the Netherlands.

The programme is also internationally acknowledged by the IFMA, the International Facility Management Association. To employers in and outside the Netherlands, this means that a graduate of an IFMA recognized Certificate Programme has received solid preparation in the fundamentals of FM competencies identified by IFMA.

**Teaching and learning (standard 3)**

Based on the interviews and examination of the underlying documentation, the assessment committee assesses this standard to be **satisfactory**.

**Criterion 3a: Curriculum**

*The content and structure of the curriculum enable the achievement of the intended international and intercultural learning outcomes*

The assessment committee assesses this criterion to be **satisfactory**.

Since 2007, the programme is fully English-taught. At that time, the content of the programme also changed from mainly focusing on the ‘soft services’ in the field of Facility Management, to an explicit emphasis on the ‘hard services’ of Facility Management as well. Two major themes on Corporate Real Estate Management were added to the curriculum, and the name of the programme was changed accordingly, to International International Real Estate and Facility Management. These changes were meant to make the programme more comparable to other FM-programmes outside the Netherlands. This would make it easier to find international placements outside the Netherlands and could also contribute to the recruitment of foreign students and staff. It also created more exchange possibilities for incoming and outgoing students.
The fact that the programme was IFMA accredited is also an international recognition of the fact that the programme distinguishes itself from other programmes.

By the overview of the programme, which was provided to the assessment committee, it became clear that international aspects are integrated in every aspect of the curriculum. The way in which this is done, is mostly by relating it to practice. On the one hand the student is obliged to have at least 6 months of experience abroad when he reaches his graduation. On the other hand, examples from the industry are used within the themes and placed in an international perspective. In addition to that, content is used that is based on theories and models that are known and used worldwide.

Theoretical concepts and even trends, like for instance sustainability, are used in an international perspective. In many countries, the meaning of sustainability differs. These different meanings can be used as an example of cultural differences. In the first year, there is also quite some theory in the programme on cultural differences. In the second year, the students experience these differences in the professional field, for instance through study trips and placements. The students create awareness of the fact that the Netherlands is a small country. Dutch people have to merge with other cultures in order to gain and maintain prosperity. This is just one of the many reasons why it is important for the students to be aware of cultural differences.

The assessment committee appreciates the way in which internationalisation is integrated into the curriculum. The assessment committee has seen a variety of examples of how this was done. The IFMA accreditation serves as an international recognition of the programme.

**Criterion 3b: Teaching methods**

The teaching methods enable the achievement of the intended international and intercultural learning outcomes

The assessment committee assesses this criterion to be **satisfactory**.

Themes differ in the way the content is taught during the theme and how this contributes to internationalisation. For instance, in some themes international guest lectures are organised, informing the students on the experiences of professionals working abroad. Other themes incorporate international companies as commissioners for the case assignment or organise field trips to international companies.

As there are students from abroad (the programme tries to increase the influx) within the programme the didactical method of the International Classroom is used. Students work in mixed groups (of both Dutch and non-Dutch students) in varying settings, such as project work, problem based learning, lectures, workshops and the in-house company Sibelicious. Due to the mix of international students, as well as lecturers, it is possible to use the dynamics of the interaction between all participants. To some, differences in cultural background are frustrating, but in the International Classroom Approach, differences are seen as a crucial input for learning. Through mutually reflexive processes, students gradually develop cultural awareness and sensitivity. A diverse portfolio of international culture deepens the experience. Because of its international nature, this contextual awareness and understanding is an essential learning outcome for any future professional to operate in the international facility management domain.

The assessment committee appreciates the fact that within each theme, the international classroom concept is used, augmented by other specific didactical methods, varying per theme. Apart from that, the programme is fully taught in English.

Despite the fact that the programme is fully taught in English, in accordance to the policy, it appears that outside the classes it is appealing for Dutch students to communicate in Dutch. So, within the programme everything is in English, but at informal moments, students (and lecturers) speak Dutch to each other. The assessment committee thinks it is impossible to prevent this from happening. Besides, it does not happen a lot in comparison to the amount of time in which communication takes place in English.

**Criterion 3c: Learning environment**

The learning environment is suitable for achieving the intended international and intercultural learning outcomes

The assessment committee appreciates the way in which internationalisation is integrated into the curriculum. The assessment committee has seen a variety of examples of how this was done. The IFMA accreditation serves as an international recognition of the programme.
The assessment committee assesses this criterion to be **satisfactory**.

The programme is fully taught in English. All themes explicitly make use of international companies and aim to let students acquire knowledge of relevant international subject matter. Within the school, projects and case assignments are used, and outside the school, students go on excursions to international companies and do international study trips. Students also do a placement abroad (mandatory). Students acquire knowledge on changing perspectives and different cultures by interacting with foreign fellow students. Students also learn from international lecturers. Non-Dutch students get extra coaching in order to let them feel at home and support them in their integration in Dutch society. All these aspects together have led the assessment committee to the conviction that the learning environment is suitable for achieving the intended international and intercultural learning outcomes. The students agree. NSE results show that students are satisfied with the extent to which the programme is linked to the international industry (7.3 on a 10 point scale). On average students slightly agree that during the programme they learn to empathise with other cultures (3.3 on a 5 point scale). Students are also satisfied with the opportunities that are offered within the programme to perform activities abroad (7.7 on a 10 point scale).

**Staff (standard 4)**

Based on the interviews and examination of the underlying documentation, the assessment committee assesses this standard to be **satisfactory**.

**Criterion 4a: Staff composition**

*The composition of the staff (in quality and quantity) facilitates the achievement of the intended international and intercultural learning outcomes*

The assessment committee assesses this criterion to be **satisfactory**.

When attracting new staff, recruitment from abroad is included. In case of equal suitability for a vacancy, preference is given to international candidates. The majority of the teaching staff has international working experience, either from working abroad for a significant period of time or from working within a large international company in the Netherlands. Guest lecturers and external assessors also contribute to the programme on a regular basis. The assessment committee thinks the composition of the staff is adequate to facilitate the achievement of international and intercultural learning outcomes.

**Criterion 4b: International experience and competence**

*Staff members have sufficient international experience, intercultural competences and language skills*

The assessment committee assesses this criterion to be **satisfactory**.

16 people are considered international employees. The definition of an international employee is that he/she is born outside the Netherlands and has lived abroad for a minimum of ten years before his/her 20th birthday; or has worked and lived outside the Netherlands for a minimum of 5 years. This is over 25% of the total staff members, embracing 9 different nationalities in total. English fluency is a prerequisite to be engaged in the programme.

Because the Academy has strong partnerships with a number of international universities, exchange of lecturers can be arranged and is also stimulated. Several lecturers conduct research at foreign universities and give lectures at partner institutes, for instance in the UK, the USA, Germany and Finland. Lecturers from international partner universities also contribute to the NHTV-programme as well as other guest lecturers.

The assessment committee thinks the share of international experience is clearly present within the staff. The fact that international lecturers are also invited into the programme is a valuable addition.

**Criterion 4c: Services provided to staff**

*The services provided to the staff (e.g. training, facilities, staff exchanges) are in line with the staff composition and facilitate international experiences, intercultural competences and language skills*

The assessment committee assesses this criterion to be **satisfactory**.
Lecturers experienced that the level of English of the staff has increased over the past few years. All lecturers are at least on a C1 level (spoken English) and are supported by an English coach-on-the-job in producing study materials, communication within the organisation and during lectures.

Participation in international congresses, seminars and workshops is facilitated financially and logistically. NHTV wide information as well as ICT services are provided bilingually. All information from and within the Academy itself is only in English.

A NHTV-wide survey among international employees has indicated that more attention must be paid to the support provided to new international employees to get acquainted and acculturate with the NHTV.

**Students (standard 5)**

Based on the interviews and examination of the underlying documentation, the assessment committee assesses this standard to be **satisfactory**.

**Criterion 5a: Student group composition**

The composition of the student group (diversity of national and cultural backgrounds) is in line with the programme’s internationalisation vision.

The assessment committee assesses this criterion to be **satisfactory**.

For a proper implementation of the International Classroom concept, the programme aims for a diverse population of cultures and backgrounds. In the academic year 2011-2012, inbound diploma mobility in the first year of the programme was 4.5% involving 5 international students from different countries. The influx of students from abroad has grown slightly over the last couple of years. The Academy aims for an influx of 20% of students from abroad in the upcoming years. The assessment committee supports this goal, as this will clearly be beneficial to the concept of the International Classroom. Despite the fact that the current number of students from abroad is quite low, the assessment committee feels that it would be justified to assess the student group composition to be satisfactory. The main reason for this is that students of the Hotel management programme and the students of the Facility management programme join classes and therefore work together in groups as well in many occasions. This is an adequate solution to keep up the concept of the international classroom. In these cases, the theory for both programmes is identical, but the projects and cases are adapted to respectively the hotel management and hospitality industry and the facility management industry.

**Criterion 5b: International experience**

The international experience gained by students is adequate and in line with the programme’s internationalisation vision.

The assessment committee assesses this criterion to be **satisfactory**.

International experiences are gained at home by means of the international classroom concept and the input of visiting professors, international guest lecturers and internationally experienced staff. The assignments also have an international orientation.

International mobility is most strongly included in the curriculum, through a mandatory international placement of three months.

The assessment committee thinks this is in line with the vision of the programme on internationalisation. The assessment committee appreciates the fact that all students do a mandatory international placement of at least three months.

**Criterion 5c: Services provided to students**

The services provided to the students (e.g. information provision, counselling, guidance, accommodation, Diploma Supplement) are adequate and in line with the composition of the student group.

The assessment committee assesses this criterion to be **satisfactory**.

To ensure international students are well informed prior to arrival, they are provided with a wide range of information through, for example, the guide for international students and links to websites related to studying in the Netherlands.

To facilitate and strengthen inbound mobility, NHTV organizes a preparatory course (half-year or one-year). This course is offered to prospective students who require additional knowledge and language training for admission. Besides upgrading English language skills, this course helps to acquire sufficient
knowledge about Dutch culture, ICT skills and specific domain knowledge, to enable a smooth admission to the programme.

Prior to the start of the academic year, the International Office and the International Student Association Compass organize an introduction especially for incoming students. During these days, students get acquainted to NHTV, the city of Breda and the practicalities associated with living in the Netherlands. During the specific introduction programme of the Academy (InterSib) at the start of the academic year, the first steps are taken to integrate Dutch and international students.

In case of social or psychological problems, foreign students can seek assistance and guidance with the international student counsellors, who have specific expertise to address issues resulting from the international context or entailing cross-cultural dimensions. The group of international students also has their own coach within the Academy, who is explicitly assigned to help them with all kinds of matters and to support them in the integration within the Dutch system. The coach regularly meets with these students.

Activities undertaken by International Office range from information provision, assessment of foreign qualifications, assistance with visa procedures, allocation of student grants, mediation for student housing, coordinating crisis management, etc.

An internal survey in 2009 showed that on average more than 85% of the international students are (very) satisfied with the International Office, the Library (Mediatheek), Service Desk and ICT helpdesk. The elements measured were: 1) efforts made to help international students; 2) communication in English; 3) accessibility; 4) level of international orientation.

Accommodation and catering received a lesser score than the services mentioned above. Accommodation services have since been strengthened. For example the number of rooms, for which the International Office acts as a mediator, has increased to a total of 222. With this supply, the International Office is able to provide service to approximately one third of the international students. Based on the proposed action plan 'StudentHousing@Breda' in 2014 student accommodation in Breda will have expanded to 1,000 units.

A number of improvements was also implemented for catering (broader and more exotic offer, hot meals, longer opening hours).

Students who are going to study abroad for a while are prepared and supported in a number of ways. For instance, they have access to experience reports with information about the destination, the receiving institute, the programme and courses, educational methods etc. Students who are going on their international placement are also prepared. The Placement Office organises several meetings to inform students about the destinations and the required preparations for an international placement. In addition to that, presentations from several international placement companies are organised to support students in their choice for their placement.

The assessment committee thinks the services provided to the students are adequate. They tie in with the needs of both Dutch students going abroad as well as students from abroad who come to study at NHTV.
Attachments
Attachment 1 Assessment committee

I Overzicht panelleden en secretaris

<table>
<thead>
<tr>
<th>Naam (inclusief titulatuur)</th>
<th>Rol (voorzitter / lid / student-lid / secretaris)</th>
<th>Domeindeskundige (ja / nee)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr M.P. Mobach</td>
<td>lid</td>
<td>ja</td>
</tr>
<tr>
<td>J.P. van der Ree</td>
<td>lid</td>
<td>ja</td>
</tr>
<tr>
<td>Prof M.J. Riley</td>
<td>lid</td>
<td>ja</td>
</tr>
<tr>
<td>W. Tantrum</td>
<td>lid</td>
<td>ja</td>
</tr>
<tr>
<td>W. Ledder</td>
<td>lid</td>
<td>ja</td>
</tr>
<tr>
<td>Mr K.S. Visscher</td>
<td>voorzitter</td>
<td>nee</td>
</tr>
<tr>
<td>D. Ramondt</td>
<td>student-lid</td>
<td>nee</td>
</tr>
</tbody>
</table>

II Secretaris/Coördinator

| A.J.C. van Noort MScMC | Gecertificeerd oktober 2010 |

III Korte functiebeschrijvingen panelleden

1 Mark Mobach is lector Facility Management bij de Hanzehogeschool Groningen

2 Jan Peter van der Ree is General Manager van het Grand Hyatt Istanbul

3 Michael Riley is emeritus professor of the University of Surrey, in the fields of organisational behaviour

4 Wayne Tantrum is chairman of EuroFM

5 Wim Ledder is partner bij Skenn B.V. te Rotterdam

6 Karina Visscher heeft vele jaren ervaring als manager in hoger onderwijsorganisaties en tevens ervaring als voorzitter van visitatiecommissies

7 Dennis Ramondt studeert Honors Bachelor Natuurkunde, Wiskunde, Politicologie en Sociologie aan het University College Utrecht

IV Overzicht deskundigheden binnen panel

<table>
<thead>
<tr>
<th>Deskundigheid</th>
<th>De deskundigheid blijkt uit:</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. deskundigheid ten aanzien van de ontwikkelingen in het vakgebied</td>
<td>De heer Riley is emeritus professor at the University of Surrey, in the fields of organisational behaviour. Also, he is a Visiting Professor Emirates Academy, Dubai. De heer Mobach is lector Facility Management bij de Hanzehogeschool Groningen. De heer Ledder is partner bij Skenn B.V. te Rotterdam en tevens voorzitter van de beroepsvereniging Facility Management Nederland.</td>
</tr>
<tr>
<td>b. internationale deskundigheid</td>
<td>De heer Van der Ree werkt als general manager voor Hyatt in Istanbul. Tevens werkte hij in vergelijkbare functies in Azië en Duitsland. De heer Riley is emeritus professor at the University of Surrey, in the fields of organisational behaviour. Also, he is a Visiting Professor Emirates Academy, Dubai. De heer Tantrum is chairman of EuroFM (European Facility</td>
</tr>
</tbody>
</table>

1 N.B. De secretaris is GEEN panellid
De heer Mobach is a member of the scientific advisory board of the International Facility Management Association (IFMA)

De heer Ledder werkte bij organisaties die een international oriëntatie hebben (Ministerie van Buitenlandse zaken, diverse financiële instellingen)

| c. werkvelddeskundigheid in het voor de opleiding relevante beroepenveld | De heer Van der Ree werkt als general manager voor Hyatt in Istanbul. Tevens werkte hij in vergelijkbare functies in Azië en Duitsland.
De heer Tantrum was general manager Facility Management for Siemens AG (till 2008). Nowadays he is independent FM and business consultant for New World Sustainable Solutions Limited
De heer Ledder is partner bij Skenn B.V. te Rotterdam en tevens voorzitter van de beroepsvvereniging Facility Management Nederland.

| d. ervaring met het geven en ontwikkelen van onderwijs op het desbetreffende opleidingsniveau en deskundigheid ten aanzien van de door de opleiding gehanteerde onderwijsvorm(en) | De heer Riley is emeritus professor at the University of Surrey, in the fields of organisational behaviour. Also, he is a Visiting Professor Emirates Academy, Dubai
De heer Mobach is lector Facility Management bij de Hanzehogeschool Groningen.

| e. visitatie- of auditdeskundigheid | Mevrouw Visscher heeft diverse visitatiecommissies voorgezet. Tevens volgde zij met succes de NVAO-opleiding tot secretaris.

| f. studentgebonden deskundigheid | De heer Ramondt studeert studeert Natuurkunde, Wiskunde, Politicologie en Sociologie aan het University College Utrecht. Hij vervult momenteel een bestuursfunctie bij Utrecht University Model United Nations, en was student assessor bij het faculteitsbestuur.

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2 Hieronder worden bijvoorbeeld verstaan afstandsonderwijs, werkplekgerelateerd onderwijs, flexibel onderwijs, competentiegericht onderwijs of onderwijs voor excellente studenten.
Curricula Vitae

Mark Mobach

Mark Mobach studied Business Administration (MSc, PhD) at the University of Groningen and the University of Stockholm. Between both studies he worked as a management consultant at the University Medical Centre Groningen, after which he worked as a staff member at the Faculty of Economics and Business of the University of Groningen. Since 2011 he is an associate professor in Facility Management at Wageningen University and since 2012 he is also employed as a professor in Facility Management at Hanze University of Applied Sciences in Groningen. He initiated several research projects, many of them in the field of health care.

Mark participated in numerous courses both in and outside the Faculties he worked for. He is an experienced teacher in Management and Organization Theory and Systems Theory. He has worked with business students, international business students, technical business students, and pharmaceutical students. Mark is currently involved in Facility Management (Wageningen University, Hanze University).

Although he has a strong interest in all parts of the topics within the field of Management and Organization, the research expertise of Mark strongly relates to organizational topics surrounding facilities, especially the meeting of facilities with organization and technology and its impact on performance. During the last fifteen years Mark conducted management studies in the design and innovation of facilities, combining perspectives from, for instance, Management and Organization Studies, Systems Science, Facility Management, Environmental Psychology, and Social Medicine. In this context, Mark studies such issues as how organizational spaces influence people in and around organizations, how these interdisciplinary spatial configurations can be understood and used for the better of organizations. He has also interest in the possibilities of using virtual worlds for that purpose.

Mark is a co-founder of the Facility Management Research Network Netherlands and member of the scientific advisory board of the International Facility Management Association (IFMA) for the World Workplace Conference 2012. Mark is furthermore actively involved in various projects in Facility Management and is also an invited speaker to various conferences and master classes relevant to the field.

Education

1999 - Doctorate (cum laude), Faculty of Management and Organization, University of Groningen; main subjects: soft systems methodology, development of customer services in health care. Supervisors: Prof. dr. J.J. van der Werf and Prof. dr. Th.F.J. Tromp
1993 - Master’s degree, Faculty of Management and Organization, University of Groningen; subject: organizational change with facilities

Main Activities

2012 - present - Professor in Facility Management, Hanze University Groningen
2011 - present - Associate professor in Facility Management, Wageningen University
1998-2012 - Assistant professor in Business Administration, University of Groningen
1993-1994 - Management consultant, University Medical Centre Groningen
1993 - Master student in Business Administration, University of Stockholm
1988-1992 - Master student in Business Administration, University of Groningen
Jan Peter van der Ree

Education
• Bachelor Degree in Hotel Administration

Work experience
August 2010 – current
Grand Hyatt Istanbul
General manager

Jan 2008 – August 2010
Grand Hyatt Dubai
General Manager

Park Hyatt Saigon, Vietnam
General Manager
(Hotel Opening)

Nov 1996 - Aug 2004
Hyatt Regency Cologne, Germany
General Manager

Aug 1993 – Nov 1996
Hyatt Regency Cheju, South Korea
General Manager

Hyatt Regency Tianjin, P.R. of China
Director of F&B

Aug 1988 – Aug 1992*
Hyatt Regency Cologne, Germany
Assistant Director of F&B, Banquet Service Manager, Restaurant Manager
Hotel Opening

*Mar 1992 - April 1992
Park Hyatt Buenos Aires, Argentina
Support Team F&B Hotel Opening

Aug 1987 – Nov 1987
Sahid Jaya Hotel Jakarta, Indonesia
Restaurant Manager

Mar 1987 – Aug 1987
Golden Tulip Strand Hotel Vlissingen, The Netherlands
Assistant G.M.

Feb 1986 – Jun 1986
Golden Tulip / Krasnapolsky Amsterdam, The Netherlands
Management Trainee
Assistant F&B Manager
Michael Riley

Education

**PhD** Department of Sociology, University of Essex  1989

**MA** Labour Studies, University of Sussex and the Institute of Manpower Studies, 1977
Comparative European Industrial Relations, Labour Economics, Manpower Planning, Organisational Psychology

**National Diploma in Hotel Management**
Manchester Polytechnic, 1963 (Three-year full-time course in hotel management)

Work Experience

**Emeritus Professor** University of Surrey 2010

**Adjunct Professor** University of Canberra 2009

**Visiting Scholar** La Trobe University, Melbourne 2009

**Professor of Organisational Behaviour** University of Surrey, 1998 to present

**Director of Postgraduate Research** University of Surrey 1994-2008

**Senior Lecturer in Management Studies** University of Surrey, 1995 to 1998

**Lecturer in Human Resource Management** University of Surrey, 1979 to 1995

**Manager International; research** Institute of Personnel Management, UK 1977-79

**Personnel and Training Manager** Hilton International, London, 1970-76

Summary of Current Responsibilities

**Teaching**
Research: Director of PhD programme 1994-2008

Postgraduate:
Organisational Behaviour, Research Methods

Undergraduate:
Organisation Behaviour, Human Resource Management, Industrial Relations

**External Appointments**


IMI Institute Luzern, Switzerland External examiner MBA programme 2000-2006
London Arts University. School of Marketing and Communication. External Examiner 2004-2006
Euro-Arab University, Granada Spain: teaching of research methods and organisational behaviour 2001-2004.
Emirates Academy, Dubai Visiting Professor 2010 to present
Wayne Tantrum

Wayne is an FM professional and business consultant who has undertaken a variety of executive management assignments. He is currently Chairman of EuroFM. (www.eurofm.org) and has introduced them to a number of operational excellence programmes. He has excellent and extensive European networks.

Previously he ran the Siemens FM estates strategy for 6 years as General Manager with an annual turnover of £45m. He managed 688m2 or 7393sq feet of rentable space across 238 locations providing service provision support for hard and soft services. He introduced them to how good FM & estate asset management is essential for operational excellence using modern ways of working, sustainability, supplier engagement, space utilisation and other transformational initiatives. During this time he developed programmes to streamline supply partners and ensure they were appropriate and cost effective. He also established effective reporting regimes, with clear communication of targets and outcomes to all stakeholders.

He has a proven track record across sales and bid management helping Interserve win the Defra account (£750m 15 years). He has capabilities across programme and project management especially in the area of outsourcing where he identifies and focuses on key deliverables. He is adept at making strategic and time critical decisions delivering programmes and projects on time and within budget.

He also specialises in embedding sustainability into organisational strategy. He has good understanding of both the Carbon Disclosure Project and the Carbon reduction commitment efficiency scheme and how to get the best out of these. He has successfully introduced a variety of behavioural change and transformational initiatives that have helped organisations be seen as “thought leaders” in this space.

Education

HNC (Electrical Engineering) Crawley Collage Technology 1987
ONC (Electrical Engineering) Crawley Collage Technology 1985

Work Experience

European Facility Management Chairman 2010 – Present
Interserve PLC Vice chairman 2008 – 2010
Account Director (Defra) 2009 – 2010
(Interim) Managing Director 2008 – 2009
Group Sustainability Director 2008 – 2010
Siemens PLC General Manager FM 2002 – 2008
Sales Director (A&D) 1993 – 2002


Attachment 2 Program of the assessment

Day 1: 15 May 2012

09.00 – 10.30 Arrival of committee and internal meeting

10.30 – 11.00 Board and management
Introduction, purpose and program of the assessment
Nico van Os (Board of Governors)
Daphne Heeroma (Management Team)
Gienke Osinga (Management Team)

11.00 – 11.45 Show cases of both programmes
Simen Kooi
Stan Josephi

11.45 – 12.30 Internal officers
Distinctive quality feature
Antoon Ceuleers
Marlie van Dun

12.30 – 13.30 Lunch, documentation review

13.30 - 14.30 Alumni
Connection between programme and professional field, examination and intended learning outcomes, internationalisation
Frank Verstraeten, HM
Iris van de Beek, HM
Casper Breedveld, HM
Marleen Peppelman, HM
Sigrid van der Pluijm, FM
Frans van Eersel, FM
Marcel Broumels, FM
Kriz Scheeres, FM

14.30 – 15.00 Open consultation
Lieke Sauer, alumnus HM-programme and currently employee of NHTV

15.00 – 16.00 Representatives of the professional field committees
Connection between programme and professional field, examination and intended learning outcomes, internationalisation
T. van der Linden
H. Wassing
B. Olthof
H. Wibbens

16.00 – 16.30 Associate professors
Applied research, role and position in the programme
16.30 – 17.00  Internal meeting of the committee, document review
17.00 – 17.15  Feedback of preliminary findings, focus points for the next assessment day
17.15 – 18.15  Guided tour
   Tour through facilities
   Dennis Pietersen, 4th year student HM

Day 2: 16 May 2012
09.00- 09.15  Arrival of committee
09.15 – 10.30  Teaching Staff
   Intended learning outcomes, programme, examining, quality of staff, internationalisation
   Simen Kooi
   Eric Andersen
   Marc Stierand
   Stan Josephi
   Marjolein Meeuwissen
   Aletta Wietsma
   Wendy van Dijk
10.30 – 11.15  Delegation examining board, testing committee
   Exam policy, examining, testing and learning outcomes achieved
   Frank Melissen (curriculum committee)
   Janneke van Hoek (Board of Examiners)
   Marjolein Rienties (curriculum and testing committee)
   Tim van Leeuwen (Board of Examiners and educational committee)
11.15 – 11.30  Internal meeting committee
11.30 – 12.30  Students FM, year 1 – 3 (including a delegation of the programme committee)
   Programme, testing, quality of staff, internationalisation
   Luuk Timmermans (3FM)
   Chris Ehring (2FM)
   Ramona Verhees (2FM)
   Frederik Nieuwenhuizen (1FM)
12.30 – 13.30  Lunch and documentation review
13.30 – 14.30  Students HM, year 1 – 3 (including a delegation of the programme committee)
   Programme, testing, quality of staff, internationalisation
   Lars Heesbeen (2HM)
   Konstantin Asmanov (2HM)
   Nadine van Aalst (2HM)
   Charlot Bohme (2HM)
   Jitte de Vries (3HM)
14.30 – 15.30  Students FM and HM, year 4
Programme, testing, quality of staff, final results, internationalisation
Stijn von der Fuhr (FM)
Ingrid van Gils (FM)
Annebel Ross (FM)
Carlijn Stolwijk (HM)
Liselot Homburg (HM)
Thomas Dijst (HM)
Marjolein van Loon (HM)

15.30 – 17.15  Additional research, formulating conclusions

17.15 – 17.30  Feedback of findings and conclusions
## Attachment 3 Quantitative data

**IREFM Aantallen per 01-10-2011**

<table>
<thead>
<tr>
<th></th>
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<td>totaal aantal studenten op 1/10</td>
<td>449</td>
<td>445</td>
<td>451</td>
<td>394</td>
<td>365</td>
<td>365</td>
<td>376</td>
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<tr>
<td>aantal man</td>
<td>195</td>
<td>184</td>
<td>182</td>
<td>163</td>
<td>151</td>
<td>154</td>
<td>149</td>
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<tr>
<td>aantal vrouw</td>
<td>254</td>
<td>266</td>
<td>269</td>
<td>231</td>
<td>245</td>
<td>211</td>
<td>227</td>
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<td>123</td>
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<td>103</td>
<td>86</td>
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<td>33</td>
<td>37</td>
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<tr>
<td>Aantal geslaagden in het jaar</td>
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<td>85</td>
<td>97</td>
<td>91</td>
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<tr>
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<td>jaar 4,21</td>
<td>jaar 4,16</td>
<td>jaar 4,35</td>
<td>jaar 4,34</td>
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<tr>
<td>aantal man</td>
<td>72</td>
<td>47</td>
<td>39,8%</td>
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<td>aantal vrouw</td>
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<tr>
<td>propedeuse rendement na 1 jaar</td>
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<td>93</td>
<td>78,8%</td>
<td>78</td>
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<td>propedeuse rendement na 2 jaar</td>
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<td>uitval eerste jaar (excl. omzwaaiers)</td>
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<td>22,9%</td>
<td>34</td>
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<tr>
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<td>38</td>
<td>31,4%</td>
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<tr>
<td>Totale uitval cohort op 31/08/2011</td>
<td>75</td>
<td>44,1%</td>
<td>31</td>
<td>26,3%</td>
<td>39</td>
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<td>23</td>
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<tr>
<td>Totale uitval opleiding 1ste jaar (incl. omzwaaiers)</td>
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<td>36,5%</td>
<td>30</td>
<td>25,4%</td>
<td>37</td>
<td>30,6%</td>
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<tr>
<td>Uitval herinschrijvers na 1ste jaar</td>
<td>12</td>
<td>7,1%</td>
<td>3</td>
<td>2,5%</td>
<td>5</td>
<td>4,1%</td>
<td>6</td>
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<td>(binnen vier jaar na herinschrijving opl.)</td>
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<td>opleidingsrendement na 4 jaar</td>
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<td>46,6%</td>
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<tr>
<td>opleidingsrendement na 5 jaar</td>
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<td>50,6%</td>
<td>76</td>
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<tr>
<td>opleidingsrendement na 6 jaar</td>
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<tr>
<td>Totaal rendement cohort op 31/08/2011</td>
<td>91</td>
<td>53,5%</td>
<td>76</td>
<td>64,4%</td>
<td>40</td>
<td>33,1%</td>
<td>4</td>
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<td></td>
<td>66,0%</td>
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<td>postpropedeuse rendement na 4 jaar</td>
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<td></td>
</tr>
<tr>
<td>postpropedeuse rendement na 5 jaar</td>
<td>81,1%</td>
<td>84,4%</td>
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<tr>
<td>postpropedeuse rendement na 6 jaar</td>
<td>85,8%</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Tot. postprop. rendement 31-08-11</strong></td>
<td>85,8%</td>
<td>84,4%</td>
<td>47,6%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diploma behaald bij:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FM</td>
<td>91</td>
<td>100%</td>
<td>75</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Andere NHTV-opleiding</td>
<td>1</td>
<td>1,3%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>nog student op 31/08/2011</td>
<td>4</td>
<td>2,4%</td>
<td>11</td>
<td>9,3%</td>
<td>42</td>
<td>34,7%</td>
<td>59</td>
</tr>
</tbody>
</table>

2. Teacher -student ratio achieved: 1 / 19

3. Average amount of face-to-face instruction per stage of the study programme:
   Year 1: 23
   Year 2: 14
   Year 3: 9
Attachment 4 Final qualifications

1. Creating a service experience

This involves:
Recognizing and aiming for/expressing the optimal service quality with an awareness of the wishes and interests of internal and/or external customers

Operations
Steering and supervising employees in the customer-oriented provision of facility services.
Solving problems of the customer and/or employee.
Dealing with employees and customers with different native languages and cultural backgrounds.
Developing and communicating a facility service concept/vision of providing service.
Carrying out and defending an integral advice on communicating a facility strategy

2. Developing a vision on external developments also through active networking

This involves:
Recognising, keeping up with, and analysing relevant developments in the external environment
Confronting with internal analysis
Developing vision and strategy
Building personal contacts within the professional community

Operations
Conducting analysis of relevant developments in the external environment
In this process, selecting the relevant work models oneself
In this process, devising one’s own working procedure
If necessary, directs employees
Actively consulting and reporting to the various stakeholders
Formulating strategic alternatives
Giving advice as to which alternative is the best
Accounting to the various stakeholders for the choices made
Building a relevant personal network

3. Creating functional plans

This involves:
Translating one or more strategic goals into functional goals
Operationalisation of functional goals in a work plan (budget).

Operations
Operationalizing of a given functional goal in a plan of work for a functional unit of the facility business
Selecting relevant work models
In this process, devising own working procedure
Organizing consultation of and communication with the various stakeholders
Formulating alternatives and giving advice as to which alternative is the best
Accounting to the commissioner for the choices made
Building a relationship with the commissioner

4. Contributing to the development and implementation of HRM policies

This involves:
Translating labour and other legal conditions into HRM policy (e.g. absenteeism policy)
Recruiting, selecting and appointing employees
Drawing up and/or adjusting job and/or competency profiles
Drawing up regulations for performance and assessment
Coaching and training employees
Employee counselling in the case of dismissal and early retirement

Operations
Translation of labour and other legal conditions into HRM policy (e.g. absenteeism policy)
Recruitment, selecting and hiring staff
Drawing up rules for performance and assessment
Coaching and training employees

5. Organising, managing and improving business organisation processes

This involves:
Organising business or organisational processes.
Managing these processes, partially by means of a Management Information System.
Improving these processes.

Operations
Organizing and improving business or organization processes

6. Procuring all necessary management information

This involves:
Determining which internal and external management information is necessary
Arranging for the collection of relevant information to record in the MIS
Analysing information from the MIS

Operations
Deciding which internal and external management information is required, e.g. for customer or employee satisfaction Collecting relevant facility information.
Analyzing the information.

7. Initiating change in a planned manner

This involves:
Analysing the difference between the existing and desired situation
Determining the willingness and ability to change
Determining the change strategy
Drawing up an appropriate intervention plan

Operations
Performs analysis of relevant developments in the external environment
Selecting relevant work models. In this process, devising own working procedure
Formulates strategic options and gives advice on which option to choose.
Setting willingness and capacity to change (resistance, obstacles, energy, skills, willingness, strength, etc.)
Setting the change strategy (according to colour approach)
Drawing up a suitable intervention plan

8. Developing and marketing innovative products and services

Context
There is an idea or a problem with regard to the existing products / services on offer or hospitality concept. This may be at the level of the department, the organisation or the chain. (Or as an independent (small) entrepreneur).
Market information with regard to the question or the problem is available.
The new concept has to be developed in co-operation with various parties involved.

Operations
Analyzing the question, problem or reason and the market information
Developing plan of action for an Imagineering project (iterative process)
Developing and monitoring creative sessions
Processing the results into a concept
Presenting the concept

9. Cooperating and communicating in teams

Context
International hospitality business somewhere in the world. Management communication often in the English language and sometimes in the language of the country of residence. The hotel manager deals with:
Multicultural management team
Colleagues with different native languages and cultural backgrounds
Guests with different native languages and cultural backgrounds

With regard to ‘working together’, this involves:
Carrying out tasks / activities
Co-operating with colleagues
Giving and receiving feedback to and from colleagues
Accounting for one’s own actions

Operations
Co-operating with stakeholders in a real, possibly international, context
Up-to-date and relevant personal network
Speaking a reporting in correct Dutch in the professional environment
Speaking (exit level B2) and reporting in Enlace (Exit level C1) in the professional context
10. Steering own professional and personal development

This involves:
Planning enough time and room for personal development
Defining one’s own strengths and weaknesses by means of the competency profile
Reflecting on one’s own professional actions
Asking for active feedback to one’s own professional actions
Formulating individual learning goals
Drawing up a PDP (Personal Development Plan)

Operations
Planning time and space for personal development
Indicating own strengths and weaknesses based on the competency profile
Self-evaluating on professional performances
Actively asking for feedback on your own professional performance
Formulating individual learning goals
Writing a PDP

Competency 1 is uniquely specified for the education of Higher Hotel Management.
Competencies 2 through 7 are the general BBA competencies that apply for all programmes that lead to a Bachelor of Business Administration.
Competency 8 is one of the domain competencies for a Bachelor of Commerce, but it has been validated that this competency directly responds to the profession of Hotel Management.
Competencies 9 and 10 are generic competencies applicable for all domains within the Economic sector.
The Academy has redefined the competencies in three levels. For each level of all competencies three task performance conditions were defined: Complexity, Transfer and Responsibility.

<table>
<thead>
<tr>
<th>Task Performance Conditions</th>
<th>Complexity</th>
<th>Transfer</th>
<th>Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competency level</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Possesses and develops basic knowledge and skills, mainly to do routine work, gets instructions, follows directions of superior officer.</td>
<td>Possesses the necessary knowledge and skills to do routine work in an internal project or for an external commissioner.</td>
<td>Bears responsibility for one’s own set of tasks, formulates goals, accounts for the progress of work.</td>
</tr>
<tr>
<td>2</td>
<td>Applies knowledge, works with guidelines and procedures in complex situations, explores issues of complexity in the work.</td>
<td>Possesses and develops extensive knowledge, skills, and some experience to operate in practice, and delivers good performances in various organisations.</td>
<td>Works in a result oriented manner, devices one’s own courses, negotiates about these courses, accounts for choices, and weighs these choices form a time perspective.</td>
</tr>
<tr>
<td>3</td>
<td>Analyses problems, issues and trouble spots in complex situations, operates independently in practice, takes decisions, develops new procedures or new plans of approach, uses creativity in tackling and accomplishing assignments.</td>
<td>Analyses one’s own situation, fills gaps in one’s own knowledge via self-managed learning, acquires new skills where necessary, considers and deals with problems with a view that transcends that company or sector level.</td>
<td>Works in a proactive manner, at various levels and in a professional manner accounts for the collection of information, choices and formation of theory and the chosen solutions, both towards the commissioner and colleagues, is receptive to critical judgements by colleagues and fellow-professionals.</td>
</tr>
</tbody>
</table>
### Attachment 5 Overview of the programme

#### Year 1 International International Real Estate and Facility Management

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internal client</td>
<td>(8 EC)</td>
</tr>
<tr>
<td>Study trip</td>
<td>(2 EC)</td>
</tr>
<tr>
<td>Visitor MT</td>
<td>(8 EC)</td>
</tr>
<tr>
<td>Operations 1</td>
<td>(8 EC)</td>
</tr>
<tr>
<td>Placement</td>
<td>(8 EC)</td>
</tr>
<tr>
<td>CREM</td>
<td>(8 EC)</td>
</tr>
<tr>
<td>Service points</td>
<td>(2 EC)</td>
</tr>
<tr>
<td>Study career coaching, including assessment 1 and assessment 2</td>
<td>(10 EC)</td>
</tr>
<tr>
<td>English</td>
<td>(6 EC)</td>
</tr>
<tr>
<td>French, German or Spanish (or Dutch for foreigners)</td>
<td>(3 EC)</td>
</tr>
<tr>
<td>Supporting courses: Methods and Techniques + Cross-cultural training</td>
<td></td>
</tr>
</tbody>
</table>

#### Year 2 International International Real Estate and Facility Management

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CREM 2</td>
<td></td>
</tr>
<tr>
<td>Imagineering</td>
<td></td>
</tr>
<tr>
<td>Operations 2</td>
<td></td>
</tr>
<tr>
<td>Theme week</td>
<td></td>
</tr>
<tr>
<td>Study trip</td>
<td></td>
</tr>
<tr>
<td>Management &amp; Organisation</td>
<td></td>
</tr>
<tr>
<td>Purchasing MT</td>
<td></td>
</tr>
<tr>
<td>Event management</td>
<td></td>
</tr>
<tr>
<td>Service points</td>
<td></td>
</tr>
<tr>
<td>Study career coaching</td>
<td></td>
</tr>
<tr>
<td>English</td>
<td></td>
</tr>
<tr>
<td>Supporting courses: Methods and Techniques + Cross-cultural training</td>
<td></td>
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</tbody>
</table>

#### Year 3 International International Real Estate and Facility Management

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>International placement</td>
<td></td>
</tr>
<tr>
<td>Strategy &amp; Communication (including study trip)</td>
<td></td>
</tr>
<tr>
<td>Coaching: Personal development plan</td>
<td></td>
</tr>
<tr>
<td>French, German or Spanish</td>
<td></td>
</tr>
<tr>
<td>Methods and Techniques</td>
<td></td>
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#### Year 4 International International Real Estate and Facility Management

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>Individual graduation phase</td>
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</table>

#### Year 1 International Hotel Management

<table>
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<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>Supply</td>
<td>(8 EC)</td>
</tr>
<tr>
<td>Study trip</td>
<td>(2 EC)</td>
</tr>
<tr>
<td>Demand</td>
<td>(8 EC)</td>
</tr>
<tr>
<td>Operations 1</td>
<td>(8 EC)</td>
</tr>
<tr>
<td>Placement</td>
<td>(8 EC)</td>
</tr>
<tr>
<td>Business plan</td>
<td>(8 EC)</td>
</tr>
<tr>
<td>Service points</td>
<td>(2 EC)</td>
</tr>
<tr>
<td>Study career coaching, including assessment 1 and assessment 2</td>
<td>(10 EC)</td>
</tr>
<tr>
<td>English</td>
<td>(6 EC)</td>
</tr>
<tr>
<td>French, German or Spanish (or Dutch for foreigners)</td>
<td>(3 EC)</td>
</tr>
<tr>
<td>Supporting courses: Methods and Techniques + Cross-cultural training</td>
<td></td>
</tr>
</tbody>
</table>

#### Year 2 International Hotel Management

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Imagineering</td>
<td></td>
</tr>
<tr>
<td>Management &amp; Organisation</td>
<td></td>
</tr>
<tr>
<td>Operations 2</td>
<td></td>
</tr>
<tr>
<td>Theme week</td>
<td></td>
</tr>
<tr>
<td>Study trip</td>
<td></td>
</tr>
<tr>
<td>CRM</td>
<td></td>
</tr>
<tr>
<td>Organisation Theory</td>
<td></td>
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<tr>
<td>Event management</td>
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</tr>
</tbody>
</table>

International placement
Service points
Study career coaching
English
Supporting courses: Methods and Techniques + Cross-cultural training

Year 3 International Hotel Management

<table>
<thead>
<tr>
<th>International placement</th>
<th>Strategy &amp; Communication (including study trip)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Coaching: Personal development plan</td>
</tr>
<tr>
<td></td>
<td>French, German or Spanish</td>
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<td></td>
<td>Methods and Techniques</td>
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</table>

Year 4 International Hotel Management

Individual graduation phase
### Attachment 6 Documents

Critical reflection  
Final projects of 15 students (specified information on the next page)  
Competency profile NHTV International International Real Estate and Facility Management  
Facility Management landelijk competentieprofiel LOOFD 2005  
Assessment reports  
Placement reports  
Research reports  
Handboek 3e geldstroom  
Process manual  
Documents on selection procedure  
Minutes of committees advisory council  
Minutes werkoverleg support overleg  
Minutes testing committee  
Minutes industry advisory committee  
Minutes educational committee  
Minutes curriculum committee  
Minutes board of examiners  
Information regarding student counseling  
Service & facilities plan  
Evaluation results  
Hbo monitor  
Employee satisfaction report  
Quality Assurance plan  
Survey amongst international student about the international character of NHTV  
Staff policy plan  
Literature  
Policy plan regarding research  
Teaching & exam regulations  
Testing policy of academy  
Education policy plan  
Studyguide 2011-2012  
Factsheets of all modules of each year (1 – 4)  
Teaching and Exam Regulations 2011-2012  
CV’s staff  
Publication records staff  
Contacts for placements  
Overview members Industry Advisory Board  
Overview external assessors  
Overview industry throughout the curriculum  
NHTV international strategy 2009-2012 uk  
Overview of partner universities  
Internationalisation at home  
Literature lists of each year (1-4)  
Diploma Supplement  
International figures 2011 (incoming and outgoing international students)
Final projects, reviewed by the assessment committee:

<table>
<thead>
<tr>
<th>Name student</th>
<th>Graduation year</th>
<th>Graduation track</th>
<th>Research description</th>
<th>Final mark</th>
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<tbody>
<tr>
<td>Abels, E.</td>
<td>2011</td>
<td>Project</td>
<td>Advisory report for Albert Schweitzer hospital</td>
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<tr>
<td>Berden, E.</td>
<td>2011</td>
<td>Minor/placement</td>
<td>Event management</td>
<td>7</td>
</tr>
<tr>
<td>Brouwers, R.</td>
<td>2011</td>
<td>Research</td>
<td>The perceived role of creativity within contemporary and future Facility Management from the perspective of facility experts</td>
<td>9</td>
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<tr>
<td>Ierlant, R.</td>
<td>2011</td>
<td>Placement</td>
<td>Succesfactoren voor publieksbeurzen</td>
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<tr>
<td>Krijn, M.</td>
<td>2011</td>
<td>Placement</td>
<td>Optimising the rental business/customer approach for Boxcar Theatre</td>
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<td>Laan, D. Van der</td>
<td>2011</td>
<td>Research</td>
<td>Adviesverslag Het Nieuwe Werken</td>
<td>6</td>
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<tr>
<td>Meent, M. Van de</td>
<td>2011</td>
<td>Placement</td>
<td>Bedrijfsplan en Plan van Aanpak KLM Experience</td>
<td>6</td>
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<tr>
<td>Verberkmoes, N.</td>
<td>2011</td>
<td>Research</td>
<td>Process design for ‘Assisty at home’ in Belgium</td>
<td>7</td>
</tr>
<tr>
<td>Weert, M. de</td>
<td>2011</td>
<td>Research/placement</td>
<td>Experience Management</td>
<td>9</td>
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<tr>
<td>Bouwman, J.</td>
<td>2010</td>
<td>Placement</td>
<td>Research for Rijkswaterstaat on Facility Management support for flexible workplace concept</td>
<td>9</td>
</tr>
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<td>Eil, D. Van</td>
<td>2010</td>
<td>Placement</td>
<td>Gasttevredenheidsonderzoek met een doelgroepanalyse gevolgd door een strategisch onderzoek</td>
<td>7</td>
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<tr>
<td>Raaff, N.</td>
<td>2010</td>
<td>Minor/research</td>
<td>Onderzoek motivaties duurzaam ondernemen Schoonmaakbranche, Stage Geestelijke Gezondheidszorg Westelijk Noord-Brabant</td>
<td>8</td>
</tr>
<tr>
<td>Spapens, M.</td>
<td>2010</td>
<td>Placement</td>
<td>Research on how to structure the facilities department of the Gemeente Oosterhout</td>
<td>7</td>
</tr>
<tr>
<td>Torrico, M.</td>
<td>2010</td>
<td>Research</td>
<td>Level of development of FM in Europe</td>
<td>9</td>
</tr>
<tr>
<td>Weide, K. Van der</td>
<td>2010</td>
<td>Research</td>
<td>Possibilities and implementation of shared service centre</td>
<td>7</td>
</tr>
</tbody>
</table>
Attachment 7 Declarations of independence
Declaration of independence and confidentiality
Prior to the assessment

The undersigned has been asked to assess the programmes B International Hotel Management B International Real Estate and Facility Management, at NHTV Breda.

Hereby I certify to:
- not maintaining any (family) connections or ties of a personal mature or as a researcher/teacher, professional or consultant with the above institution, which could affect a fully independent judgement regarding the quality of the programme in either a positive or a negative sense
- not having maintained such connections or ties with the institution during the past five years
- observing strict confidentiality with regard to all that has come and will come to my notice in connection with the assessment, insofar such confidentiality can reasonably be claimed by the programme, the institution or NVAO
- being acquainted with the NVAO code of conduct

Signature: [Signature]

Full name: W. Leeder

Place: Oud-Beverland

Date: 14-5-2012
Declaration of independence and confidentiality
Prior to the assessment

The undersigned has been asked to assess the programmes B International Hotel Management B International Real Estate and Facility Management, at NHTV Breda.

Hereby I certify to:
- not maintaining any (family) connections or ties of a personal mature or as a researcher/teacher, professional or consultant with the above institution, which could affect a fully independent judgement regarding the quality of the programme in either a positive or a negative sense
- not having maintained such connections or ties with the institution during the past five years
- observing strict confidentiality with regard to all that has come and will come to my notice in connection with the assessment, insofar such confidentiality can reasonably be claimed by the programme, the institution or NVAO
- being acquainted with the NVAO code of conduct

Signature: [Signature]

Full name: A. van Noort

Place: Leiderdorp

Date: 13 mei 2012
Declaration of independence and confidentiality
Prior to the assessment

The undersigned has been asked to assess the programmes B International Hotel Management B International Real Estate and Facility Management, at NHTV Breda.

Hereby I certify to:
- not maintaining any (family) connections or ties of a personal mature or as a researcher/teacher, professional or consultant with the above institution, which could affect a fully independent judgement regarding the quality of the programme in either a positive or a negative sense
- not having maintained such connections or ties with the institution during the past five years
- observing strict confidentiality with regard to all that has come and will come to my notice in connection with the assessment, insofar such confidentiality can reasonably be claimed by the programme, the institution or NVAO
- being acquainted with the NVAO code of conduct

Signature: [Signature]

Full name: Karim Visscher

Place: Breda

Date: 15-5-2012
Declaration of independence and confidentiality
Prior to the assessment

The undersigned has been asked to assess the programmes B International Hotel Management B International Real Estate and Facility Management, at NHTV Breda.

Hereby I certify to:
- not maintaining any (family) connections or ties of a personal mature or as a researcher/teacher, professional or consultant with the above institution, which could affect a fully independent judgement regarding the quality of the programme in either a positive or a negative sense
- not having maintained such connections or ties with the institution during the past five years
- observing strict confidentiality with regard to all that has come and will come to my notice in connection with the assessment, insofar such confidentiality can reasonably be claimed by the programme, the institution or NVAO
- being acquainted with the NVAO code of conduct

Signature:

Full name:

Place: Breda

Date: 15 May, 2012
Declaration of independence and confidentiality
Prior to the assessment

The undersigned has been asked to assess the programmes B International Hotel Management B International Real Estate and Facility Management, at NHTV Breda.

Hereby I certify to:
- not maintaining any (family) connections or ties of a personal mature or as a researcher/teacher, professional or consultant with the above institution, which could affect a fully independent judgement regarding the quality of the programme in either a positive or a negative sense
- not having maintained such connections or ties with the institution during the past five years
- observing strict confidentiality with regard to all that has come and will come to my notice in connection with the assessment, insofar such confidentiality can reasonably be claimed by the programme, the institution or NVAO
- being acquainted with the NVAO code of conduct

Signature:

Full name: Jan Peter van der Riet

Place: Breda

Date: 15 May 2012
Declaration of independence and confidentiality
Prior to the assessment

The undersigned has been asked to assess the programmes International Hotel Management and International Real Estate and Facility Management, at NHTV Breda.

Hereby I certify to:
- not maintaining any (family) connections or ties of a personal nature or as a researcher/teacher, professional or consultant with the above institution, which could affect a fully independent judgement regarding the quality of the programme in either a positive or a negative sense
- not having maintained such connections or ties with the institution during the past five years
- observing strict confidentiality with regard to all that has come and will come to my notice in connection with the assessment, insofar such confidentiality can reasonably be claimed by the programme, the institution or NVAO
- being acquainted with the NVAO code of conduct

Signature: [Signature]

Full name: Michael Riley

Place: University of Surrey

Date: 15.5.12
Declaration of independence and confidentiality
Prior to the assessment

The undersigned has been asked to assess the programmes B International Hotel Management B International Real Estate and Facility Management, at NHTV Breda.

Hereby I certify to:
- not maintaining any (family) connections or ties of a personal mature or as a researcher/teacher, professional or consultant with the above institution, which could affect a fully independent judgement regarding the quality of the programme in either a positive or a negative sense
- not having maintained such connections or ties with the institution during the past five years
- observing strict confidentiality with regard to all that has come and will come to my notice in connection with the assessment, insofar such confidentiality can reasonably be claimed by the programme, the institution or NVAO
- being acquainted with the NVAO code of conduct

Signature:

Full name:
Dennis Adriaan Ramondt

Place:
Breda

Date:
15-5-2012
Declaration of independence and confidentiality
Prior to the assessment

The undersigned has been asked to assess the programme XXX of XXX as an expert/secretary. Hereby I certify to:
- not maintaining any (family) connections or ties of a personal nature or as a researcher/teacher, professional or consultant with the above institution, which could affect a fully independent judgement regarding the quality of the programme in either a positive or a negative sense
- not having maintained such connections or ties with the institution during the past five years
- observing strict confidentiality with regard to all that has come and will come to my notice in connection with the assessment, insofar such confidentiality can reasonably be claimed by the programme, the institution or NVAO
- being acquainted with the NVAO code of conduct

Signature: [Signature]

Full name: Wayne R. Tantleff

Place: UK

Date: 15 - May 2012 to 16 - May 2012.