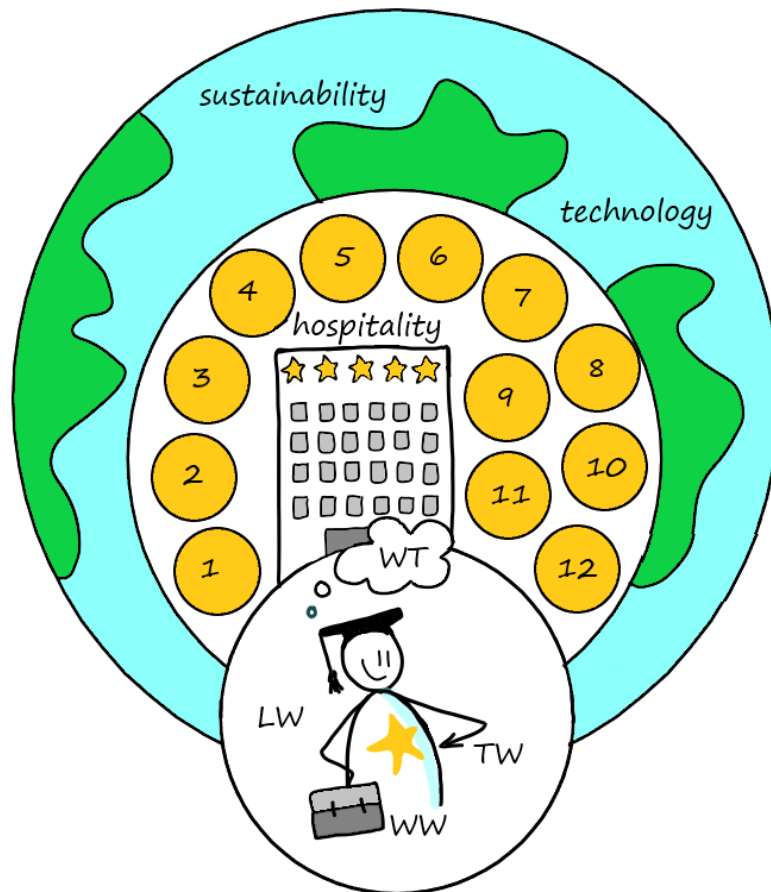


Professional and Educational Profile

Bachelor Business of Arts in Hospitality Management

2023-2028



(version September 27th 2023)

Preface

The project team proudly presents the Professional and Educational Profile (PEP) at Bachelor level of Dutch Hotel Management (HM) Schools. The Association of Dutch HM Schools decided to limit the scope of this profile to the bachelor level at this stage.

Representatives of the Dutch HM Schools have been working jointly on this document and by doing so got to know, understand, and appreciate each other in the colourful diversity we represent. Our most profound wish is that this document is a living document and remains under discussion and construction over the years.

You might call this profile a picture which freezes reality just for an instance, the world and our industry are changing within a blink of the eyes. The challenge is of all times, educating students for a future which is uncertain and therefore unknown. It is our mission to equip them with the skills to deal with this uncertainty and at the same time providing them with a solid base in hospitality business administration.

Because the term hospitality plays a key role in our PEP, we will elaborate on its meaning here: Hospitality is experienced differently by people and it is given a different meaning based on different cultures and times. Hospitality may also be defined as a virtue, 'being hospitable'. An important aspect of hospitality is 'hostmanship', a hospitable attitude. Hospitality should add value to the experience of guests and by doing so create value for all stakeholders involved. This is not limited to financial profitability. For this document, the following definition of hospitality is used: *"The host/guest transaction (that) can take place in different social, cultural and physical contexts and exists at multiple societal levels, such as that of nations, communities, civic, domestic environments, and commercial operations."* (Lashley, 2007, p.173).

In this document we make use of the structure (chapters 1 to 7) as agreed upon in higher education in the Netherlands. This will make the PEP of the individual course programmes more easily comparable. The heart of this document, in more than one way, is chapter 4. In this chapter we present the Programme Learning Outcomes which Dutch HM School aim to deliver their graduates with as a (minimum) standard.

We hope you will enjoy reading this profile and take part in the ongoing dialogue on its content.

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List of abbreviations

CALOHEE	Measuring and Comparing Achievement of Learning Outcomes in Higher Education in Europe
HEE	Higher Economic Education
HM	Hospitality/Hotel Management
IDG	Inner Development Goals
KSAVE	Knowledge, Skills, Attitude, Values and Ethics
PE	Primary Education
PEP	Professional and Educational Profile
SDG	Sustainable Development Goals
SE	Secondary Education
UAS	University of Applied Sciences

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The Professional and Educational Profile (PEP)

This profile refers to two closely related parts. On the one hand, there is the hospitality industry in which professionals are working, on the other hand there is the bachelor education which delivers graduates as *starting professionals* in the industry. These starting professionals should be ready to start working in today's industry and be able to develop as a professional, dealing with the challenges of tomorrow and helping innovate the industry of the future. The following elements of the profile will be described as illustrated in figure 1 below.

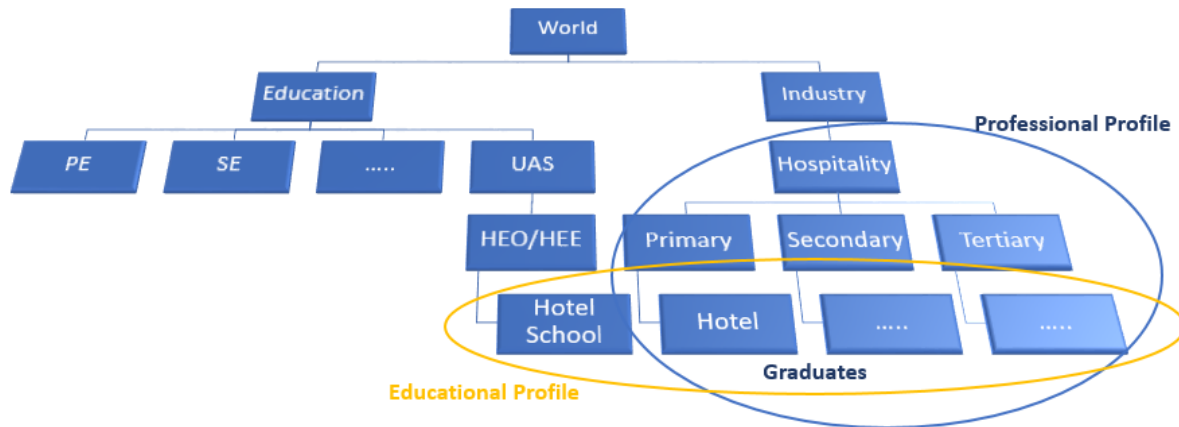


Figure 1: Coherence Professional and Educational Profile

In the Netherlands, six HM Schools have worked together in creating this PEP. Five of these schools are publicly funded, and one is privately funded. All schools must comply with the same accreditation standards to safeguard the civil effect of their degree.

The five publicly funded schools are:

1. Hotel Management School Maastricht
2. Hotelschool The Hague
3. Breda University of Applied Sciences, Academy of Hotel Management
4. Saxion University of Applied Sciences, Hotel Management Apeldoorn
5. Hotel Management School NHL Stenden.

The privately funded school is:

6. Tio UAS Hotel- and Event Management.

All these Schools work together on themes, such as research, accreditation, and assessment, within the Association of Dutch HM Schools. These schools issued this document in a joint and constructive effort.

Justification of a Professional and Educational Profile

Why write a PEP? The simple answer would be because it's mandatory! The more elaborate answer is that a PEP will facilitate on-going communication with four very important (groups of) stakeholders of the Dutch HM Schools:

1. **Students** wanting to inform themselves about the hospitality industry and HM education.
2. **Professionals** working in the industry who want to know what the profile of our graduates is and might want to contribute to this profile.
3. **Educators** working in hospitality education who should be familiar with the graduate profile they are contributing to, or building on, in further education (e.g. master level) and which knowledge skills and attitudes should be acquired.
4. **Society** to whom we are accountable regarding the level of competence of our graduates and the way in which this corresponds to the needs of the industry. This is quite a diverse group: government, taxpayers, accrediting bodies, and the Dutch Association of Universities of Applied Sciences.

This profile aims to be a living document that will be used in working with, and for, our stakeholders, discussing developments in the industry and any possible consequences for the graduate profile. (See appendix A for an extensive overview of the so-called ECO-system of the HM Schools).

How do HM Schools differ from other programmes in the domain of hospitality?

HM schools belong to the domain of Hospitality together with the programmes of Facility Management, Leisure & Event Management and Tourism Management. Hospitality is the common denominator, but how is the HM programme different from the other three programmes in the domain?

- The specific focus on the hotel and hotel function:
The hotel and hotel processes play a pivotal role in the HM programmes. We use the hotel as a metaphor for hospitality, as all processes which may be part of providing hospitality are under one roof.
- Specific profile and identity:
The specific focus of the HM programme on hospitality services, hospitality products, hospitality concepts and hospitality processes in hotels and hotel functions is our distinctive feature which attracts a lot of students.
- Focus on international hospitality industry:
More than the other three programmes HM programmes prepare students for both national and international industry. Therefore internships abroad are a vital element of the study program. Which results in the fact that 92% of the students do an internship abroad.
- Despite the specific focus on the hotel and hotel function, the HM degree provides access to other sectors where a host-guest interaction is of added value.
- A verifiable, consistent and significantly high score on several labour market indicators within the domain hospitality. For instance, "Based on my experiences so far, I would choose this course programme again", "The preparation for a professional career" and "The connection with professional practice " (Research Centre for Education and Labour Market, 2023).

1. CONTEXT

We live in times of change and uncertainty. Times that come with far-reaching societal and economic alterations. The world is confronted with disruptors and global crises such as pandemics, war, natural disasters, cyber-crime, and increased popularity of nationalist parties and governments. The United Nations Social Report (UNDESA, 2020) identifies 5 global megatrends: inequality, technological revolution, climate change, urbanisation, and migration. Whether these trends are short-lived or long-term, they will, according to the report, inevitably “shape our common future”. The underlying systemic crises that put people and planet at risk, are addressed in the UN global sustainable development goals (SDGs) and call for urgent action (United Nations, 2022 and IPCC, 2023).

Although the Covid-19 pandemic has (had) an unprecedented impact on society and the global economy - with particularly severe effects on hospitality, tourism, and aviation - we also see covid related developments that give hope and lead to innovation and change. An increased awareness, especially among younger generations, of the fact that we need to treasure our planet, is becoming apparent. Furthermore, the current energy crisis leads to more focus on sustainability and results in a different view on growth and progress. Business models no longer solely focus on shareholder value but also on the value for employees, the region and/or society (SDG8). A redefinition of inclusivity - with a focus on inclusiveness in terms of gender, ethnicity, nationality, age, opinion, religion, and sexual orientation - can be noted (SDG5 and SDG10). We see that more attention is paid to internationalisation and ‘internationalisation at home’ with the aim of creating a welcoming and diverse global community. In these new communities, new fellow citizens with various cultural backgrounds settle, live, study and work.

The Covid-19 pandemic and the current economic situation have highlighted the vulnerability of the hospitality sector, especially from an employers’ perspective. The sector has been experiencing high staff-turnover rates for years. Furthermore, fewer people consider a job in the hospitality sector as a viable career option. As a result, the sector struggles to find (suitable) staff. The changes and challenges that can be found at global, national, and local level, inevitably have an impact on current and future HM employees. Moreover, they affect what is needed for hospitality students to become successful professionals in an ever-changing workplace.

The remote environment is undergoing many dynamic changes. Some of the most relevant changes for the Dutch hospitality industry are:

1. The labour market contains a growing number of labour migrants, who are willing to work in hospitality operations.
2. New generations have different work ethics than the older generations. They favour a different life-work balance with more time for leisure.
3. The platform economy is here to stay. Platforms in transport, food service and hospitality have a strong position and Booking.com and its competitors will continue to be strong players.
4. A different consumption behaviour of younger generations in the market of eating, drinking, sleeping with more out of home expenditure.
5. Organizations are looking for circular business models to contribute to, among others, SDG12 and to try to adjust the existing model without decreasing bottom line results.

HM students need to be well equipped to deal with continuous disruptors and should learn to turn disorder and change into opportunities. As change agents, HM students do not only work within the hospitality industry but can play a decisive role in many other industries as well. HM students excel because they have the ability to combine their hospitality, entrepreneurial and leadership skills to oversee and unite teams of specialists of different disciplines in diverse and complex settings and know how to re-frame difficult situations.

As HM schools, we see it as our mission to ensure that our students are agile; students that benefit from and thrive in unstable and fluctuating situations. We do not only prepare them to become professionals who continue to develop and innovate our sector, but also to become contributors to an inclusive and sustainable world. Agility and resilience are two core skills that support our graduates in multiple ways. Firstly, these skills aid in multi-disciplinary thinking and acting. In other words, by not only focussing on traditional HM, but also on how these HM competences contribute to other professional contexts where hospitality is a differentiating factor. Secondly, by thoughtfully combining hospitality competences with digital knowledge and skills. Thirdly, by paying attention to sustainability, multiple value creation models in the hospitality industry, and by focussing on responsible production and consumption (SDG12).

This is how we stimulate our students to contribute to a society in which broad prosperity goes hand in hand with well-being and managing work-life balance. Managing one's own work-life balance as well as facilitating team members to do so in an organization, becomes ever more important. Lastly, our students are trained in dealing with change and adversity, in dealing with being and thinking differently and making non-conformist choices, in which technology and digitalisation (including their ethical implications) play a vital part as shown in the themes derived from the exploratory report titled "HEE towards responsibility with control" (Association of Universities of Applied Sciences, 2021). Students should be prepared for a world in which technology, AI, robotisation and digitalisation go hand in hand with the human hospitality factor.

2. 21st CENTURY SKILLS

As stated in chapter 1, we live in times of change and uncertainty. One might argue that this has always been the case. However, we think that the combination of rapid technological innovation with the many ongoing crises is 'change on a next level'. The hospitality industry therefore needs graduates as starting professionals, who are trained to deal with this permanent turbulence, to find answers to the challenges this uncertainty poses, and to make use of this disruption to innovate the industry. This means that knowledge is quickly outdated and that more generic skills such as critical thinking, problem-solving, communication, adopting emerging technologies and applying SDGs are crucial for the success of the new workforce in hospitality. To define the 21st century skills which are essential for future hospitality managers, we use the KSAVE model (Knowledge, Skills, Attitudes, Values, Ethics) (Binkley et al., 2010) and formulate them as Programme Learning Outcomes (PLOs) for our degrees in HM. These 21st century skills are grouped into four categories:

1. Ways of Thinking
2. Ways of Working
3. Tools for Working
4. Living in the World,

(See chapter 4.3).

Specific contexts and Knowledge, Skills, Attitudes, Values, Ethics are added to create “21st Century Programme Learning Outcomes in International Hospitality Business”. The context of these aspects makes them especially relevant to our specific and unique (bachelor) programme. The KSAVE model remains more general, whereby the stronger link to hospitality is shown in the Programme Learning Outcomes (PLOs) Working in International Hospitality Management (Chapter 4.4).

PLOs Working in international business contexts represent a distinctive feature of the hospitality industry and are linked to the communication and intercultural skills required. Furthermore, skills are added to emphasize the growing importance of digital and technological developments and the Inner Development Goals (IDGs). Lastly, attention is paid to awareness of one’s own well-being as a basis for today’s students to succeed in the hospitality industry.

3. ENVIRONMENT

In chapter 1, changes in the world (macro) that have, or might have, an impact on the hotel industry were described. Chapter 3 looks at the way in which the micro- and meso environment influence the educational programmes of the Dutch HM Schools and the future of their students.

Changes in the environment may have relevance to the educational programmes and learning outcomes of the Dutch HM Schools. Therefore, the schools need a level of responsivity to deal with the relevant developments in the market on a regional, national, and/or international level (Mouw, Doosje and Jansen, 2022). In order to create this responsiveness, programmes in general follow a quality loop in which multiple stakeholders are represented or involved. For example: (industry) advisory boards, student councils and staff. They are involved in staff-evaluations and evaluations of internship companies and the industry in general. Next to this, schools are an important social and educational hub maintaining strong connections with regional vocational education and the local hospitality industry. In order to play a role as change agent the schools use the instruments discussed in detail in the context of the pillars described below: Industry, International, National/Regional, Cross-overs, Internships and Research.

3.1 Industry

Responsivity

The labour market is developing rapidly. The changes are not only visible through far-reaching automation, digitisation, and internationalisation, but also through influx of people from different cultures that have found a new place to live and work and must be integrated into the organisation.

We also notice that expectations of employers and employees are ever changing. Nowadays, dealing with a change in work ethics and staff members seeking a good work-life balance, is oftentimes challenging for the hospitality industry. There is also an increasing need for independence and autonomy amongst workers, which contributes to a growing number of independent entrepreneurs.

Change agent

Future hospitality professionals must be prepared to support, drive and lead change. Therefore, we must prepare our students for the role of change agents, by on the one hand focusing on traditional areas of development such as business acumen, intercultural awareness, and leadership.

On the other hand, current and emerging themes such as agility, inclusivity, sustainability as well as the role of technology and its ethical implications will receive due attention.

The role of change agent will facilitate students to encourage businesses to embrace innovation and change. Research data and results can help drive evidence-based change in the industry with the help of the HM programmes, their lecturers, students, and research centres.

3.2 International

We refer to chapter 1: Context, for a more elaborate reflection on this pillar.

Responsivity

As described in chapter 1, the remote hospitality environment is very dynamic and thus has a huge impact on the industry and the profile of future hospitality managers. Each school is in continuous contact with its environment, reflecting on the impact of its curriculum and acting accordingly.

In addition to the development described in chapter 1 we observe that International Hotel chains nowadays expand in an 'asset-light' way, meaning that they hardly operate properties themselves, own less property and make more

and more use of franchising and management contracts. This enables a faster expansion with fewer financial means. The number of stakeholders on a strategic level therefore increases and will continue to do so. A hotel might be owned by an investment company, and the entrepreneur/operator might use a franchise contract for advantages of a brand and a management contract for running the business. A hotel manager needs to satisfy the interests of all stakeholders. This phenomenon is also relevant on a national scale and will have impact on the curriculum of HM schools.

Change agent

Students at Dutch HM Schools are educated as international hospitality professionals fostering positive change in society and business. Students and graduates bring their knowledge, skills, and attitudes to the international labour market where they can contribute to a more inclusive and sustainable world. In their role as interdisciplinary change agents, HM students can use their hospitality and people skills to successfully manage change.

3.3 National and Regional

Responsivity

The hospitality industry provides a good testing ground for new technology/practices/models, while also allowing for impact to be measured. The hospitality domain can function as a link between the national and international landscape and its changes. Hospitality can contribute directly to increasing attractiveness of a region for businesses and international guests/residents. The schools have close relations with their immediate environment and thus have numerous opportunities to adopt changes going on in the outside world into their own community and curriculum.

Change agent

In addition to what is stated about the role of change agent in 3.1, HM graduates act as linking pin in cross-overs with different sectors, such as IT, sustainability, health care, and banking. Many HM graduates become entrepreneurs and influence the national and regional landscape with their business. The industry should strive to become first in line in implementing sustainable practices and HM programmes can help the industry in this process. Lastly the institutes of education influence their location and regions, e.g., the labour and housing markets, through their presence in said regions alone.

3.4 Cross-overs

Responsivity

Students will have to learn from other sectors and the rapid global changes and developments affecting them. HM schools can anticipate on the integration of services by facilitating cross-overs with other programmes, like computer science, consultancy, financial services, human resource management, engineering or health care. Transdisciplinary collaborations within and between hotel schools, and other institutes (from different sectors) might be organised by setting up joint minor programmes through which new solutions for, and with, the hospitality industry may be found.

Change agent

Developments within the hospitality industry can have a reinforcing effect on other industries as well. An open approach, aimed at linking different branches with that of hospitality, is therefore essential. The hospitality industry enters new areas and thus the landscape of the hospitality industry changes too. An example of the impact of the hospitality industry is the retail industry adopting hospitality concepts to persuade customers to buy in shops instead of online. Other examples of cross-overs exist between hospitality and health care with the development of care- and

maternity hotels, and the research on hospitality in medical institutes. Students develop authentic professional products in cross-over contexts and carry out real-time projects within the curricula which influence the industry.

3.5 Internship

Responsivity

HM internships are being offered worldwide. An internship or a semester abroad is mandatory and contributes to educating students for the international hospitality business. Students work in primary, secondary, and tertiary fields of the hospitality industry (see paragraph 6.2). 21st Century Skills are part of the preparations for an internship. These students, experiencing a wide range of real-life hospitality events, bring new insights back to the schools. The schools make good use of these experiences in an adequate feedback loop, to keep the curriculum up to date.

Change agent

The hospitality industry offers operational and management internships that contribute to the personal development of HM students in competencies such as operations management and leadership. Students will also be challenged to improve business models, processes and concepts, e.g. in a thesis project which ultimately benefits their placement and case companies. Moreover, companies benefit because internships are considered to be a recruitment tool and help them attract suitable well-rounded employees. Lastly, internships can be one of the gateways for changes in the industry by introducing new insights to the workplace.

3.6 Research

Responsivity

The knowledge gained in research centres all over the world, next to our own, lead to adjustments and innovations in our bachelor programmes. Research results regarding the importance of intercultural competencies in the guest experience, for example, lead to adaptation of this learning path into the curriculum. The same goes for adaptations in gastronomy and taste education. And last but not least: the HM schools are part of the first group of higher education programmes to offer a pathway to a professional doctorate.

Change agent

Research centres form a two-way bridge, facilitating responsivity of the HM schools, being a change agent as well. As minister van Engelshoven stated (NWO, 2021): "Through practice-oriented research, lectorates contribute to societal challenges, ensure that the quality of education improves and help professional practice to innovate."

The HM programmes recognize the growing importance of developing research skills by students who are trained in conducting applied research. The research centres associated with the various HM programmes contribute substantially to this, for example by involving undergraduate students in their research projects. Graduates bring the knowledge gained in these projects with them to the industry to contribute to its innovative capacity. So, student research results e.g. on sustainable food experiences may contribute to the development of new food and beverage concepts, while evaluating existing concepts and innovating them may lead to designing and implementing long term strategies.

4. INTENDED PROGRAMME LEARNING OUTCOMES

In this chapter, the focus will be on the so-called graduate profile. This is the overall standard, to which all graduates of Dutch HM Schools will comply. Hotel schools are free to increase the level but the levels indicated here have to be met as a minimum requirement.

The core of this graduate profile is in the so-called **Programme Learning Outcomes** (4.3 and 4.4). These learning outcomes describe the end level of the Bachelor degree in HM as agreed upon by all schools involved.

4.1 Definition of Learning Outcomes

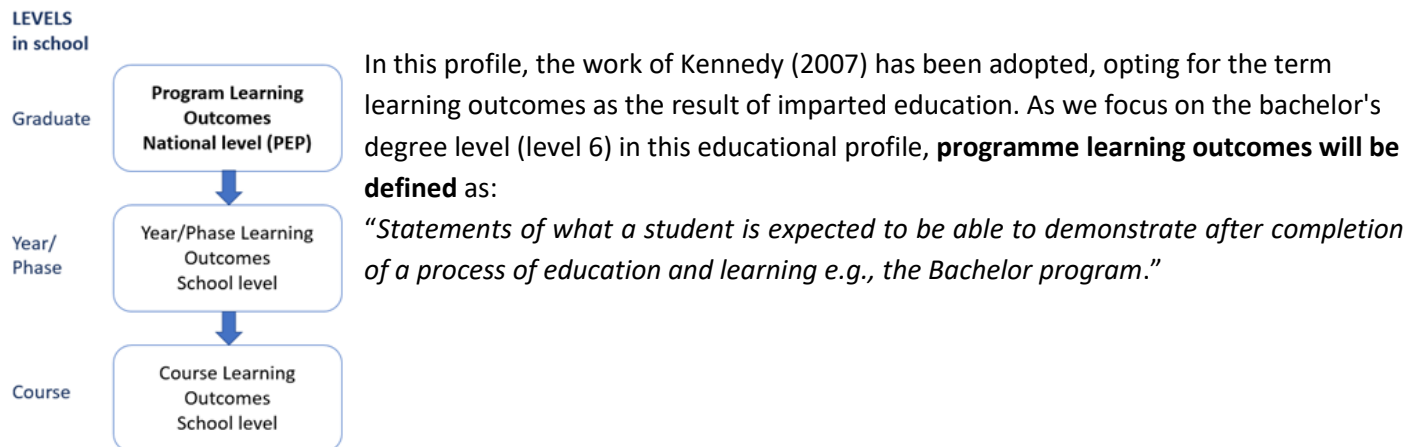


Figure 2: Levels of learning outcomes in school

4.2 The model of Learning Outcomes

Learning outcomes are used to define the observable behaviour as a result of education and the learning process of the student. A distinction is made here between two groupings of Programme Learning Outcomes:

- Programme learning outcomes **21st Century (Skills) in International Hospitality Business (4.3)**
- Programme learning outcomes **Working in International Hospitality Management (4.4)**

The second ones build on the first ones. The two groupings of learning outcomes balance the specific outcomes for the hospitality industry and the generic capabilities needed to cope with change, personal growth, and lifelong learning, in order to deliver graduates who are ready to start working in hospitality and who are able to develop and grow both as a person and a hospitality professional. Figure 4 below shows the hierarchy between the two categories of programme learning outcomes. As shown the programme learning outcomes are being supported by Foundational Knowledge (appendix B), and Attitudes, Values and Ethics, specific for the hospitality industry. These Hospitality Attitudes, Values and Ethics are: the willingness to connect to people by translating the sensitivity to their (hospitality)



Figure 3: Model of Programme Learning Outcomes based on KSAVE model

wants and needs into relevant action, having a global awareness and display a passion for (innovation) of the hospitality industry in a sustainable way.

4.3 21st Century Programme Learning Outcomes in International Hospitality Business

These learning outcomes are organised in 4 groupings according to the model of 21st Century Skills (see chapter 2). Each grouping contains: skills, a code (no), a PLO and a level. These levels and the way they have been assigned to the PLOs has been explained in appendix D.

1. Ways of Thinking

Skills	no	PLO	level
Creativity & Innovation	WT1	Develop innovative and creative solutions, into feasible concepts that have impact.	2
Critical & computational thinking, problem solving, decision making	WT2	Critically analyse a management issue, formulate feasible solutions while taking different perspectives and logical reasoning into account and make balanced decisions.	3
Learn to Learn	WT3	Understand importance of lifelong learning and critically reflecting on one's own learning process, based on an understanding of one's preferred learning methods, and personal strengths and weaknesses.	3
Self-regulation	WT4	Ability to assess whether actions, thoughts and emotions align with internal values and/or beliefs. Recognize and reflect on behavioural patterns and be accountable for possible consequences.	2

Figure 4: Table PLOs Ways of Thinking

2. Ways of Working

Skills	no	PLO	level
(International Business) Communication	WW1	Communicate professionally in advanced English (written CEF B2, other skills CEF C1) and Dutch (CEF C2/mother tongue) for Dutch programmes, in verbal and written communication, to guests, colleagues and other stakeholders.	n/a (CEF)
	WW2	Use an additional modern foreign language in social settings to support guest and employee interaction.	n/a
Collaboration	WW3	Collaborate effectively with all stakeholders, in different cultural, organisational and political landscapes and multi-cultural/and -disciplinary teams on achieving agreed goals.	3
Bridging by cross-overs	WW4	Ability to apply acquired knowledge and skills in domains other than the hospitality industry and thus add value to them.	3

Figure 5: Table PLOs Ways of Working

3. Tools for Working

Skills	no	PLO	level
Information & Media Literacy	TW1	Critically analyse and value available information and media messages.	3
Digital Literacy	TW2	Show responsible behaviour regarding the accurate and creative use of digital tools for acquiring and sharing information.	3

Figure 6: Table PLOs Tools for Working

4. Living in the World

Skills	no	PLO	level
Citizenship	LW1	Show the ability to participate in and contribute to the local community and global society as a responsible and accountable citizen.	3
Resilience	LW2	Develop the ability to handle pressure, overcome challenges, and safeguard one's mental health and work life balance in an emotionally intelligent way.	2
Personal & Social responsibility	LW3	Formulate one's own position concerning ethical, and social responsibility based on moral considerations and act accordingly.	3
Intercultural proficiency	LW4	Apply intercultural sensitivity in working with a diversity of people in cross-cultural interactions.	3

Figure 7: Table PLOs Living in the World

4.4 Programme Learning Outcomes Working in International Hospitality Management

“Creating Value Through Sustainable Hospitality”


The programme learning outcomes as defined in the table enable starting professionals to add value to, what we call 'Sustainable Hospitality'. This implies that in acquiring these learning outcomes sustainability – with a special focus on sustainable consumption and production (SDG12) will be considered as a decisive factor. The same goes for technology and its possible impact on operations and improving stakeholder value. Furthermore, we acknowledge the importance of knowledge and awareness of legal rules and boundaries regarding the many interests a hospitality professional has to deal with.

Content areas	no	PLO	Level
Hospitality	1	Creating value for all stakeholders by delivering hospitable experiences.	3
Operations & supply management	2	Manage the hospitality and supportive processes, whilst applying process and (digital) risk management using available (information) technologies.	2
Marketing, Sales & Revenue management	3	Realise/support a durable and profitable company, applying appropriate data analysis, (digital) marketing, communication, sales, and revenue management techniques.	2
	4	Design a feasible hospitality concept to add value, based on the analysis of a complex and changing environment.	2
Finance & Accounting	5	Optimise the financial performance of a hospitality business by applying financial planning & control, and valuation.	2
	6	Being able to interpret the sustainable performance of a company based on the Corporate Sustainability Reporting Directive (CSRD).	2
Strategic Hospitality and Change Management	7	Formulate a hospitality business strategy by analysing the environment and developing an adequate sustainable strategic solution.	2
	8	Design a change plan and assess the feasibility of the transformation intended by the change agent.	2
Leadership & People management	9	Execute and evaluate the HR policy in line with the organisational goals, to improve individual-, team- and organisational performance.	2
	10	Apply a combination of leadership-, entrepreneurial- and hospitality skills to oversee and unite diverse teams of specialists of different disciplines in varying contexts.	2
Business Innovation	11	Innovate a business by analysing and developing hospitality aspect with use of reliable sources and/or of an adequate applied research design, resulting in a feasible (technological) solution or advice.	2
Management of Information	12	Produce and/or interpret management information from various digital data sources in an international hospitality business environment.	2

Figure 8: Table PLOs Working in International Hospitality Management

4.5 Degrees of freedom for the Schools and scope of the profile

As stated earlier, the Educational Profile defines the joint effort of HM Schools regarding the **minimum** exit level of their graduates. In addition, the institutes have considerable room to manoeuvre and define their distinctive features. The profile, drafted in this document, has no descriptive character with regard to the **HOW**, allowing the schools to determine different ways for students to reach learning outcomes. Institutes make their own choices on didactics and might for instance choose problem-based learning, thematic courses, or programmatic testing. In addition, we can pinpoint these degrees of freedom:

- Add specific School Programme Learning Outcomes (PLO-A1) and additional knowledge related to those.
-  Differentiate in focus areas of foundational knowledge (Additional Kn. School A), which might be related to 1.
- Extend Programme Learning Outcomes to a higher level (for instance PLO2 to level 3 or raise the level of English).

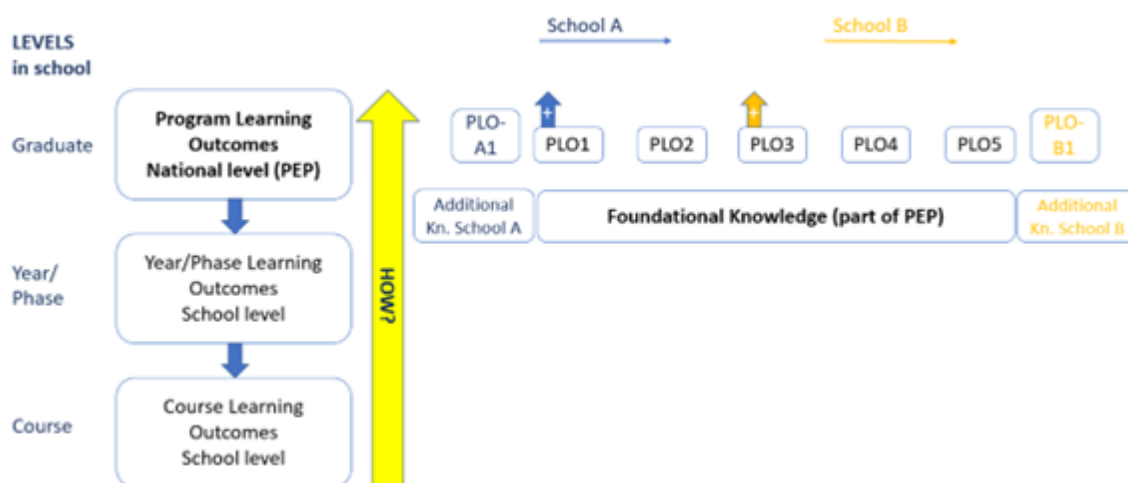


Figure 9: Degrees of Freedom for Schools in Educational Profile

As stated, the programme learning outcomes of Working in International Hospitality Management and 21st Century Skills in International Hospitality Business form the core of this educational profile. In addition, the specific foundational knowledge which underpins the programme learning outcomes of Working in International Hospitality Management on the level of subjects within the different themes has been described (see Appendix B). As stated in the Sectorplan HEE (Association of Universities of Applied Sciences, 2023) it is up to HM schools, Industry and Research Centres jointly to establish and actualise this knowledge. With regards to attitudes/values/ethics, those aspects are either unique or have a specific meaning within the context of hospitality. As a guideline the hotel schools in the Netherlands state that approximately 20% of the curriculum should be flexible content determined by either the student and/or the school. This implies that the minimum exit level as described in 4.3 and 4.4 can be attained in a maximum of 80% of the available student time.

5. EDUCATIONAL REFERENCE FRAMEWORKS

5.1 NLQF and Dublin Descriptors

The Professional and Educational Profile of Hospitality Management is linked to the Dublin Descriptors at Bachelor level. The Dublin Descriptors offer generic statements of typical expectations of achievements and abilities associated with qualifications that represent the end of each of the Bologna cycles. For bachelor level, the descriptors of the first cycle apply.

In addition, the PEP HM aligns with the Netherlands Qualifications Framework (NLQF) level 6 (Bachelor). The NLQF framework is based on the European Qualification Framework (EQF) The NLQF framework describes the context, knowledge, skills, problem solving skills, learning to learn skills, information literacy skills, communication skills and autonomy & independence required of graduates at different levels of education. Level 6 describes the first cycle of tertiary education: the Bachelor level.

Please refer Appendix E.1 and E.2 for a comparison of the Dublin Descriptors at Bachelor level and the descriptors of NLQF level 6 and vice versa. In the figures 10 and 11 below we have related the Dublin Descriptors to the PLOs of HM schools (see 4.3 and 4.4).

Dublin Descriptors	PLO-WT1	PLO-WT2	PLO-WT3	PLO-WT4	PLO-WW1	PLO-WW2	PLO-WW3	PLO-WW4	PLO-TW1	PLO-TW2	PLO-LW1	PLO-LW2	PLO-LW3	PLO-LW4
1. Knowledge and Understanding	x	x	x	x	x	x	x	x	x	x	x	x	x	x
2. Applying knowledge & understanding	x	x						x	x	x	x	x	x	x
3. Making judgements	x	x							x	x	x	x	x	x
4. Communication				x	x	x	x	x			x	x		x
5. Learning skills			x	x		x	x		x	x			x	

Figure 10: Dublin Descriptors related to 21st Century Programme Learning Outcomes in International Hospitality Business

Dublin Descriptors	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12
1. Knowledge and Understanding	x	x	x	x	x	x	x	x	x	x	x	x
2. Applying knowledge and Understanding	x	x	x	x	x	x	x	x	x	x	x	x
3. Making judgements		x	x	x	x	x	x	x	x	x	x	x
4. Communication								x	x	x		
5. Learning skills											x	

Figure 11: Dublin Descriptors related to Programme Learning Outcomes Working in International Hospitality Management

5.2 CALOHEE

The European model Comparing Achieved Learning Outcomes in Higher Education in Europe (CALOHEE) was developed with funding from the European Union. The model was designed to facilitate comparing students' learning outcomes in different countries.

The Reference Frameworks are based on a merger of the Qualifications Framework of the European Higher Education Area (QF of the EHEA) and the European Qualifications Framework for Lifelong Learning (EQF for LLL). Their integration allows for combining two different philosophies and facilitates the use of the frameworks presented here in different contexts. While the QF of the EHEA covers in particular the learning process, the EQF focusses on the preparation for life in society and the world of work (calohee.eu). The descriptors in the Reference Frameworks are organized on the basis of 'dimensions'. A dimension indicates a constructive key element, which defines a subject area. Each subject area is based on a multiple of dimensions. These dimensions are linked to the five strands of the QF of the EHEA. By applying the categories of the EQF for LLL each dimension involves three descriptors – knowledge, skills and autonomy and responsibility ('wider competences') -, which reflect a progressive level of achievement (ibid).

See appendix Appendix E.3 for the CALOHEE framework for Hospitality Management.

6. PERSPECTIVE

6.1 Start of Career

The Dutch hotel schools educate students to become successful managers and leaders in HM, so they are well equipped to be a professional who can think on strategic level. We also prepare students to become entrepreneurs with their own business in hospitality who can realise a durable and profitable company or design a feasible hospitality concept (PLO 3+4). As in any other industry graduates seldom start off as a manager on an executive or strategic level. It is common practice to start on a supervisory level. We feel it is a great asset to have managers who know the operations from their own experience and feel this valuable expertise will allow them to broaden and widen their experience more rapidly. This will ultimately allow them, combined with their leadership, entrepreneurial and operational experience to start their careers with a good foundation.

6.2 The Hospitality Industry

This chapter gives an overview of different fields of industry in which future graduates may start their careers. Hereby, we distinguish three types of hospitality industry: primary, secondary, and tertiary. The primary area includes for example lodging (hotels & resorts, motels, holiday centres and villages, hostels); food services and drinks venues; entertainment and recreation; and entrepreneurs, self-owned enterprises. The secondary area consists of for example reservation and (travel) distribution providers, food and beverage suppliers and hotel investment companies. The tertiary area involves for example health; wellness and related companies; transport; food retail and social enterprises. Appendix A illustrates the overall eco-system. In this section the focus is on the hospitality industry (largely inspired by Oskam and Zandberg (2014, p.67-96). The common factor in all three areas is the element of creating value for all stakeholders (description PLO1 Hospitality). Services ('non-tangible products') and 'service management' help create this value. Students in the hospitality domain are ideally equipped to link 'operations management' (PLO2) to the (customer) experience, a specific competence mainly aimed at people. Sent describes it as follows: "Hospitality focuses on the service and experience of the guest, customer or visitor, which is provided or created by one or more (sub)sectors" (Commissie Sent, 2014).

6.3 Future job profiles

In writing this chapter, we rely on vacancies published by different hotel chains and feedback from the hospitality professionals retrieved in January and March 2023.

The hospitality domain is nationally and internationally (incoming and outgoing) oriented and addresses important social issues under the heading of 'Broad Prosperity', such as quality of life (city, region), sustainability (buildings, environment, surroundings), diversity, inclusion (employees, guests) and health (sports, healthy living and working environment) (PLO9 and PLO10). These changes lead to the creation of changing and newly created job profiles.

Technological developments in the hotel industry require the interpretation of various data sources (PLO12). So, the demand for operational positions which need the skills and knowledge that are required in the various hotel departments remain (PLO2). Hi-tech will not replace high touch though. The human factor remains, and it is not expected that the traditional managerial positions will disappear. However, due to a change from the traditional

approach to the needs and wants of current and future generations, certain jobs are expected to disappear or change. Some of these jobs include for example, Front Office clerk, Concierge, Rooms Service server, Bell Hop, Housekeeping Supervisor, the traditional Banquet Server, and Marketing Copy Writer. Yet many organizations will choose to have an operations manager managing the operational side rather than departmental managers. Someone that possesses skills and knowledge of several departments in a hotel (PLO2) but also has the social abilities to connect people and form a team on the work floor (PLO9 and PLO10). Students of HM schools are expected to have these skills and can therefore grow to such a position rather quickly. On the other hand, a future HM student should be able to adjust to the needs of the new work force. They will for instance need to be creative in designing new working schedules (PLO11). They are expected to understand the work life balance that today's work force requires and need to be creative in facilitating this. Therefore, outstanding coaching skills are required to retain staff and to keep them empowered as well (PLO9 and PLO10).

New functions such as happiness manager, experience host, mental health and wellness manager are starting to be part of hospitality organizations. Many hospitality businesses from the primary and secondary area are looking for specialists in a niche area. Where marketing used to belong to the generic skills set of a HM student, many organizations opt for a specialist with marketing education as background hence more depth and knowledge of this field of expertise. For IT related matters, these organizations also attract a specialist. HM students though are expected to be prepared to understand IT related processes and to be able to understand the data that are generated by the various technological applications in use in the hospitality business. Data should be used to secure the wellbeing of staff and guests but also for commercial goals. Data management therefore is a crucial competence as is information literacy (PLO12 and TW2).

Future managers will also be more involved in product design and product development. Rebranding of property often demands vision on the consequences for its layout and operational efficiency. This combined with managerial skills in managing assets should contribute to achieving stakeholder goals (PLO7+8). Crosslinks between primary and secondary areas may involve understanding of the supply chain, especially in the secondary and tertiary industries, contract management and real estate management play an important role. As described in chapter 3.4, HM managers are well equipped to work in cross-disciplinary settings with multidisciplinary, cross-sectoral teams.

New functions such as sustainability manager may contribute to work on SDGs for the organization (PLO5+6). Other examples of new jobs are Cultural Liaison, Paid Search Marketing Manager, Agile Leads, Scrum Master, Shift Engineer, Solution Architect Data & Integration, Digital Transformation Manager, Social Media Manager and Experience Designer. The examples given show the link to the 21st century skills as defined above.

All in all, adequately equipping starting professionals requires a good understanding of the industry. All schools offering a bachelor's degree in HM will deliver graduates ready for a career in management or as an entrepreneur in the *Hospitality Industry*.

7. ACCOUNTABILITY

At the start of 2022 the members of the project group started an orientation round for the PEP 2023-2028. The introduction of an international framework, CALOHEE, took place and the HEE domain of the Dutch Association of Universities of Applied Sciences was working on a so called 'sectorplan'. This plan is highly indicative of the direction chosen in this document.

On June 3rd, 2022, hospitality industry delegates were consulted in small groups for the first time, related to the six themes of the concept Exploration report HEE domain.

In the summer of 2022, an external project leader was added to the project group. In September 2022, the project group met and started working on this PEP, meeting alternately online and face to face.

In October 2022, students were consulted on a first draft of the PEP.

On January 21st, 2023, a second meeting with the Industry took place. This time a concept of the PEP (chapters 1, 2, 3, 5 and 6) was discussed in two rounds. 27 representatives of the Industry participated. They represent a very substantial variety of hotel and hospitality related businesses in the Netherlands. The feedback we received was of great value and has been used in a next version of the PEP. The feedback may be summarised as follows: very interesting and knowledgeable, make it more concise and concrete, operations management should be the number one PLO, leadership is changing, students should become more resilient, emphasise on sustainability and technology, law is a general point of attention and awareness.

Soon after this meeting the HEE sector plan was made final.

In February 2023, the concept PEP was also discussed with the deans of the participating Hotel Schools. After this meeting work has been done to transform the PEP based to the new structure agreed upon by the Universities of Applied Sciences in the Netherlands. The project group extensively revisited the set of Programme Learning Outcomes which form the heart of the PEP.

In addition to the meetings and activities organized by the project group, individual project group members conferred with relevant stakeholders within their own organization e.g., Degree Programme Committee, Curriculum Committee, and Industry Advisory Boards, in order to create a support base for this PEP.

On June 7th, 2023, a final version was discussed and approved by the project group. The process of realising this PEP has been evaluated. The project group has presented the final version to the Deans of the Hotel Schools. They will present the document to the so called "Sectoraal Advies College HEO" which represents the HEE domain within the Association of Universities of Applied Sciences. This advisory board will advise the Association, which, in most cases, will adopt this advice and the PEP will be published on the website of the Association.

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A. ECO-system Hotel Schools

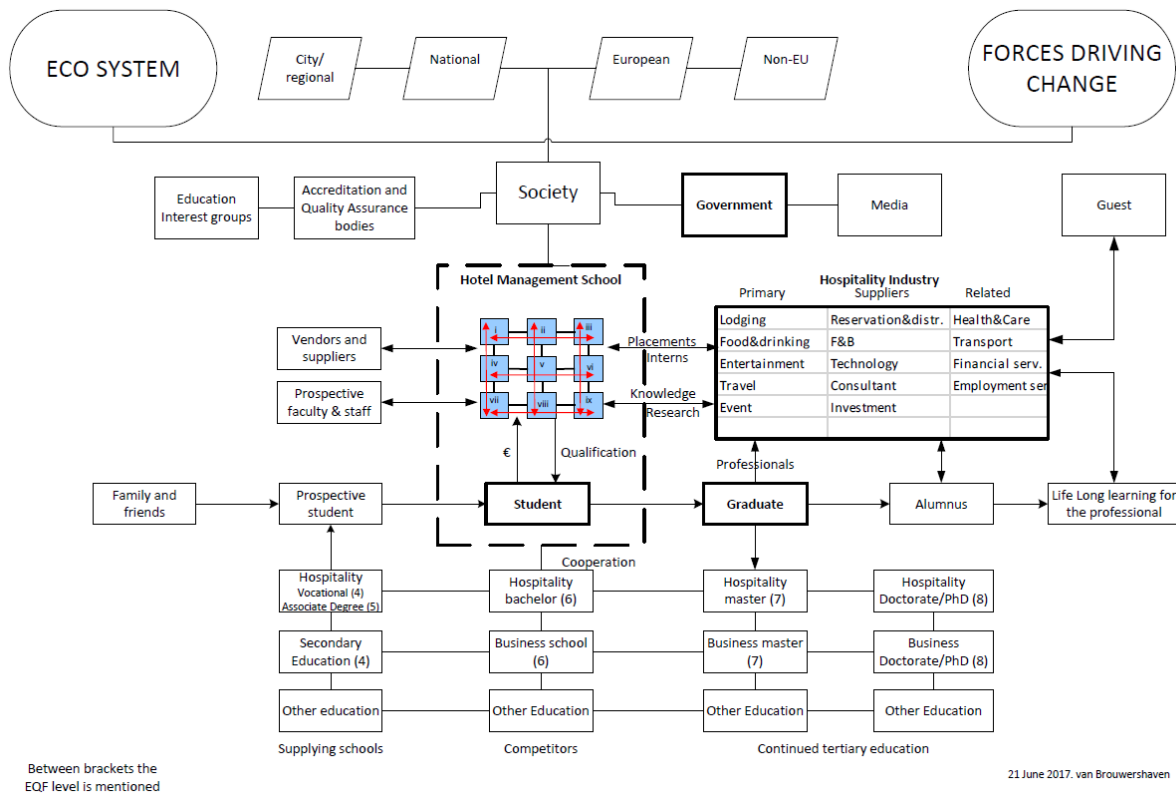


Figure 12: ECO-system Hotel Schools in the Netherlands

B. Hospitality Management Foundational Knowledge

These tables sum up the perspectives, foundational knowledge areas and subjects supporting the programme learning outcomes. These perspectives, areas and subjects will be updated continuously as the world of HM is always on the move, innovating and adapting to a changing world. In applying this knowledge in its curriculum HM schools are free to combine it with skills, attitudes, values and ethics in a meaningful way. 'Ticking the boxes' is not the way to go about this list. As stated in the Sectorplan HEE (Vereniging Hogescholen, 2023) this knowledge base is part of the identity of HM students and professionals, acknowledging the increasing need to be able to make cross-overs with other industries and disciplines.

Law, Sustainability and Technology in the first table are generic contexts that have a significant meaning for and impact on HM and thus on the HM themes and disciplines we mention in the second table¹.

¹ A potential three stage approach on Sustainability may illustrate this:

1. Causes and effects of current biodiversity, climate and social crises:
2. Key reference points for mitigating these crises: IPCC reports and concepts that provide guidance on way forward (such as: degrowth, postgrowth, circular, purpose, regenerative).
3. Impact on and challenges for Hotel Management and the hospitality industry: sustainable hospitality (new business models, new experiences, new operations).

Context	Perspectives
Law	Legal developments, international law and law systems, private and public law, employment law, liability, company formats, climate legislation.
Sustainability	SDGs, systems thinking, regenerative leadership, sustainable business models, purpose economy.
Technology	Hospitality information systems, data analytics and business intelligence, data management and data security, emerging technologies (AI, robotics, XR/AR/VR, trends), ICT strategy and governance and alignment with overall business strategy, human-system interaction.

Theme/ discipline	Knowledge areas & subjects
Hospitality	Guest centricity (personalisation), hospitable attitude, guest journey, hospitality mindset.
Operations and supply management	Quality management, process management, KPIs, critical success factors, network planning, project management, hospitality specific operations management, risk management.
Marketing, Sales & Revenue management	Communication, strategy, brand and reputation management, data analysis, data mining, product analysis, market segmentation, distribution channels, rate management, technological landscape, forecasting & budgeting, consumer psychology and behaviour.
Finance & Accounting	Financial statements (Income statement, Cash Flow & Balance sheet), planning & control (e.g. budgeting) feasibility studies and valuation, investment decisions, risk analysis, ratio analysis, financing (e.g. leasing, corporate governance, multiple value creation (in relation to Corporate Sustainability Reporting Directive (CSR))).
Strategic hospitality and change management	Management and organisation theory, Environmental Social and Governance (ESG), strategic management theory and analysis tools, change management, innovation asset management and management contracts, societal value creation, business models.
Leadership and people management	Organisational structure and culture, human resource theory, human resource analytics, organisational behaviour and sociology, organisational learning, leadership theory, intercultural management, social innovation.
Business Innovation	Research design, qualitative and quantitative research, methodology (e.g. interview, survey, observations, basic statistics, appreciative inquiry, design thinking), research analysis, concept development, ethical standards.
Management of information	Information literacy, retrieving and assessing (sources of) information, strategic alignment, General Data Protection Regulation (GDPR), information security, knowledge management

Figure 13: Foundational Knowledge for PLOs Working in Hospitality Management

C. Selecting Students

Currently, Dutch students with an admissible secondary education degree are eligible for the programme Hospitality Management. Specific admissions requirements also apply to international candidates. Please refer to the Exam and Education regulations of the individual Hotel schools for details.

In addition to these admission requirements, the HM Schools have the right to select students from this group on the specific characteristics of their curriculum. This selection focuses in general on:

- A. A hospitable attitude
- B. Being able to work in teams
- C. Motivation for the industry and the education of HM

Criteria A and B in particular focus on a certain talent or ability which a candidate possesses and which will be further developed in the educational program.

D. Level of Programme Learning Outcomes

In this version of the PEP in HM we build on the AUCOM model used in the former version of 2017-2022. The right column on Interdisciplinarity has been added to the model. In the former model this aspect was interwoven with the aspect of Complexity of Context. As you can see, in order to reach level 3, all indicators (e.g. Complexity, Autonomy and Disciplinarity) must be executed at level 3. Regarding the more generic skills and PLOs referring to the 21st Century Skills (4.3) level 3 may be attained at Bachelor level. We feel these PLOs form the foundation of our graduate profile and must therefore be mastered at level 3. On the PLOs specifically defined on International Hospitality Management (4.4) the exit level has been positioned at level 2 with the exception of the PLO hospitality. This does not mean the level of knowledge of said PLOs is lower, but rather that the degree of complexity, autonomy and interdisciplinarity is set at level 2.. Making good use of this model different school may define a school own profile by setting a higher level on one or more of the aspects in defining the end level of a PLO. For example PLO2 may have level 2/2/2 at one school and 3/3/2 at another.

Overall level	Complexity		Autonomy	Interdisciplinarity
	Task	Context		
1 <i>The student is able to execute a simple task mono-disciplinary with guidance in a familiar and predictable context.</i>	Simple and structured. <i>Issue is familiar. Standard procedures. Basic knowledge and skills are required.</i>	Familiar, predictable: <i>Small organisation Few rules Little time pressure Low impact of work</i>	With guidance: <i>instructions, coaching and/or supervision Acting in accordance with the instructions, not based on own initiative.</i>	Mono-disciplinary: <i>Knowledge and skills of one discipline suffice Few parties involved</i>
2 <i>The student is able to execute a well-defined task independently in a relatively clearly arranged situation or is able to perform in a complex and unpredictable situation under supervision, working together with other disciplines.</i>	Complex but structured. <i>Issue is partly familiar, partly unknown. Standard procedures must be adjusted. Specialist knowledge and skills are required.</i>	Unknown but transparent: <i>Mid-range organisation Rules are in place. Time-pressure and impact of work is considerable.</i>	With intermediate coaching, or coaching on demand: <i>Acting upon own initiative (as well). Making (some) choices and decisions. Responding to unexpected circumstances (within limits).</i>	Interdisciplinary within domain: <i>Knowledge and skills of other disciplines needed. Working together within the domain is needed. More parties involved.</i>
3 <i>The student is able to execute a complex task independently in a complex and unpredictable situation with complete control of the required skills, working together with a mix of other disciplines across domains.</i>	Complex and unstructured. <i>Issue is unknown, must be analysed. No standard approach exists, new procedures may need to be developed. Advanced specialist (and sometimes interdisciplinary) knowledge and skills are required.</i>	Unknown, dynamic, and non-transparent: <i>Large organisation Many rules in place Time pressure and impact of work are big/large</i>	Little direction and coaching: <i>Act on own initiative, independently employ their own development process and reflect on their own activities and role Anticipate on unforeseen circumstances.</i>	Interdisciplinary across domains <i>Knowledge and skills of one or more domains are needed. Cross domain action is required to solve issues. Game changers may be needed. Several stakeholders and experts will be involved</i>

Figure 14: Levels of learning outcomes based on AUCOM updated in 2023

E. Underpinning of Profile

E.1 NLQF level 6 versus Dublin descriptors

	NLQF Level 6	Dublin descriptors	
Context	An unknown but changeable living and or working environment, also international.		
Knowledge	<p>Possesses advanced, specialised knowledge of, and critical insight into, theories and principles of an occupation, knowledge domain and or broad field of science.</p> <p>Possesses broad, integrated knowledge and understanding of the scope of the most important fields and boundaries of an occupation, knowledge domain and or broad field of science.</p> <p>Possesses knowledge and understanding of some important present-day issues, topics and specialties related to an occupation, knowledge domain and or broad field of science.</p>	<p>Have demonstrated knowledge and understanding in a field of study that builds upon their general secondary education and is typically at a level that, whilst supported by advanced textbooks, includes some aspects that will be informed by knowledge of the forefront of their field of study.</p> <p>Have the ability to gather and interpret relevant data (usually within their field of study) to inform judgements that include reflection on relevant social, scientific or ethical issues;</p>	Knowledge & understanding
Application of knowledge	<p>Reproduces, analyses and applies the knowledge, also in different contexts in a way that demonstrates a professional and or scientific approach to the occupation and or knowledge domain.</p> <p>Applies specialised skills, among which critical analytical skills, to the results of applied research; Completes with guidance successfully applied research based on methodological Knowledge.</p> <p>Develops and deepens knowledge;</p> <p>Evaluates and combines critically knowledge and insights of a specific domain.</p> <p>Signals the limitations of his or her knowledge of the professional practice and or of the existing knowledge in the knowledge domain, and takes action to address this.</p> <p>Analyses critically and carries out complex professional and or scientific tasks.</p>	<p>Can apply their knowledge and understanding in a manner that indicates a professional approach to their work or vocation, and have competences typically demonstrated through devising and sustaining arguments and solving problems within their field of study.</p> <p>Is able to gather and interpret relevant data (mostly on own field of study) in order to form a judgment also based on weighing up relevant societal, scientific and ethical aspects.</p>	<p>Application of knowledge and understanding</p> <p>Critical thinking</p>
Problem solving skills	Identifies and analyses complex and unpredictable problems in professional practice and or in the knowledge domain and solves these problems in a tactical, strategic and creative way by selecting and using data.		
Learning to learn skills	Realises personal development on one's own initiative, by reflecting on and evaluating personal (learning) results.	Have developed those learning skills that are necessary for them to continue to undertake further study with a high degree of autonomy.	Learning to learn
Information skills	Critically collects and analyses in a responsible way broad, in-depth and detailed professional and or scientific information on a limited range of basic theories, principles and concepts of and related to the occupation and or knowledge domain, as well as limited information on some important current issues, topics and specialties related to the occupation and or knowledge domain and presents this information.	Can communicate information, ideas, problems and solutions to both specialist and non-specialist audiences.	Communication skills

E.2 Dublin Descriptors versus EQF-level 6

Qualifications that signify completion of the first cycle are awarded to students who:	EQF-level 6
<p><i>have demonstrated knowledge and understanding in a field of study that builds upon their general secondary education and is typically at a level that, whilst supported by advanced textbooks, includes some aspects that will be informed by knowledge of the forefront of their field of study;</i></p> <p><i>can apply their knowledge and understanding in a manner that indicates a professional² approach to their work or vocation, and have competences³ typically demonstrated through devising and sustaining arguments and solving problems within their field of study;</i></p> <p><i>have the ability to gather and interpret relevant data (usually within their field of study) to inform judgements that include reflection on relevant social, scientific or ethical issues;</i></p> <p><i>can communicate information, ideas, problems and solutions to both specialist and non-specialist audiences;</i></p> <p><i>have developed those learning skills that are necessary for them to continue to undertake further study with a high degree of autonomy.</i></p>	<p>Use detailed theoretical and practical knowledge of a field. Some knowledge is at the forefront of the field and will involve a critical understanding of theories and principles</p> <p>Demonstrate mastery of methods and tools in a complex and specialised field and demonstrate Innovation in terms of methods used</p> <p>Devise and sustain arguments to solve problems</p> <p>Demonstrate administrative design, resource and team management responsibilities in work and study contexts that are unpredictable and require that complex problems are solved where there are many interacting factors</p> <p>Show creativity in developing projects and show initiative in management processes that includes the training of others to develop team performance</p> <p>Consistently evaluate own learning and identify learning needs</p> <p>Communicate, ideas, problems and solutions to both specialist and non-specialist audiences using a range of techniques involving qualitative and quantitative information</p> <p>Express a comprehensive internalised personal world view manifesting solidarity with others</p> <p>Gather and interpret relevant data in a field to solve problems</p> <p>Demonstrate experience of operational interaction within a complex environment</p> <p>Make judgements based on social and ethical issues that arise in work or study</p>

E.3 CALOHEE Bachelor of Arts in Hospitality Management (EQF level 6)

Degree profile of Hospitality Management Bachelor of Arts Bachelor Degree programme in Hospitality Management	
Type of degree & length	single degree 240 ECTS (European Credits)
Institution	XX
Accreditation organisation	De Nederlands-Vlaamse Accreditatieorganisatie (NVAO), The Hague
Period of reference	Degree programme implemented in xxxx, accredited for 6 years
Level	QF for EHEA: First cycle; EQF level 6, NLQF 6, Bachelor of Arts standards as per Dublin Descriptors

A	Purpose
	Hospitality Management is “The art of thinking up, creating, organizing, mastering, executing, overseeing and controlling hospitality services, hospitality products, hospitality concepts and hospitality processes in hotels and the hotel function, in such a way that value is added to the experience of guests and other stakeholders.” (based on definition in BOP 2012-2016)

B	Characteristics	
	Discipline / subject area	Multidisciplinary (Hospitality Foundational Knowledge and Hospitality Attitudes/ Values/ Ethics 50:50)
	Focus	General
	Orientation	Applied, practically based, (combining theory, practice, research)
	Distinctive features	The programme is taught through Dutch and English (English only for some), full-time.

C	Employability and further education	
	Employability	The Dutch hotel schools educate graduates to be successful as managers and leaders in Hospitality Management, so they are well equipped to develop themselves to become a manager on a strategic level one day or an entrepreneur of their own business in hospitality (ISCO 1315 General Manager of restaurants and hotels description Bureau of Statistics, work unit of the Policy Integration Department (ilo.org)).
	Further studies	Access to related secondary-cycle degree programmes, and with further work – to unrelated second cycle degree programmes (EQF level 7).

D	Education style	
	Learning & teaching approaches	Most learning is in individual or in small groups. Internships, with the aim to hands-on research real world problems, are part of the curriculum. Every learning outcome is individually assessed and the products are part of the professional proficiency portfolio. Practical learning line is included in the programme.
	Assessment methods	Presentations: oral (PowerPoint or similar) and written; Examinations: oral interviews with assessment notes or written products, collected in a professional proficiency portfolio with products (e.g. a research report, a prototype, a presentation or a demonstration of professional conduct).

E	Programme competences	
	<p>GENERIC</p> <p>Craftmanship: ability to use key skills and abilities in order to contribute to complex problem solving. Especially critical thinking and creativity skills; ability to write and speak correctly, according to various communication registers (formal, informal, scientific).</p> <p>Responsible conduct: ability to make conscious decisions and feeling obliged to one's own moral principles to act responsibly.</p> <p>Research skills: ability to think in scientific terms, pose problems, gather data, analyse them and propose finding and to practice evidence-based decision making.</p>	
	<p>SPECIFIC</p> <p>Professional profile</p> <p>Working in International Hospitality Management is defined in 12 Programme Learning Outcomes and 14 21st Century Programme Learning Outcomes. The 21st Programme Learning Outcomes are organised into four groupings (Ways of Thinking, Ways of Working, Tools for Working and Living in the World) according to the model of 21st Century Skills.</p> <p>Hospitality professionals who are:</p> <ul style="list-style-type: none"> • agile; • benefit from and thrive in unstable and fluctuating situations; • continue to develop and innovate our sector; • contributors to an inclusive and sustainable world; • able to use hospitality as a differentiating factor in any industry; • able to use modern technological and digital tools; • able to think differently and make non-conformist choices; • This list is certainly not exhaustive. The professional can choose several career fields in running, supporting and innovating a hospitality business. 	
	ISCED-F 2013 Category	
	1013 horeca (ISCED code overzicht (nlqf.nl))	

QF EHEA 1 st cycle descriptors	SQF domain dimensions Level 6 (BACHELOR)	EQF descriptor Knowledge Level 6 <i>Advanced knowledge of a field of work or study, involving a critical understanding of theories and principles</i>	EQF descriptor Skills Level 6 <i>Advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of work or study</i>	EQF descriptor Autonomy and Responsibility (Wider Competences) Level 6 <i>- Manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts - Take responsibility for managing professional development of individuals and groups</i>
Special feature degree programme	1. MANAGEMENT DECISION MAKING	Demonstrate basic knowledge and critical insight into changes and continuities in the external and internal environment of an (hospitality) <u>organisation</u> and facilitate management decision making in strategic and <u>behavioural</u> perspective.	Drawing on knowledge of strategy, business and economics, identify and define, with guidance, significant problems and areas of enquiry with respect to <u>organisational behaviour</u> and management decision making.	Apply business knowledge and perspectives in addressing decision making issues, bringing to bear analytical understanding and respect for stakeholders and <u>organisational</u> resources and capabilities. Able to work in unpredictable circumstances and able to take responsibility for managing professional development of individuals and groups.
I. Have demonstrated knowledge and understanding in a field of study that builds upon their general secondary education, and is typically at a level that, whilst supported by advanced textbooks, includes some aspects that will be informed by knowledge of the forefront of their field of study	2. TEXT AND CONTEXTS	Demonstrate knowledge and understanding of <u>behavioural</u> and economic aspects of decision making for hospitality companies.	Identify, select with guidance, and present information from a variety of scientific and <u>organisational</u> sources in an appropriate form.	Retrieve, manage and use information in order to formulate and address problems in their contexts using suitable methodologies.
II. Can apply their knowledge and understanding in a manner that indicates a professional approach to their work or vocation, and have competences typically demonstrated through devising and sustaining arguments and solving problems within their field of study	3. THEORIES AND CONCEPTS	Collect knowledge about and classify a range of analytical, theoretical and methodological approaches relevant to strategy, business, economics and hospitality management. Demonstrate orientation in the major themes of management decision making and knowledge of strategy and <u>organisational</u> behavior in a hospitality setting.	Apply appropriate critical and methodological approaches to align external and internal <u>organisational</u> issues	Examine and explore external and internal <u>organisational</u> issues and processes using relevant theories and concepts
III. Have the ability to gather and interpret relevant data (usually within their field of study) to inform judgements that include reflection on relevant social, scientific or ethical issues	4. MULTI DISCIPLINARITY 5. INITIATIVE & CREATIVITY	Demonstrate knowledge of the intellectual underpinnings and contexts of hospitality management in relation to other fields of study as well as secondary and tertiary hospitality related industries. Demonstrate knowledge of the on-going nature of strategy, business and economics research and debate and of how hospitality management contributes to key areas of academic and public discussion.	Utilize, when opportune, knowledge and understanding from other fields to address problems and issues in the hospitality management domain. Approach issues with curiosity, creativity and critical awareness; retrieve and handle information from a variety of sources (electronic, written, archival, oral) as appropriate to the problem, integrating it critically into a grounded argument.	Work with others in a multidisciplinary and/or multi-national settings when useful. Reflect on one's own perspective, capabilities and performance to improve and use them in a creative way. Think in scientific terms, pose problems, gather and <u>analyse</u> data, and propose findings.
IV. Can communicate information, ideas, problems and solutions to both specialist and non-specialist audiences	6. COMMUNICATION	Demonstrate knowledge of the main means of communication used to convey information and perspectives in both academic and broader public contexts. Able to communicate well in a team and as a leader in a team setting.	Write and speak correctly in one's own language, or in English in the English <u>programmes</u> , according to the various communication registers (informal, formal, scientific). Understand the appropriate terminology and modes of expression of the field of (strategy, business and economics as well as) hospitality management also in a second language	Demonstrate ability to listen to and understand different viewpoints, and discuss ideas, problems and solutions with diverse audiences. Participate in group-work, present information clearly and with appropriate terminology.
V. Have developed those learning skills that are necessary for them to continue to undertake further study with a high degree of autonomy	7. PROFESSIONAL DEVELOPMENT	Demonstrate knowledge of the intellectual bases and ethical aspects of strategy, business and economics and of the diverse contributions hospitality management makes to society.	Apply different methods, to stay up to date with learning. Work autonomously and in a team, taking initiatives and managing time. Able to successfully engage in lifelong learning.	Identify and/or create an appropriate study and/or work environment and participate effectively in it.

F Programme learning outcomes (PLOs)

PLOs 21st century skills

1. Ways of Thinking

Skills	no	PLO	level
Creativity & Innovation	WT 1	Develop innovative and creative solutions, into feasible concepts that have impact.	2
Critical & computational thinking, problem solving, decision making	WT 2	Critically analyse a management issue, formulate feasible solutions while taking different perspectives and logical reasoning into account and make balanced decisions.	3
Learn to Learn	WT 3	Understand importance of lifelong learning and critically reflecting on one's own learning process, based on an understanding of one's preferred learning methods, and personal strengths and weaknesses.	3
Self-regulation	WT 4	Ability to assess whether actions, thoughts and emotions align with internal values and/or beliefs. Recognize and reflect on behavioural patterns and be accountable for possible consequences.	2

2. Ways of Working

Skills	no	PLO	level
(International Business) Communication	WW1	Communicate professionally in advanced English (written CEF B2, other skills CEF C1) and Dutch (CEF C2/mother tongue) for Dutch programmes, in verbal and written communication, to guests, colleagues and other stakeholders.	n/a (CEF)
	WW2	Use an additional modern foreign language in social settings to support guest and employee interaction.	n/a
Collaboration	WW3	Collaborate effectively with all stakeholders, in different cultural, organisational and political landscapes and multi-cultural/and -disciplinary teams on achieving agreed goals.	3
Bridging by cross-overs	WW4	Ability to apply acquired knowledge and skills in domains other than the hospitality industry and thus add value to them.	3

3. Tools for Working

Skills	no	PLO	level
Information & Media Literacy	TW1	Critically analyse and value available information and media messages.	3

Digital Literacy	TW2	Show responsible behaviour regarding the accurate and creative use of digital tools for acquiring and sharing information.	3
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4. Living in the World

Skills	no	PLO	level
Citizenship	LW1	Show the ability to participate in and contribute to the local community and global society as a responsible and accountable citizen.	3
Resilience	LW2	Develop your ability to handle pressure, overcome challenges, and safeguard your mental health and work life balance in an emotionally intelligent way.	2
Personal & Social responsibility	LW3	Formulate your own position concerning ethical, and social responsibility based on moral considerations and act accordingly.	3
Intercultural proficiency	LW4	Apply intercultural sensitivity in working with a diversity of people in cross-cultural interactions.	3

PLOs Working in International Hospitality Management

Content areas	no	PLO	Level ²
Hospitality	1	Creating value for all stakeholders by delivering hospitable experiences.	3
Operations & supply management	2	Manage the hospitality and supportive processes, whilst applying process and (digital) risk management using available (information) technologies.	2
Marketing, Sales & Revenue management	3	Realise/support a durable and profitable company, applying appropriate data analysis, (digital) marketing, communication, sales, and revenue management techniques.	2
	4	Design a feasible hospitality concept to add value, based on the analysis of a complex and changing environment.	2
Finance & Accounting	5	Optimise the financial performance of a hospitality business by applying financial planning & control and valuation.	2
	6	Being able to interpret the sustainable performance of a company based on the Corporate Sustainability Reporting Directive (CSRD).	2
Strategic Hospitality and Change	7	Formulate a hospitality business strategy by analysing the environment and developing an adequate sustainable strategic solution.	2

Management	8	Design a change plan and assess the feasibility of the transformation intended by the change agent.	2
Leadership & People management	9	Execute and evaluate the HR policy in line with the organisational goals, to improve individual-, team- and organisational performance.	2
	10	Apply a combination of leadership-, entrepreneurial- and hospitality skills to oversee and unite diverse teams of specialists of different disciplines in varying contexts.	2
Business Innovation	11	Innovate a business by analysing and developing a hospitality aspect with use of reliable sources and/or of an adequate applied research design, resulting in a feasible (technological) solution or advice.	2
Management of Information	12	Produce and/or interpret management information from various digital data sources in an international hospitality business environment.	2

E.4 Relationship between 21st Century PLOs and PLOs in International Hospitality Management

The 21st Century PLOs form a solid foundation for the PLOs in International Hospitality Management to be built upon. In this table this relationship has been projected. One can see which 21st Century PLO contributes in acquiring one or more PLOs in IHM. The observant reader will notice that some have a rather broad scope, others are more or less limited, e.g. WW4. Looking at it from the perspective of the PLOs in IHM you can tell that some have a broad foundation, involving a large number of 21st Century PLOs, others a limited one, e.g. PLO6. In this table we differentiate two kinds of 21st Century PLOs. On the one hand we have defined PLO's which refer to a skill or competence (x), on the other hand PLOs which refer to personal qualities or traits (p).

HM 21st	1	2	3	4	5	6	7	8	9	10	11	12	Tot.
WT1	X			X			X				X		4
WT2	X	X		X	X		X	X	X		X	X	9
WT3	p	p	p	p	p	p	p	p	p	p	p	p	12
WT4	p	p	p	p	p	p	p	p	p	p	p	p	12
WW1	X	X	X	X	X	X	X	X	X	X	X	X	12
WW2	X	X							X	X			4
WW3	X	X	X					X	X	X			6
WW4	X	X							X	X			4
TW1		X	X								X	X	4
TW2		X	X								X	X	4
LW1	X		X	X					X	X	X		6
LW2	p	p	p	p	p	p	p	p	p	p	p	p	12
LW3	p	p	p	p	p	p	p	p	p	p	p	p	12
LW4	X	X	X					X	X	X			6
total	12	12	10	8	6	5	7	8	11	10	10	8	

Figure 15: 21st Century PLOs and PLOs in International Hospitality Management