

General

Hotelschool The Hague is an international business school offering study programmes aimed at the international hospitality industry. Graduates from the school can be found in top management positions all over the world in various industries. The school has two branches, in Amsterdam and The Hague and employs 190 staff members. Around 1.950 students are enrolled in both branches and approximately 40% of these students come from abroad.

The main programme is the 4-year Bachelor Degree Course, which leads to the internationally recognized degree: Bachelor Business Administration in Hotel Management (BBA.HM). This programme is also offered in a fast track version, which takes approximately two years.

The way of 'teaching' is called 'entrepreneurial learning'; students are responsible for their own study process and need to gather/collect information from various sources. Additional to transferring essential knowledge, lecturers are coaches who guide the students through the learning process in the various subjects.

Students work alternately individually and in small teams. The study programme has theoretical and practical parts (working in school's outlets: hotel, restaurants, etc.) and also comprises internships of half a year each (two in the 4-year programme and only 1 in the 2-year fast track programme). The theory and cases/assignments are connected to real life situations.

Curriculum Hotelschool The Hague - Highlights

The curriculum outline in brief is:

Yearly Schedule

The duration of the curriculum is 40 weeks per year with an average student workload of 42 hours per week. Per year there are four blocks of 10 weeks. In a regular block courses are offered with a total of 15 ECs. Each block lasts 10 weeks and includes eight weeks of scheduled classes. The scheduling system allows for optimal choice and student flexibility. In the remaining two weeks (i.e. without scheduled classes) students continue to work on assignments in a group or on their own, meet faculty during official consulting hours or individual appointments, and have formal and scheduled examinations.

The Professional International Hospitality situation

The end terms of the curriculum are based on the professional situation of a international hospitality manager. We have captured this international hospitality profession into nine separate professional duty categories (PDC's) and two professional excellence categories (PEC's). These categories form the foundation of our curriculum: the content and didactics of courses.

Professional Duty Categories (PDC)

- 1 Understanding the ins-and-outs of creating and providing hospitality
- 2 Initiating and creating new hospitality products and services, independently, innovatively and enterprising
- 3 Developing strategy, based on a vision to deal with changes / forces in the external hospitality business environment, including the strategic development of hospitality networks and relations
- 4 Analyzing hospitality company policy issues, translating these to internal objectives, and making concrete plans for implementation at the level of a department or business function
- 5 Analyzing financial performance, the internal hospitality environment, information and processes to strengthen coherence and interaction (reciprocity)
- 6 Designing, controlling and improving organizational and hospitality business processes
- 7 Dealing with the power and influences of (external) stakeholders, such as the owners, bankers, regulators, distributors, clients, society, et cetera
- 8 Optimizing human resources in light of the organizational strategy
- 9 Developing, implementing and evaluating change processes in hospitality organizations

Professional Excellence Categories (PEC)

- 10 Putting to action and using the social, communicative and language skills
- 11 Putting to action and using self steering and intrapersonal skills

Learning and studying

The programme of Hotelschool The Hague is based on the student's active, independent and analytical learning attitude. The organisation of the courses is a reflection of this concept. The student is supposed to have a pro-active attitude, formulate his own learning questions and thus not wait for the lecturers to supply information. The programme offers a busy schedule and, just as in the real business world, the student has to learn to use his time and possibilities efficiently. If the students want to be successful it will be necessary for him to be both progress and product oriented. Besides the many practical elements of the study programme, students are constantly challenged to reflect on their learning process and progress.

Learning activities

The principles as mentioned previously have led to multiple learning activities in the programme.

- Class room contact – different types of class room contact can be distinguished:
 - a. Lectures
At the beginning of each course an initial lecture will be given in which the contents of the course will be generally outlined and the way the course is organised. After that and depending on the type of course, lectures will be given on various subjects, by both Hotelschool lecturers and guest speakers. Together with the student they will explain and explore subjects interactively, constantly referring to relevant literature.
 - b. Workshops
In most course workshops will be given in which the students are given the opportunity to exchange information, ask questions and to discuss the subject matter and the assignment(s) of the course.
 - c. Training
In some courses we integrate training in behavioural skills and / or attitudes. The subjects trained are related to the assignment(s) executed in the course in which it is related. Language training is given separately from other courses, but topics and subjects are mostly related.
- Personal contact – different types of personal contact can be distinguished
 - a. Coach sessions
In IPCs students get a limited amount of coach sessions. Together with his group the student can use this time to consult his coach and ask questions, brainstorm and / or explore topics directly related to his assignment.
 - b. Tutor sessions – reflection on personal development
At the beginning of the programme students get appointed a tutor. For the first year arranged are made to meet the tutor and discuss your progress. With various methods students are asked to analyse (the success of) their own actions and to evaluate their own development. After the first year, the responsibility for initiating these sessions lies completely with the student.
- Self study
Students will need to work and study individually and / or in small groups to comprehend the subject matter of a course. Students are expected to go the extra mile and not be satisfied too quickly. Students are also expected to think out-of-the-box when executing assignments or searching for solutions. Students will learn to search for information through different sources and in multiple ways.
- Skotel
The Skotel, because of its intensive form of working, cooperating and living, creates a learning experience in which it enables the student to develop his personality.

Programme structure

The educational programme is offered by means of theoretical courses and practical education. In each theoretical course a number of concrete professional duties are the central theme. The student works on an assignment (or multiple assignments) regarding a certain professional duty. Around this assignment a number of coherent educational and learning activities are organised, which will be executed in a limited period of time.

The programme is structured in such a way that the student can work on the development of knowledge and skills with respect to certain relevant situations from the international hospitality business practice.

In the practical education, the student encounters the business practice in various stages of his education and in different ways. In the first year the emphasis is on getting familiar with working in different Outlets: Food & Beverage, Housekeeping and Front Office. In these Outlets the student predominantly works in the operation. In the following stages the emphasis is on developing different leadership styles, managing employees and a department. During the "Practical Placement" and "Launching Your Career" the student has the opportunity to obtain national and / or international work experience.

The main structure of the programme consists of three phases:

Phase 1 – Operational Hospitality Management: "Doing the existing right"

The student starts with exploring all aspects of the international hospitality industry and international business. The student will familiarise himself with the make-up and dynamics of business at large and the hospitality industry in particular. The student will be introduced to the daily operations of a hospitality business through introductory learning situations that primarily take place at the operational level of a hospitality property.

The phase activities in general focus at:

1. Starting in international hospitality management
2. Structuring and running an international hospitality business

Phase 2 – Tactical Hospitality Management: "Improving the existing"

The student is challenged to deal with more complex and tactical topics that departmental managers and small entrepreneurs face whilst running and developing existing hospitality business.

The phase activities in general focus at:

3. Dealing with more complex and tactical international hospitality issues
4. Improving the existing international hospitality product, service and organisation

Phase 3 – Strategic Hospitality Management: "Achieving performance targets"

The student is introduced to more advanced and strategic aspects of developing new hospitality business at (1) a small (inter)national company level, and (2) a large international and corporate level. Also, the student will be challenged to solve advanced business problems for hospitality companies that are for example in distress or have recently merged with another company.

The phase activities in general focus at:

5. Developing new strategies and business models for international hospitality businesses
6. Dealing with complex international hospitality challenges

Overview of the Programme

Phase 1 (propaedeutics)	ECs
Checking in @ the Hospitality Industry	9
Creating Business Value	6
Exploring and Structuring International Hospitality Businesses	9

Dealing with International Guests	6
Running an International Hospitality Business	6
Professional Attitude incl. Skotel	1
Practical Education 1	7
Practical Education 2	8
Business English Phase 1	4
Second Business Language Phase 1	3
Improving my Performance	1
Total propaedeutics phase	60
Phase 2 (post-propaedeutics)	ECs
Practical Placement	30
Annual Planning Cycle	6
Quality Management	6
Aligning Business and Information	6
Managing an Outlet	15
Revenue Management	6
Making Financial Decisions	6
Designing and Managing the Operation	6
<i>Innovation*</i>	
a. <i>Managing Innovation and Technology</i>	
b. <i>Initiating New Concepts</i>	3
c. <i>Wild Card Course Innovation</i>	
Business English Phase 2	3
Second Business Language Phase 2	3
Total phase 2	90
Phase 3 (post-propaedeutics)	ECs
Making Things Happen: Strategy Development	9
Dealing with Stakeholders: Business Model Innovation	9
A New Beginning: Managing Change	9
<i>Hospitality*</i>	
a. <i>Contract Catering Tender</i>	
b. <i>Corporate Social Responsibility</i>	3
c. <i>Wine Studies</i>	
<i>Corporate Management*</i>	
a. <i>Advanced Pricing Management</i>	
b. <i>Growing through Acquisition</i>	3
c. <i>Managing Sales and Distribution Channels</i>	
<i>Communication with Staff*</i>	
a. <i>Training Staff</i>	
b. <i>Communicating Challenging Messages</i>	3
c. <i>Wild Card Course Communication</i>	
<i>Capita Selecta**</i>	3
Business English Phase 3	3
Second Business Language Phase 3	3
Launching Your Career	48
Total phase 3	90
Full curriculum (phases 1, 2, and 3)	240

* These are alternative courses. All students choose one of these three options (a, b or c).

** One Alternative course can be replaced by doing the Capita Selecta.

FAQ

Can you explain the difference between the old and new curriculum?

The main difference is integration. We no longer offer loose courses about different domains (e.g. marketing or finance). We offer courses covering themes that integrate domains (creating business value or running an international hospitality business). You will experience the relationships between the different domains and you will be able to understand the consequences of decisions for one or more domains better.

Another difference is the real life aspect. In the former curriculum there was a lot of focus on the professional practice, but in the new curriculum we have taken this a few steps further. We work with real life cases and real clients. Also, we try to simulate the professional practice as much as possible. We only work on projects and give assignments you would also find in a professional context. Working on those projects will go according to the professional practice. If you work there in groups, you will work in groups at school. If it is a job for a single person, the task must be executed alone.

How much % is theoretical and how much practical?

Phase 1

In phase 1 the time between theoretical and practical education is divided in half. This means that the first year consists of 75% theoretical education and 25% practical education. The last half year of phase 1 is an internship, which is also practical education.

Phase 2 and 3

Theoretical education consists of Essentials (ESCs) and Integrated Professional Duty Courses (IPCs). The first focuses on ways of thinking and using theories and models. The second focuses on the professional practice and contains group work.

What is the programme structure?

The first year has a fixed programme. It has a good balance between theory and practice. Also within the theoretical education there is a lot of didactical variation (group work versus working individually, thinking versus doing, different forms of education).

Phase 2 and 3 exists of fixed parts and alternatives. Sometimes it is possible to choose from three alternatives, sometimes more than three courses are offered.

In what way will the examination take place and how often?

Week 9 and 10 of each block are assessment weeks. In these weeks exams are planned, assignments must be handed in and will be graded and projects must be completed. Most of the exams are case assignments which are similar to the assignments you have practiced with during the course. Rounding off IPCs usually goes through presentations, assessments and grading the end results (which often is a report, a design, etc.).

When are holiday periods?

Holiday periods and other important dates can be found on the macro schedule and the yearly calendar. You will receive both every year when you are studying here.

After every ten weeks (a block) you have one week off. There is also a two week Christmas break and a summer break.

Can I also shorten my study programme by taking multiple modules/subjects at the same time?

In Phase 1 this is not possible, unless you get dispensation for one or more parts. This only happens when you have a similar study conducted elsewhere or you have a lot of demonstrable work experience.

In Phase 2 and 3 there is more freedom to combine courses in one or more blocks. This gives you the freedom to speed up or delay your study. Standard 15 ECs will be scheduled per block. Students can always follow fewer courses. If it is possible, students can add courses to the standard block. Advised is to only speed up with ESCs. Following an extra IPC is not advised since it involves a lot of group work.

It is possible for a student to speed up, but it won't have a major effect on the time it takes to complete the education.