Tourism Management
(Hoger Toeristisch en Recreatief Onderwijs)
CROHO: 34410 (Full time)

Study Guide
2011 – 2012

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International Tourism Management
Stenden University of Applied Sciences
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Foreword

Welcome to Stenden university and International Tourism Management. According to all experts, tourism is and will stay an important economic driver. All over the world this sector is still growing and offering opportunities for those who have an entrepreneurial attitude and an open mind to the world.

It is our aim to offer an international oriented programme that allows you to start as a tourism manager anywhere in the world. This is reflected in the curriculum, the international background of staff and the international background of the student population.

Your study guide 2011/2012 is a type of itinerary for both first and senior students. Make sure that you familiarise yourself with the contents of the study guide. If you don't you might end up having to solve problems which could have been avoided. Feel free to contact your study counsellor in case you have any questions regarding the contents of the study guide.

This guide helps you to find your way in the organisation and provides important information on our educational policy, curriculum and regulations for the module examinations. This prospectus is also a useful and important source of information for older students as each year there are changes in, to name a few, exam regulations or the curriculum.

Stenden university is an enterprising professional university with a strong international focus. From a WorldWise Education perspective we are open to meeting and entering into a dialogue with other cultures. We reflect on values, standards and ethical issues relating to our identity. We are proud that we are the first Stenden programme with an official accredited feature: “sustainable development”. These matters come to the fore in the programme and also in the way in which our teachers will support you.

We wish you lots of success and a very pleasant academic year!
Falco de Klerk Wolters
Dean International Tourism Management
1. Introduction to the Study Guide

Welcome to International Tourism Management!

This Study Guide provides a comprehensive overview of what the ITM student can expect during his/her studies in the BBA Tourism Management programme. It provides an introduction to the educational approach adopted at Stenden University of Applied Sciences, the content of the BBA Tourism Management curriculum, an overview of the various committees and points of contact, and, importantly, the rules by which the programme is regulated. This Study Guide is Part 2 of the regulations for students and is focused on the regulations within ITM. Part 1 relates to the higher level of regulations applicable at Stenden level, and even nationally. Both Parts 1 and 2 are available in electronic form on the Stenden intranet.

It is very important that all ITM students familiarise themselves with the content of the Study Guide and uses it throughout their study as their first point of reference to any query, problem or issue that arises. Any updates in the form of errata or addenda will be posted electronically on the intranet.

1.1.1 Stenden University of Applied Sciences

Stenden University of Applied Sciences consists of nineteen bachelor level educational programmes, including BBA Tourism Management. In addition, Stenden university has a number of service units, including the student service centre, international office, Student Registration Agency and Helpdesk ICT. The Board of Governors has overall responsibility for Stenden university and is accountable to the Supervisory Board. The Corporate Office assists the Board of Governors. Each programme is headed by a Dean, and is part of one of seven Schools. The Board of Governors and the Heads of School, and those Heads with the programme Deans, meet regularly to steer and shape the policy driving the education. Furthermore, regular co-ordinating meetings between Deans and service units, with input from staff and students take place regularly. All staff members and student representatives have the opportunity to exchange ideas and to help in developing the future of Stenden university and ITM’s programmes.

1.1.2 Stenden university Educational Policy in ITM

Stenden university’s vision is “Serving to make it a better world”. The Stenden educational policy ‘WorldWise Education’ reflects this vision and is incorporated into the ITM curriculum. The policy is based on five pillars:

1. The Well-rounded Human Being
2. Mastery
3. Values
4. Intercultural
5. Enterprising

Each of these fit closely with the aims of the ITM programme. How each of the pillars is integrated into the ITM curriculum is articulated below:

Pillar 1: The Well-rounded Human Being

A well rounded human being is, according to the humanitarian vision of Stenden university, a professional who has a delicate balance between the four different types of intelligence:

- physical intelligence
- intellectual intelligence
- emotional intelligence
- spiritual intelligence

Moreover Stenden university adopts the principle of developing personal leadership. In this vision every human being is capable of influencing his own life and future through self directed development and choices.
ITM recognises that well rounded human beings are motivated by purpose and meaning and seek a balanced approach to achieving ecological value (sustainability, ethical conduct (professionalism) and economic results.

The ITM programme offers an effective structure for personal coaching, Professional and Personal Development (PPD), whereby the student receives personal attention and structure with respect to his or her professional personal leadership development and to steer choices, reflect on decisions and set personal goals.

The International Tourism Management programme stimulates students to play a central and active role in constructional knowledge acquisition (for example, in the tutorials of Problem Based Learning, within the defined Body of Knowledge. This is facilitated through active participation in PBL, chairmanship of sessions and the dynamics of group work.

The ITM programme also offers the necessary room for the student to be able to follow minors abroad with a scope of 30 EC (840 study hours) in order to develop a specialism and broaden his/her knowledge about important social developments and to stimulate tourism developments.

**Pillar 2. Mastery**

The International Tourism Management programme educates students to achieve mastery and professionalism in an interdisciplinary curriculum comprising several disciplines. To be able to function as (starting) tourism management professionals, students need to have a thorough command of the Body of Knowledge of Tourism Management - developed with national educational programmes of NHTV (Breda), Saxion Hoogeschool (Deventer) and InHolland (Diemen), with national representatives of the work fields, with the Advisory Boards and in international debate. However, Mastery does not relate only to the acquisition of knowledge but in the demonstration of application of that knowledge in a professional manner. Thus means that Mastery is as much about skills as it is about knowledge. The demonstration of competencies is central in the ITM curriculum.

The ITM programme has been formulated together with representatives of the work field, to determine final qualifications in terms of competencies, and in terms of what it considers the Body of Knowledge to comprise. These final qualifications represent the mastery level required of a starting tourism manager. The content has also been developed in conjunction with staff from the Stenden international sites in order to optimise the international applicability of the content – thus providing an international dimension to the mastery the student demonstrates and a basis for demonstrating mastery of cultural intelligence.

However, mastery within the individual as an individual is not enough. The mastery of group synergy is considered central to the development of the students, as a basis for achieving success within the "Triple P’ approach to tourism management and is central to the educational experience offered by the ITM curriculum.

The ITM programme strives to correspond with the complete professional column in Higher Education (Associate Degree, Bachelor, Master and towards Doctorate level). Mastery, therefore, is made explicit at different levels, appropriate to their place in the professional column and in line with the Dublin Descriptors for these levels.

Mastery of research skills plays a structural role in the International Tourism Management programme. Among projects completed in the Tourism Resource Centre, are those directed by the Associate Professorships (Lectors) and their associated research groups (kenniskringen). Research skills are acquired and exercised throughout the curriculum, but it is in the 3rd year projects and 4th year dissertation where they attain a level of significance and in line with the required Bachelor level.

The ITM final qualifications fulfill the conditions of the Dublin Descriptors for Bachelor level.
The ITM programme offers a clear structure for its students, such as to influence positively their study behaviour; for example, through the curriculum, study career counselling / personal coaching and organisation. This assures adequate attention to coherence of the programme through established lines of development, appropriate sequence of modules and associated forms of assessment, and in line with the different phases of the curriculum.

**Pillar 3. Values**

For a socially oriented manager wealth creation requires that an organization, in coalition with its industry partners and clients, to be successful in creating and bringing to the market, products and services which are not only a collection of physical and financial capital but also a distillation of the human values that go into their making of ‘Triple P’ practice.

The ITM curriculum has well-structured cultural, social and moral dimensions, designed to confront the student with questions about what responsibilities the tourism manager has to have, and the attitude and integrity required to sustain these. These elements seek to contribute to the promotion of an open, democratic and responsible society. Explicitly, these values are addressed in ITM’s attention to such themes as sustainability (underpinned by the implementation of external formal guidelines), and regard for the human scale of tourism development. These aspects are central to the 2nd Year module ‘Tourism Resource Development’ and in the minor ‘Community Based Tourism’. Intercultural awareness and intercultural intelligence are also central in the development of values and are elaborated below.

**Pillar 4. Intercultural**

The ITM programme demonstrably provides every student with the structural skills for professional participation in a multicultural society based on value-oriented principles, and considerable opportunity for exercising these within educational activities and in a professional setting through the industrial placements.

The ITM curriculum is internationally and interculturally oriented. All students acquire at least some foreign experience (in fieldtrips, Grand Tour®, exchanges, internships). The length of the stay abroad is determined by the nature of the programme and the practical possibilities. To be an effective ‘Triple P’ practitioner the international tourism manager must be able to traverse intercultural differences, but must also be equipped to bridge other gaps such as governance differences (different legal systems, rules, etc) infrastructural and technical differences; time zone differences, etc. Much of this is facilitated in ITM through the module field trips, Grand Tour minors and the International Exchange Programme, but also through the growing opportunities for international Industrial Placements that ITM has been developing.

All modules in the ITM programme have English as their language of instruction and there is significant attention made to improving the professional English skills of the students. Besides English, a second foreign language (German, French or Spanish) is followed within the Common European Framework of Reference and to a level where the students should be able to work in that language, as part of their industry entry level portfolio of professional skills.

**Pillar 5. Enterprising**

In the traditional tourism paradigm physicality (placeness) struggled against desktop computers, and social context of information (process). Pervasive computing and mobile communication technologies afford humans to work with these qualities, creating physical-digital fusion. Successful entrepreneurs are taking advantage of linkage between physicality, placeness and sociability of information. Education and ethics, cultural identity (as embodied in heritage) and local skills become assets in entrepreneurial development within the host community.

Students have an influence on their learning environments in the ITM programme. The students build up their knowledge via the socio-cultural constructivist approach within which PBL is conducted (including fellow students, lecturers, library, teaching company and internship companies). Students are involved, in different ways, in the implementation of the education
within the educational programme (students as co-producers), for example, through service in the Student Council, the Education Committee, Module Planning Groups, and other such entities, bringing innovation and enterprise into the curriculum. Greater integration of entrepreneurial skills in the Adventure Tourism minor is being discussed.

ITM seeks to develop opportunities to maximise use of digital learning, both in terms of objectives and in terms of form. Those options are also used to increase the number of contact hours. The main buildings (Leeuwarden and Emmen) are equipped for the use of laptops (wireless) and a study is currently underway to determine whether it is feasible to do the same in the other campus sites. Development of a digital portfolio and a more integrated approach to ICT skills development within the programme will help to promote awareness of and exposure to operating systems of the tourism industry, producing stronger possible linkages to companies and alumni.

1.1.3. The School of Leisure & Tourism

In October 2010, an internal restructuring in Stenden brought about the creation of 7 Schools, within which various programmes are grouped. International Tourism Management is grouped with Leisure Management, along with the Master programmes in Leisure and Tourism Studies and Events Management, five of the Stenden Lectors with their research groups, and linked to the European Tourism Futures Institute. The Head of School of Leisure and Tourism is Dr. Falco de Klerk Wolters.

1.2. International Tourism Management

International Tourism Management is the name of the institute, within the School of Leisure and Tourism, responsible for the 4-year BBA Tourism Management and its various short-track formats in Leeuwarden, the BBA Tourism Management at Stenden university Qatar, the 2-year Associate Degree in Tourism Management (in Dutch) at Stenden university Emmen, and a range of tourism minors offered in The Netherlands and at the Stenden campus sites in Thailand, South Africa and Qatar. (This Study Guide relates only to the BBA Tourism Management offered in The Netherlands and the various ITM minors; other programmes have their own, derivative, Study Guides.)

ITM Mission:

The education of future tourism managers who, through mastery of practical competencies, have the ability to work in an international context and, through bridging divides between economics, ethics and ecology, contribute to the further professionalization of the tourism industry.

ITM Vision:

The Stenden ITM graduates will be valued and respected for being individuals in their ability to form their own judgement on the appropriateness of decisions and actions in tourism, and to determine the optimal balanced outcome in tourism development. They will have the ability to inspire their colleagues and lead them to act in a socially inclusive manner in balancing the interests of economics, ecology and ethics. They will be analytical, knowledgeable and confident in their practical abilities and reflective of their actions and personal development.

The education encourages students to develop an appropriate mix of knowledge, attitude and skills through working with authentic industry related dilemmas.

ITM aims to achieve this through specific attention to the following elements:

1. Innovative and creative thinking in relating sustainability to tourism. To achieve this vision and teaching methods which stimulate “out of the box thinking”, will be strengthened.
2. Considering the international nature of tourism it is of importance to look at tourism issues and management approaches from various countries.

The new curriculum will be more transparent and designed to enhance the student’s interface with the industry, with an emphasis on skills (competence development). This is centrally about redefining the experience of the student.
Thus, the aim of the BBA TM degree course is twofold: to provide the tourism industry with Bachelor graduates who have the required professional competencies, and to provide individual students with the opportunity to reach their full potential within the Bachelor in Business Administration degree.

These aims are pursued through the following objectives:

**Curriculum Objectives**

**A: BEST OF BREED EDUCATIONAL OFFERING** (International Tourism Management)
This requires the ITM programme to be distinctive, competitive, innovative, challenging and industry relevant.

**B: ENABLING BEST INTERNATIONAL EMPLOYABILITY**
This requires the ITM programme to focus on strengthening connectivity with the industry. ITM must pay close attention to skills, knowledge, attitude, confidence, application and the creation of professional products.

**C: INTEGRATION OF LECTORATES, RESEARCH INSTITUTES AND INTERNATIONAL SITES**
This requires the ITM programme to focus on internationalization, academic rigor, depth and industry relevance. The planned restructuring of Stenden programmes into Schools will, for ITM, create greater integration between the BBA and Master programmes, the research groups of the Lectors, the work and networks of the European Tourism Futures Institute, which will lead to direct influence on student projects and assignments.

**D: GRADUATES WHO ARE DOERS+ THINKERS WITH BROAD+ DEEP PERSPECTIVE (VIEW OF THE WORLD).**
This requires the ITM programme to ensure its graduates are self aware, adaptable, change agents and focused on seeking opportunities.

International Tourism Management (ITM) is an innovative organisation aimed at delivering quality education through an industry relevant degree programme. Our approach is to combine educational needs with the demanding professional requirements of society. The programme has an international orientation and we are constantly working towards improving our international profile and intercultural competencies in order to continue to serve not only a growing international student body but an ever growing international career market as well. Our goal is to integrate as much professional expertise and practical orientation as possible into the education, through making use of our contacts in industry, government and other relevant bodies.

The service orientation of the programme is focused on inspiring and training young people like you to become competent international service managers. Empathy, ethical and responsible (sustainable) management with an actively helpful attitude are important characteristics that we try to develop. Our programme not only provides instruction on these principles but many opportunities to exercise them as professional skills.

**Accreditation**
ITM offers an international programme, open to both Dutch and foreign students, leading to the award of the Bachelor of Business Administration (BBA) degree in Tourism Management. English is the principal language of instruction throughout. Plans for a Dutch language stream have been discontinued, but a Dutch language Associate Degree programme starts at Stenden campus Emmen in September 2011.

The official name of the programme according to the Central Register Higher Education (The Netherlands) is: Hoger Toeristisch en Recreatief Onderwijs (HTRO). In English, Tourism Management is the name of the degree. On the final diploma, both the English and Dutch names are shown, along with the official CROHO number. The programme carries the CROHO registration number: 34410 (Full-time). Every Dutch Higher Education programme is assessed every six years. A positive assessment results in the formal (re)accreditation of the programme by the NVAO (Accreditation Organisation of Flanders and The Netherlands). The International Tourism Management programme of Stenden university, formerly CHN, was last accredited in 2006.
In May 2011, ITM began with the trajectory that will lead to the next accreditation exercise in the spring of 2012.

**DHO Sustainability Award**

In 2008 International Tourism Management was the first Stenden university programme to receive the award for its dedication and contribution to sustainable practices. ‘Duurzaamheid in Hoger Onderwijs’ rewards programmes that integrate the principles of sustainability in their curriculum. International Tourism Management was awarded 2 stars. The designation has since been formally acknowledged by NVAO. ITM intends to seek renewal of its DHO validation, following the formal re-accreditation of the programme.

**Increasingly International**

International Tourism Management is a rapidly developing programme within Stenden university. A new programme structure was introduced to improve the quality of the education and maximise its relationship with the international tourism industry, and a range of further developments is being planned to reflect the growing and changing student profile, to offer new opportunities and challenging experiences, and to meet the changing needs of the tourism industry.

The BBA Tourism Management programme runs simultaneously in Leeuwarden and at the Stenden university Qatar. This offers opportunities to share insight into each other’s experiences – both among the staff and the students - and to learn from these different perspectives.

Additionally, the Stenden university Grand Tour® offers a unique chance to follow parts of the educational programme in a variety of locations – extending the range of possible experiences. Increasing numbers of International Tourism Management students are taking the opportunity to follow parts of their programme either in Qatar, South Africa, Bali or Thailand.

Further opportunities for international and intercultural experiences include completing the final year Industrial Placement traineeship abroad. For example, as a management trainee at one of the many, worldwide, internship locations set up by International Tourism Management with a range of global players, you will discover many new things about the industry, about other countries and cultures, and about yourself! Stenden university is committed to offering internationally interesting traineeships for all of its study programmes either in Qatar, South Africa, Bali or Thailand.

In short, you can arrange to take full opportunity to have an exciting experience that will enable you to acquire the international and intercultural skills needed for a successful career in the global society.

**Quality Focus**

There are a number of initiatives, both at the Stenden and ITM levels, to improve and safeguard the quality of the educational experience. This quality must be anchored in two dimensions: strong links with the tourism industry to ensure relevance and strength in the development of professional competencies in the individual, and a robust academic basis for the educational integrity of the degree programme. ITM has a clear vision on pursuing quality in these two dimensions and is committed to an ambitious process to deliver on both. One component in this effort is the creation of the European Tourism Futures Institute (ETFI) which serves the industry in the northern Netherlands through research projects and scenario planning. This brings connections and dialogue from the industry directly into the ITM programmes and helps to develop students’ research skills and professional competencies in a professional environment - not simply a simulated experience, but a genuine contributing involvement.
**Academic Basis**
Guidance and support for the academic basis of the programme is supported through the following:

**Visiting Professors:**
Dr. I. Yeoman of Victoria University, New Zealand was installed as ITM’s Visiting Professor in May 2008, is closely involved in the European Tourism Futures Institute (ETFI) and lectures the ITM students once or twice a year.

Professor Dr. D. Holocek of Michigan State University, who is also a member of the Advisory Board.

**Visiting Lecturers:**
Mr. H. Dominicus, Director Marketing & Development, Amsterdam Tourism and Convention Board
B. van der Tuuk, Senior Advisor Recreation, Tourism and Leisure, Grontmij.

**Lectors:**
Stenden university currently has 14 lectors who lead groups of staff in conducting research with both academic and applied relevance. ITM is supported directly by 5 of the lectors:
Dr. E. Cavagnaro: Lector Sustainability and Services
Dr. O. Moufakkir: Lector Tourism4Peace
Mr. H. Revier: Lector Marine & Wetlands Studies
Dr. I. Delies: Knowledge Chain Innovation in Tourism
Mr. A. Postma: Scenario Planning

**Guest Professors:**
ITM is privileged to have ongoing support in the form of guest lectures and advice on content development from Professor G. Ashworth, University of Groningen and has benefited greatly throughout the development of the current curriculum from Professor F. Go of Erasmus University, Rotterdam.

**Academic Development of ITM staff**
Currently, 5 members of the ITM staff are active members of the Lectors’ research groups. There are 3 members of staff with a Ph.D, with another one working on attaining this. Around 25 members of staff have a Masters degree, with others working towards this. Development of the remainder is a priority.

**Organisational structure International Tourism Management (ITM)**
Although ITM is a self-contained programme, it does maintain a close relationship with the Leisure Management within the School of Leisure & Tourism, offering some modules together. ITM is offered only and completely in English. Some modules of Leisure Management are offered in English and so some modules may combine students from the different programmes. Consequently, some staff members are involved with more than one of the programmes.

**Advisory Board**
Supporting the development and work of the programme, and helping us to maintain a strong relationship with the industry, the School of Leisure & Tourism has an Advisory Board, consisting of experienced industry professionals and academics. The Advisory Board is routinely consulted, and they offer recommendations and advice on the structure and content of our programme.

**Composition of the School of Leisure & Tourism Advisory Board:**

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<tr>
<th>Name</th>
<th>Organisation</th>
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<tr>
<td>Mr. J. Boelens</td>
<td>Bewegingscentrum Drachten</td>
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<td>Mr. S. Bruin</td>
<td>Norvell Jefferson</td>
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<td>Mr. B. Cameron</td>
<td>Historic Scotland</td>
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<td>Mr. L.J. D’Amore</td>
<td>IIPT</td>
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<td>Mr. A.T. van Eijk</td>
<td>Travel Counsellors Nederland BV</td>
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<td>Mr. R. Ermers</td>
<td>SRC Cultuurvakanties</td>
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<td>Mr. J.K. Janssen</td>
<td>Fonds DuurSaam</td>
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<tr>
<td>Mr. T. Hartog</td>
<td>Aktiva Tours</td>
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<tr>
<td>Ms. R. Jonkeren</td>
<td>Holland Casino</td>
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1.3 Programme Management

Head of School
Dr. Falco de Klerk Wolters is the Head of School of Leisure & Tourism and is responsible to the Stenden university Board of Governors for the management of the Leisure Management and International Tourism Management programmes, two Master programmes and five Lectors.

Dean
The Dean of International Tourism Management is responsible to the Head of School for the development, operational management and academic quality of the ITM programmes. This post is currently filled by Dr. Falco de Klerk Wolters, in addition to his Head of School function. A new Dean is expected to be appointed.

Team Leader
Supporting the Dean in the operational management of ITM is the Team Leader. Dr. Kenneth Miller is the ITM Team Leader.

Secretariat
The secretariat fulfils an important supporting role for the management, management support staff, co-ordinators and lecturers. The secretariat is composed of the following positions:

- Executive secretary: Ms Christina Pafforaad
- ITM Secretary: Ms. Petra Verhoeven
- Administrative support: Ms. Gerda Kloosterman (also Secretary to the Exam Committee)

Management Support Staff
The programme is supported by the Educational Support Office (ESO) through staff advising on the policy to be developed; they also develop instruments that are of importance to the programme and they supervise the execution of the agreed policy. Besides that they maintain contact with the corporate office and colleagues from other programmes and services, and they take part in Stenden university-wide projects.

Quality Control
Care for good quality education is an important issue within International Tourism Management, and students’ opinions, experiences and ideas are seen as important indicators of quality and satisfaction. Students are encouraged to play an active role in the quality control mechanisms of the programme, managed through a number of formal committees dedicated to different aspects of the ITM programme. External quality evaluation is also important. In addition to formal governmental inspection, our institute has also been acknowledged by ANVR (The Netherlands Federation of Travel Companies). An overview of the formal structures supporting ITM quality control is provided below:

Examinations Committee (Examencommissie)
This is the most important committee with executive power over the structure, content and delivery of the ITM programme. The Exam Committee meets every second week to ensure that all aspects of the educational programmes are conducted according to Stenden university, formerly CHN, statutes and regulations. Any extraordinary issues, circumstances and requests are considered by the Exam Committee (see chapter 2 for further details).
Admissions Committee
Meets regularly to consider applications from prospective students, evaluate applications for accreditation of prior learning and to ensure entry standards are maintained. See chapter 2, admission policy.

Heads of School and Deans meetings
The Heads of School and Deans of all Stenden university study programmes have regular meetings to ensure that issues common to more than one school or programme are fully discussed, agreed and any problems are overcome.

Education Committee*
Consisting of representatives from students and teaching staff, the committee meets regularly to discuss educational developments and to advise management on a variety of issues relating to educational policy, programme content, student experiences of the programme and possible new developments. The Education Committee also has the function of a ‘Deelraad’, with a remit to consider the activities of the programme and to act both as a consultative body and as an advisory board on a range of issues, as stipulated in Stenden university regulations. If you would like to serve on the Education Committee and get an extra credit for it, please see Mr. K. Gridnevskiy (Room 3.17).

Curriculum Committee
The committee comprises staff from International Tourism Management and meets as required to review module blueprints, module materials in preparation, and to provide advice on appropriateness, suitability, content, discipline coverage, educational level and relationship with other modules, in the development of the curricula.

Quality Committee
This is a joint Leisure Management and International Tourism Management body which meets on an ad hoc basis to review quality issues affecting both programmes in the School of Leisure & Tourism. The intention is to ensure that programmes maintain balance and comparability in content and policy developments.

Test Committee
The Test Committee meets routinely to evaluate the questions prepared for use in the Progress Test, module tests and module assignments to ensure fairness, objectivity, readability, relevance, and originality. It is also engaged in reviewing assessment policy and the administration of testing and assessments in International Tourism Management.

Dissertation Moderation Committee
As part of the procedure to assure the quality of the Bachelor dissertation, ITM has installed a Dissertation Moderation Committee. The tasks of the DMC are checking the quality of the dissertations based on a standard form, checking the quality of the dissertation assessment procedure of the assessors, giving feedback on the assessors and reporting to the management and Exam Committee on the results of the moderation. The DMC is chaired by the internship coordinator and the team, comprising 3 to 5 members, each have a PhD and relevant academic experience. The DMC meets 2 or 3 times a year. Minutes and findings are placed in the Internship/dissertation file in the ITM quality cabinet.

Team meetings
Once every three weeks all members of staff of International Tourism Management meet to exchange information and ideas on important issues, including student concerns, motivation, experiences, etc.

Module Tutor meetings
Each week all members of staff currently engage in the delivery of a module meet to exchange information and agree on delivery of the module.

Communities of Practice Year 1 and Year 2
These regular meetings comprise the four Module Co-ordinators of a study year, and those involved in co-ordinating those other elements (English, Management Skills, Foreign Languages, Research,
etc.) that make up the study year. Discussions revolve on establishing best practice, shared approaches to module delivery, creating appropriate build, cohesion and sequencing in the educational experience.

**Module Planning and Expertise Groups**
Teams drawn from a range of backgrounds to plan and develop new modules, or to update existing modules. Students participate actively in terms of gathering information, advising on content, style, coherence, suitability, etc. and other duties as required.

**Students’ Council (StuRa)**
The Students’ Council of International Tourism Management (StuRa-ITM) is an official organ of International Tourism Management. It promotes both individual and collective interests of all ITM students. The Council consists of student members from each study year. The members of StuRa-ITM meet weekly and have a meeting with the Dean at least once per module. Furthermore, each StuRa-ITM member is a member or contact person of various committees and/or work groups of the organisation. The students themselves are the information source for the StuRa-ITM. Students may contact the StuRa-ITM with problems, suggestions and questions.
StuRa has its own post box and Email: STURATM@stenden.com They also have a site on ELO.

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**Hello ITM students!**

**Who are we?**
We are the “Students’ Council”, a representative body of all International Tourism Management students at Stenden university Leeuwarden. Currently we have ten members and are students from the first, second and third year.

**What do we do?**
We are the link between students and Stenden staff and management. Our objective is to solve course related problems in order to improve the TM program, its organization, the internal communication and study atmosphere. Therefore we rely on feedback and experiences of all parties involved.

We are your voice!

**Where are we?**
We have a small office just behind the language center. It is located in room 0.14.

**How to contact us?**
There are several ways to contact us. Our e-mail is sturatm@stenden.com, furthermore we have an own site on Blackboard and newly introduced this year is our own Facebook site and office hours every Tuesday and Thursday from 1am to 2pm. Of course you can approach us when you see us around at Stenden university.

**Module evaluation**
During each module, the students together with the tutor evaluate the process in the PBL group after each PBL session. Mid-term evaluations have recently been introduced to check quality while the module is running. In addition, each PBL group provides critical evaluation after completion of the module through an online questionnaire. Completion of these evaluations is very important as they provide key information about quality and development of modules.

Students are appointed as student-evaluator for new modules and modules that need revision. Panel discussions with students and presided by the module co-ordinator complete the module evaluation cycle.

**PDCA Cycle**
All procedures in ITM are subject to the Plan-Do-Check-Act (PDCA) cycle to safeguard quality. The normal cycle relating to a module, for example, is: module runs =>module is evaluated via a
standardised evaluation questionnaire => the module revision proposal based on the evaluation (and the evaluation of the module as it ran in Qatar) is discussed in the Curriculum Committee, then may be approved by management => the module runs again in its revised form, and so on.

**Other evaluations and discrete studies***
Students will encounter various other evaluation instruments: the start questionnaire about their training expectations, the exit questionnaire when a student leaves school prematurely, year panel discussions, the placement questionnaire about their industrial placement, placement coaching and dissertation, and the graduate questionnaire about the position our students find after their training and their post training opinion about our school. We expect the students to complete the questionnaires in a serious way as to provide us with as much information as possible about ways to improve our education.

N.B. Bodies marked with * require the participation of student members. See chapter 2 for further details paragraph Institute Activities.

**Who’s Who in International Tourism Management**
Head of School of Leisure & Tourism & ITM Dean: Dr. Falco de Klerk Wolters
ITM Team Leader: Dr. K. Miller
Executive Secretary: Ms. C. Pafforaad
ITM Secretary: Ms P. Verhoeven
ITM Placements Secretary: Ms. P. Verhoeven
Chairman of the Exam Committee: Mr. A. Schilder
Secretary of the Exam Committee: Mr. M. Haanstra
Co-ordinator ITM Internationalisation: Ms. M. v.d. Leij
President ITM Student Council (StuRa): Ms. H. Kaufmann
Co-ordinator Student Affairs: Ms. A. Boonstra
Co-ordinator Study Coaching: Ms. A. Heyn Papousek
Co-ordinator ITM Site Programmes: Ms. B. Nitsch
Co-ordinator Beroepskolom MBO/HBO: Mr. G. Van Houte
International Exchanges Co-ordinators: Ms. C. Lap & Mr. M. Glotz
Industrial Placements Co-ordinator: Mr. P. Nonhof
ITM Study Start Week Co-ordinator: Ms. M. Boven
Co-ordinator Buddy Programme: Ms. M. Gluth
Co-ordinators Fieldwork & Excursions: Mr. H. Dekker and Ms. M. Gluth
Chair Education Committee: Mr. K. Gridnevskiy
Chair Curriculum Committee: Dr. K. Miller
Chair Test Committee: Dr. K. Miller
Co-ordinator ITM Alumni Relations: Mr. R. Hekman
Administrator Institute Activities: Mr. C. van der Ham
Co-ordinator PR & Communications: Mr. G. van Houte
Co-ordinator Exit Interviews: Mr. G. van Houte
Co-ordinator Short-track Programmes: Ms. M. v.d. Leij
Co-ordinator English: Mr. K. Gridnevskiy
Co-ordinator Management Skills: Mr. P. Singleton
Co-ordinator Foreign Languages: Ms. C. Pratley
ITM Planning & Logistics Co-ordinator: Ms. M. Böckenhauer
Co-ordinator ITM COPs: Ms. C. Pratley
ITM Co-ordinator Research: Ms. H. Kadijk
ITM Progress Test Administrator: Ms. S. Seidel
ITM Digital Portal Administrator: Mr. B. Folkertsma
Minor & Module Co-ordinators: See Module Summaries

Please refer to Blackboard for a full list of ITM staff email addresses and telephone numbers.

**1.4. Stenden university’s Vision on Learning and Education**
Stenden university (formerly CHN) uses Problem Based Learning (PBL) in its courses. This educational approach focuses on the learning process and requires an active study attitude from the
students. Here, learning is thought to be a process of actively acquiring and processing information that changes the behaviour of the student in a relatively irrevocable way. Besides being of a cognitive nature, that information may be of an affective or psychometric nature. Thus, PBL is based upon the view that learning is the processing of information. The primary motives for this are: The responsibility of the individual student for what and how he/she learns, and an educational system that causes students to study in a more active way is in general more motivating than a system that does not do that.

A changed attitude towards studying: this attitude may lead to a greater extent to self-activity and personal responsibility. Students, who have learned that their knowledge may fail when confronted with problems, are motivated to keep up the standards of their knowledge and skills. It is important to remain capable of coping with problems they (may) meet in their (future) professional situation. In this meaning, self-activity and personal responsibility during their study also form a condition of the need for lifelong learning. Secondary motives include:

Social motive (working on PBL tasks in small study groups stimulates co-operation); Educational-didactic motive: the PBL method ‘forces’ students to adapt a certain working rhythm, in contrast with e.g. the lecture-examination-system; Educational contents and methodical motive: the PBL educational approach (a) promotes better learning by using a sensibly chosen problem as a starting point, (b) promotes integration of various disciplines, and, next to acquiring knowledge and skills, also promotes training to use these.

**Didactic principles**

An educational institution willing to give a didactic form to the above views on the relationship between education and the field, future developments, and learning and teaching, should be aware of the tension that exists between the freedoms of the PBL group on the one hand, and the need for uniform end terms for all students on the other hand. Group education works well only if personal responsibility and initiative of the students is stimulated and respected. PBL groups deal extensively with subjects such as co-operation, learning how to formulate learning goals, solve problems, and make decisions.

From a didactic point of view, the above is expressed in the educational objectives. The objectives describe what problem definitions students should work towards during the educational process. The primary conditions below are considered when organising educational learning situations:

1. Activation of prior knowledge: This condition refers to the (expected) start position of students;
2. Relation to the field, by offering students a context that resembles the future professional practice as much as possible;
3. Active participation and application of knowledge by the students.

These three conditions are expressed in the educational learning arrangement resulting from the problem-based approach. Learning by the use of a problem can improve didactics in that it stimulates students to discuss what they have studied and apply their knowledge in a realistic way. Problem based education recognises and emphasises the interactive aspects of learning. A well-formed learning arrangement, therefore, contains tasks and assignments to be worked on by the PBL group, or sub-groups, and during interactive didactic methods such as workshops and tutorials.

As to the third condition, the use of problem based learning means that the process of learning is enhanced, as the analysing of the problem and the acquisition of knowledge take place systematically and through settled procedures.

Other, secondary, conditions essential for a successful problem based learning process concern:

1. The knowledge a student has about PBL before he/she starts a study with this concept;
2. The skills of the student for co-operation with other students in a PBL group with an alternating chair(wo)manship;
3. The social and communicative abilities of the tutor(s);
4. The mutual co-operation of teachers: Teachers need to agree about the problems constructed, the realisation of the task, and the assessment method of study results and programs.
5. These conditions are also essential for a successful problem based learning process.
In the first year Problem Based Learning (PBL) is based on the seven steps method. This method is used to train students in various analysis methods as brainstorm, mind map, etc. The students learn also to report their findings in their own words.

In the second year, the complexity of the tasks (cases) will increase and CBL (case based learning) will be used to train students in developing an inquiry habit of mind by framing questions, searching and selecting data, presenting findings and using the five steps method of CBL to solve cases with a bigger complexity. Evaluation and reflection on learning process play an essential part in the learning process.

**Role and responsibility of the students**

Students play an active part in the International Tourism Management education; not only because they have to acquire and process information on a highly independent and active basis in PBL, but also because they are continuously challenged to reflect on the learning and group process they have experienced. Furthermore, we ask our students frequently to contribute to the development and evaluation of our education for direct and indirect quality improvement. The form of the practical education and the organisation of our student coaching system stimulate our students to reflect increasingly on their personal attitude, skills and future choice of career.

**Role and responsibility of the teachers**

Our choice for problem based learning results in an essentially different role for our teachers. In problem based learning, much more so than in traditional instructive teaching where a teacher’s main task is to transfer knowledge, teachers may be seen as managers of educational processes. Consequently, their activities consist of the four classic management functions:

1. Together with colleagues they determine the goals of the educational programme within the frame of the programme's established (college specific) end terms;
2. They plan the students’ learning activities according to the concept of problem based learning;
3. During realisation of the educational programme, they stimulate and control as study coaches whether their students perform an adequate part of learning activities;
4. They check periodically if the set objectives have been reached in a satisfactory way.

This all makes a great demand on the willingness of teachers to co-operate, specifically during development, realisation and evaluation of the educational programme.

In a context of problem based learning, five “parts” are often mentioned that help teachers to realise their tasks while working with students in PBL groups. Teachers are designers of problems, stimulators, process controllers, assessors and subject specialists.

**Practicability**

It is our aim to design and keep the programme as consumable as possible. During all evaluations, we check whether pass rates are reasonable and whether the average number of study hours corresponds to our statement. Periodic practicability discussions between students and teachers concerned, and student representatives and co-ordinators also result in better insight in the various aspects of practicability.

A higher professional training demands student self-reliance to a great extent. This means e.g. that students should be disciplined enough to plan their time rationally. Independence, dedication, and planning are as necessary for progress, as is intelligence. Furthermore, study of specialist literature and working with people are as important as a good preparation for practice. A proper study planning and an appropriate pre-education will leave you time, next to your study, for hobbies and other activities.

**Principles of organisation and structure of the education**

The aim of the International Tourism Management programme is to educate young people to perform as enterprising professionals with an international orientation in tourism companies and institutions. Our aim is to create opportunities for students to develop not only the necessary knowledge but also the necessary skills to be able to perform effectively in the ‘real world’. International Tourism Management realises the form and contents of Stenden university’s mission.
Service
The service orientation of our university facilitates young people to become managers who empathise with their clients and do their work with an actively helpful attitude. Students actively contribute to our relation with the field through the industrial placement and through participation in projects with tourism-related organisations.

Knowledge, Skills and Attitude
ITM’s Course Document set down ambitious targets for the curriculum, in line with the national Competency Profile for Tourism Management, in which the development of competencies would be achieved through developing not only the knowledge of the industry required by a tourism manager but also through developing an appropriate suite of managerial, communicative and professional skills and an appropriate professional attitude to study, work and interaction with others. The programme seeks to maintain an optimal balance in the development of these essential requirements.

1.5. International Tourism Management Variants
International Tourism Management is offered only as a full-time programme, entirely in English. There are Short Track (TMST) entry routes for eligible students who apply for it. There are two entry streams per year: September and February. Additionally, the full BBA Tourism management is offered at Stenden university Qatar and an Associate Degree programme, in Dutch, is offered at the Stenden campus in Emmen.

1.6. BBA Tourism Management Programme Content
The programme is designed to prepare students to work in entry level management roles in the international tourism industry. The aim is to develop professional knowledge, skills and attitude to levels which make the graduate employable. Close familiarity with trends and developments in the international tourism industry, and experience of practical issues are seen to be central to achieving this. The programme comprises a series of inter-disciplinary, thematically centred modules which seek to realise these ambitions.

Developments within International Tourism Management
International Tourism Management is developing rapidly, as is Stenden university, formerly CHN, and the international education market. A revised national Occupational and Educational Profile for Tourism Managers was published in 2009 to ensure that the needs of the tourism industry continue to be met by the TM programmes in The Netherlands. This prompted a comprehensive review of content of the ITM programme and a series of revisions, so that it continues to maximise its academic potential and its industry relevance. This new programme was launched in September 2010. This year we look forward to the launch of a new ITM communications portal which should bring together many existing streams of information to a more centralised and user-friendly format and will be driven by the content of the programme and have links to the wider professional community.
Overview of the ITM programme

Each phase of the programme is given a specified theme to aid orientation, guide expectations and develop perspective. For most first year students, the tourism industry is an uncharted area which they need to discover. The exploration of the vastness and complexity of the industry continues in the second year. The 3rd year enables students to choose minors reflecting their personal interest in order to specialize or broaden their horizon and integrate the various knowledge, skill and attitude elements in the challenge of Strategic Management and the Tourism Research Project. In the 4th year, students apply all that they have learned in a safe and controlled environment in order to make their first steps in the industry and affirm their professional competencies. Thus,

Year 1 represents discovering an unchartered area and defining direction;
Year 2 represents dealing with complexity and delineating a proper direction;
Year 3 represents integrating skills, attitudes and knowledge into analysing challenges;
Year 4 represents affirming professional competencies within the industry.

Core Values
The two core values of the new ITM curriculum are Sustainability and Professionalism.

YEAR 1
Within the Foundation (Discovery) phase, students start with a general introduction that offers a broad overview of the most significant issues involved in the tourism industry. The phase is characterised by understanding the nature, role and relationship between the Markets, Organisations and Resources that are involved in the tourism industry. The dynamics that exist between these entities may be expressed as Value (an exchange of value takes place between an organisation and a market), Commodification (the relationship between tourism organisations and resources) and Product (the basis relationships forged between markets and resources).
For the student, the first year is an orientation year, both to the tourism industry and to general service/experience management concepts. The student will also develop personal and professional skills (PPD), including cultural intelligence skills, and professional communication skills, English language skills, computer skills and research skills. The orientation includes understanding the place of tourism in relation to hospitality, leisure and other service industries.

The student acquires an overview of tourist activities in the module *Introducing the Tourism Profession, Organisations and Personnel 1* is a foundation module in management and *Tourism Marketing* provides a detailed introduction to understanding tourists. *The Tourism Product* provides some in-depth attention to destinations. Together, the modules build a sound basis for understanding tourism as a system. The first year of the tourism program provides the student with an understanding of:

- tourism and its relationships with other industries.
- a selection of activity units that are interrelated and form a tourism system.
- many important actors in the activity field, both on a national and an international level
- the single most important actor: the tourist
- important factors influencing the activity field and the actors in it.

An extended field trip is included in the fourth module of the year that allows the student to apply the knowledge acquired throughout the year in a realistic industry development context.
YEAR 2

Within the 2nd (Exploration) year, students explore the core of the tourism industry and the complexities in balancing people, planet and profit. As students learn to balance these elements effectively, they learn to understand the specific characteristics and complexities of the elements they are working with. In the central field between the three elements, the products are realized combining and shaping these elements as resources, and creating industry-relevant professional products, structures and systems.

After completing the second year programme, the student is able to:
- function at the operational level in a tourism organization.
- lead employees in a tourism organisation on an everyday basis (tactical level).
- judge the outcome of the actions of himself and the organisation and make the necessary adaptations (tactical level)
- Display a detailed understanding of natural and cultural resources
- Develop marketing initiatives that link customer needs with organizational goals
- Create product combinations appropriate for a variety of tourist market needs.
**Rationale of 2nd year**

The balance between people and profit is the management of human resources which forms the focus of the first module of the 2nd year: *Organisations & Personnel 2*. Within a service based industry, human resource plays a dominant role in value creation. The balance between planet and profit is the focus of the module *Tourism Resource Development*. Balancing people and planet and how to bring those two together is discussed in the module *Destinations Marketing*. Giving insight into the operationalisation of tourism products and how the three elements are balanced is the focus of the module *Tourism Industry Operations Management*.

**2nd year Modules**

**YEAR 3**

The Specialisation / Integration phase draws together the elements already covered in the previous two years and challenges the students to synthesise their knowledge, skills and attitude and to produce coherent, professional solutions. It requires students to demonstrate their command and fluency of management skills and their leadership potential.
Rationale of 3rd year

The third year has a dual character. Half of it makes up part of the compulsory program; the remainder is an optional program, comprising minors, Grand Tour or International Exchange programme.

In the compulsory part of the third year program, the students develop strategic vision and test their effectiveness in a strategically oriented management game. Students must learn to integrate their knowledge, skills and attitude and project these towards the creation of a specialism.

In the Tourism Resource Centre students work on a variety of practical tasks, allowing greater exposure to experiencing the real business world in order to help develop their own business skills and competencies.

After successfully completing the compulsory part of the third year, the student

- Has developed skills and knowledge in strategic marketing
- Has developed strategic management skills
- Has developed and demonstrated project management and research skills
- Is ready to start the Industrial Placement
- Is ready to tackle the Dissertation.
3rd year Modules

Minors
The minors are seen as a key component in the strategic profiling of the ITM curriculum. Minors provide a basis for professional specialisation, broadening or deepening knowledge and skills in chosen areas of tourism, and a basis for attaining ITM objectives regarding Internationalisation of the programme and industry-based competencies. Furthermore, the range of minors offered by ITM are grounded in three strategically important aspects of tourism, with each minor corresponding with the work of Stenden lecturers and the People, Planet, Profit profile of the curriculum. This provides academic rigor and a balanced scope within the curriculum. It also optimises ITM’s contribution to, and potential from, the Grand Tour.

Year 4

Year 4 comprises two elements: the Industrial Placement and the Dissertation. Although professionalization is implicit in every phase of the curriculum, it is in the fourth year where students affirm their professional status and test the strengths of their managerial competencies and reflect on the next phase of their personal and professional development.

1.7. Educational Structure
Our educational programme is characterised by a problem based, modular, interdisciplinary and thematic structure. Within this structure, the teacher acts as an education facilitator and stimulates the students to develop their own learning style and learning path. The student remains in the ‘driving seat’ and must, more or less independently, search for the required knowledge and skills required for solving the problem, after analysing a given situation.

The programme consists of:
- A general component with the integration of working fields as its central item;
- An in depth study of Tourism Management;
- A selective programme offering choices for broader orientation or further specialisation.
- English as the principal language of instruction

Module themes are chosen that offer a good opportunity for an interdisciplinary organisation of the modules. The thread to follow is routed “from operational to strategic”. In the Foundation Phase (first year), attention is directed to elementary knowledge and understanding of tourism, management and service in general and forms the basis upon which the following years are built.
Within this phase, most attention is drawn to the operational aspects of the industry. In the Post-Foundation Phases (2nd - 4th year), the focus shifts from tactical to strategic management. Throughout this, however, a sensible balance between management and tourism and between knowledge and skills is maintained.

The programme has a variety of didactic working methods: meetings of the PBL group, lectures, interactive working methods, and module assignments in smaller groups during a module. This variety allows different skills and learning methods to develop and also improves motivation.

The PBL sessions deal with tasks or cases in which problems, based on industrial relevance, are analysed, discussed and solved. The various lectures support the primary PBL process and provide greater clarity on certain themes within the modules. Interactive working methods include workshops on Business Economics, Research, Management Skills, Modern Foreign Languages, and Computer Science. The teacher's main part during interactive working methods consists of giving instructions and feedback.

Each module is delivered through a Module Book which guides the series of PBL/CBL sessions and workshops and is supported by a series of lectures and an online communication and information platform where literature, instructions and clarifications are routinely published. The points structure which forms the spine of each module is administered through the “Progress” system. It is important that students assist in the management of their points administration by regularly checking for updates, chasing up missing points and making print outs of their points overview as a backup to the electronic system.

1.8. Assessment
ITM employs a range of assessment forms in order to fulfil its ambitions with respect to the Competency Profile and in developing students' professional knowledge, skills and attitude. Within modules, assessment normally takes the form of a group developing a professional product – the creation of something that might be required in the industry (management plan, marketing plan, inventory, etc.), also presentations, role-plays, etc. A module assignment is an assignment extracted from the main module theme and is completed by small groups of students (typically 4 or 5). Module assignments vary considerably in form, or may comprise various forms, ranging from written reports to oral presentations to leading a tour. The emphasis is on students working on authentic industry specific professional products as a demonstration of professional competence. These products constitute a portfolio of skills for each student. Some aspects of the programme have their own tests (Business Economics, English, Foreign Languages, etc.), but the main assessment of knowledge is achieved through the Progress Tests, in each year of the programme, which assess the stipulated professional knowledge at end level. The Graduation Phase assessments comprise a comprehensive competence assessment by the placement company and through the BBA dissertation, which demonstrates the individual's level of academic / research competence.

1.9. Practical Experience
The programme tries to incorporate as much practical experiences as possible, and is seeking to develop this in the coming years. Practical skills development is facilitated through management skills workshops, and field work. Here, various assignments reflecting the content of module(s) form essential parts for excursions to determined destinations such as Southern France, Bruges or Brussels, Spain and Friesland. Therefore, fieldtrips are compulsory, and participation can only be withdrawn under special circumstances (refer to § 2A.10). Estimated costs are published each year and updates are provided throughout the preparation period prior to going. In some cases, transportation and accommodation is arranged for the students, but in other cases, some aspects such as these have to be arranged by the students themselves.

During the industrial placement in the Graduation Phase, and through work on projects in the Tourism Resource Centre the students will complete their practical skills. The latter represents the learning company of ITM. Students and their instructors are involved as much as possible with external clients when carrying out projects.
1.10. The ITM Educational Experience
ITM aims to provide all students with a robust, relevant and challenging experience which not only develops their academic skills but also prepares them for work in the tourism industry. It seeks to deliver opportunities to experience an international and intercultural environment, to provide genuine insight into industry issues, problems and processes, and to work under conditions which provide a realistic preparation for professional life – in terms of workload, facilities, challenge, group work, intercultural challenge, self-reflection, professional competence and scope for developing leadership and professional responsibility.

1.11. Study Support
Support for individual students is provided through a range of structural facilities. Each student has a Study Coach whom they meet regularly to discuss personal professional development and any problems that may hinder progress. In the final year, each student has a placement supervisor and/or dissertation supervisor for individual support through the graduation phase of the programme. For students who have serious difficulties or require more specialised forms of support, the Student Counselling service is always available.
IMPORTANT ISSUES

1. Illness:
Inform the school 2nd Floor Front Desk before 10.00 in the morning by telephone (058) 244 1335. See also chapter 4, paragraph report of sickness and special circumstances

2. Moving to another address:
Change your data in StudieLink

3. Change your email address or Mobile number:
Inform your Study Coach and change your data on StudieLink

4. General Questions
Address your Study Coach.

5. Complaints:
Address your Study Coach, module co-ordinator, StuRa, or management.

6. Points missing:
Address the co-ordinator of the module. You can also take up such issues with your Study Coach.

7. Personal Identification before the module / progress test:
To be able to attend a module test, you should be able to identify yourself with your student ID card (with picture). You have to put it on the table, where it is visible for the observers. If you forgot your student ID-card, you can only attend the module test if you can identify yourself with another ID card, e.g. passport or OV-card. For further details see Stenden university Education and Examination Regulations (below) and Stenden university Student Regulations Part 1.

8. Signing in for modules and tests
All students are personally responsible for signing themselves into modules/ minors and, additionally, for the module tests. Signing-in is done electronically via Progress WWW and can be done only during specified periods of time. Students are responsible for keeping themselves informed of when they should sign in for modules and tests. Failure to sign in for modules may cause problems with your study planning. Failure to sign up for a test will mean that you cannot sit the test. The same regulation applies to resits.

9. Professional Conduct
When on fieldwork, excursions or when guests visit the programme, students are asked to be appropriately dressed. Although no formal dress code is applied, students should dress more smartly than might usually be at Stenden university. It is a matter of courtesy and a reflection of professional attitude that students should make an effort to be appropriate ambassadors of the ITM programme.

10. ITM Emergency Plan
As the programme places an increasing number of trainees in many countries around the world, and the fact that field trips play an important role in each year of the programme, International Tourism Management has drawn up an emergency action plan in order to be prepared for the professional and effective handling of crises. The plan considers such situations as Serious illness, injury or death; Missing student, Emotional or psychological stress that appears to require removal from the situation or professional attention; Being the victim of a crime (theft, assault, rape, harassment), or being accused of committing a crime; situations of serious concern (terrorist attack, political uprising or natural disaster), Epidemic, and Death or illness of a family member. Full details of the plan are available on Bello.

The ITM Emergency team comprises the Dean ITM, ITM Industrial Placement Co-ordinator (Peter Nonhof) or Fieldtrip and Excursions Co-ordinators (Manuela Gluth & Hans Dekker), ITM Team Leader), Placement Supervisor, Personal coach(es) of victim(s), supported by the members of the ITM Placement Office.
2 Education and Examination Regulations for International Tourism Management

2A.1 Description of the Profession
The tourism industry is a very large amalgam of very different private enterprises, government organisations (at all levels) and many non-governmental organisations. Some would challenge whether the tourism industry, as such, actually exists – as it is argued that it is just a composite of many other industries (airlines, cruise lines, tour operators, etc). Indeed, many organisations are involved in tourism only as a consequence of its relationship with their core interests and activities, and not necessarily by design. What this means to the Tourism Management graduate, however, is that the need for tourism specialised professionals continues to grow throughout many branches of industry, government and society, and on an increasingly international level. The International Tourism Management programme corresponds to all this in the curriculum it offers and seeks to provide opportunities for each student to locate a particular specialisation or direction within this patchwork of options, in addition to delivering the global essentials of the tourism manager. ITM has chosen to champion the development of sustainable tourism, with its Triple-P basis, whereby the needs of enterprise, environment and community are kept in balance.

As a tourism manager, careers can be found among several types of businesses and organisations, including:

- Tour Operators
- Travel Agencies
- Transport Companies
- Accommodation providers
- Tourism Information Centres
- Research Training and Consultancy Companies
- Government Bodies

Examples of positions held by ITM alumni include:

TUI, Product Manager
Zoover, Account Manager
Sensead Travel Promotions, Commercial Director
De Rotterdam BV, Marketing Officer
Landal Het land van Bartje, Manager Front Office
Amway Ltd, Assistant Director
United Aviation, Gulf Services Group, Assistant Vice President
Deutsche Lufthansa AG, Dispatcher
City of Altötting, Assistant head of department

2A.2 Education Policy

Description of education
International Tourism Management (ITM) offers a full-time, four-year course of “Tourism Management”. The course aims to produce graduates capable of attaining management positions in tourism organisations.

Graduates are awarded the Bachelor of Business Administration degree in International Tourism Management.

The course has been registered in the Centraal Register Opleidingen Hoger Onderwijs (CROHO, Central Register of Schools for Higher Education) under number 34410 full-time.

Domain Bachelor in Business Administration (BBA)
The programme develops students to the level of Bachelor in Business Administration. In the light of the stipulations of the nationally defined Domain Competencies, graduates of Stenden university BBA in International Tourism Management must have achieved their qualification through satisfactorily developing capabilities that meet all of the listed core challenges:

1. Broad Professionalism: the students can demonstrate confidence and capability with applying and integrating current information with current (scientific) knowledge, insight, concepts and research output towards the international development of the professional field of tourism, and ultimately
be prepared for independent completion of professional tasks, be capable of functioning within an industry organisation, and capable of steering their own professional career development within the needs of the industry.

2. **Multidisciplinary Integration**: the integration of knowledge, insight, attitude and values (from various relevant disciplines), from which a professionally relevant perspective can develop and be applied.

3. **(Scientific) Application**: the application of relevant, available scientific insights, theories, concepts and research results to overcome the sort of problems that may be confronted by a graduate working in their specified professional field.

4. **Transferability and Broad Applicability**: the ability to demonstrate application of knowledge, insight and values in a wide variety of professionally defined situations.

5. **Creativity and Complexity**: the ability to adapt flexibly and appropriately to meet unexpected professional problems that cannot be addressed by standard responses.

6. **Problem-solving oriented work**: the independent definition of problems and analysis of complex situations in the professional field as the focus for the integration and application of relevant knowledge and (theoretical) insight, the development and application of appropriate (new) solutions and strategies to overcome problems, and the ability to manage these effectively.

7. **Methodical / Analytical and reflective thought processes**: setting realistic goals, planning and developing a planning-based approach to work, and being reflective of professional activity and conduct, on the basis of the collation and analysis of relevant facts from information sources.

8. **Social and Communicative Competencies**: being proactively communicative within teamwork activities, socially and communicatively competent within a multicultural, international and multidisciplinary environment, towards effective participation in a professional organisation.

9. **Basic qualities for executing management functions**: the competence to tackle relatively simple leadership and management tasks, reflective of the level at which the students could expect to enter the professional workforce.

10. **Social responsibility**: demonstrating broader understanding of management responsibility with reference to ethics, norms and social accountability, together with ability to integrate this with knowledge and in the executing of (future) professional tasks.

**Educational profiles**

Courses in the Higher Economic Education sector of Higher Professional Education should be clearly identifiable, for both students and future work field. That is the reason why the Institutes for Higher Professional Education that offer similar courses have written common Educational Profiles. These educational profiles consist of a professional profile which gives a description of the professional or core tasks of the professional worker, and a study subject profile in which the professional tasks have been translated into end terms. End terms describe the knowledge, insight, skills, and professional attitude students should have acquired at the end of their studies as to be adequately prepared for the profession(s) they have been trained to perform. Therefore, end terms are directional for the way the educational programme is to be organised.

The International Tourism Management programme is structured around the Occupational & Educational Profile for the Tourism Manager. This is a nationally agreed basis for all International Tourism Management programmes within The Netherlands and creates a basic framework of competencies required by the tourism industry. The curriculum is developed to meet these requirements, with all aspects of the programme being related to achieving one or more of these competencies. Each module book shows which competencies are addressed in that module, and shows how these requirements are transposed into module objectives (centred on core problems or themes) and then into the cases or tasks. These are also reflected in the assessments in which students must demonstrate their mastery of these competencies. The full list of competencies is shown below.
Professional Competencies

The intended learning outcomes or end competencies are based on the Professional Competency Profile of a Tourism Manager. The Professional Competency Profile was published in 2009, developed by experts and representatives of the professional field. The table below offers a translation of the old 21 competencies to the new profile. The new profile consists of six BBA competences, one competence from the Bachelor of Commerce profile, two generic Higher Education competences and one specific Tourism Management competence of balancing People, Planet and Profit.

<table>
<thead>
<tr>
<th>Tourism Management (BBA) 2004</th>
<th>Tourism Management (BBA) 2009</th>
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</thead>
<tbody>
<tr>
<td>2.2 The planning and organisation of tourist products and services</td>
<td>HBO domain competencies Bachelor of Business Administration</td>
</tr>
<tr>
<td>3.5. Develop income (acquisitions/projects)</td>
<td>1. Development of a vision on changes and trends in the external environment and developing relationships, networks and chains.</td>
</tr>
<tr>
<td>5.1. Maintain external relationships</td>
<td>2. Analysing policy problems and translating these in policy objectives and alternatives, and preparing for decision-making.</td>
</tr>
<tr>
<td>3.2. Write a policy plan</td>
<td>5. Analysis of the financial and legal aspects, internal processes and the company’s or organisation’s environment in order to strengthen connection and interaction.</td>
</tr>
<tr>
<td>4.1. Responsible actions (reporting)</td>
<td>6. Development, implementation and evaluation of the change process.</td>
</tr>
<tr>
<td>4.3. Leadership (coaching)</td>
<td>HBO domain competencies Generic</td>
</tr>
<tr>
<td>3.3. Direct production processes</td>
<td>7. Social and communicative competence (interpersonal and within the organisation)</td>
</tr>
<tr>
<td>3.4. Promote quality</td>
<td>8. Self Management (self steering competency)</td>
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<tr>
<td>3.1. Perform Financial Management</td>
<td>Tourism Management specific competency</td>
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<tr>
<td>3.6. Manage projects</td>
<td>9. Balancing between People, Planet and Profit</td>
</tr>
<tr>
<td>2.3 Working with information and communication technology (ICT)</td>
<td>HBO domain competencies Economic</td>
</tr>
<tr>
<td>4.2. Function as a team player</td>
<td>10. Initiating, creating and marketing of products and services</td>
</tr>
<tr>
<td>6.1. Steer personal development</td>
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<tr>
<td>6.2. Reflective</td>
<td></td>
</tr>
<tr>
<td>7.1. Build knowledge</td>
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</tr>
<tr>
<td>7.2. Analyse information</td>
<td></td>
</tr>
<tr>
<td>1.1. The co-ordination and provision of service</td>
<td></td>
</tr>
<tr>
<td>1.2. Selling tourism products and services</td>
<td></td>
</tr>
<tr>
<td>2.1. The development of tourist products and services (make or buy)</td>
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</table>
**View on the relation between education and industry**

Within International Tourism Management, much attention is paid to practical and usable knowledge and skills needed in the field. In addition to knowledge of the field, the professional should have the capacity to think and act in both an analytical and problem solving way. Furthermore, non-cognitive factors play an important part, such as perseverance, teamwork, creativity, willingness to set to work, and capacity to reflect upon one’s own skills and professional attitude. Schools need to pay attention to such factors. Therefore, a problem and practice aimed approach is necessary, with objectives and study contents based upon the future professional performance.

**View on future developments**

Important developments observed in the various fields are quality care in the field of economic services, interculturalisation, financial-economic developments, internationalisation, technology, legal developments, automation, and the increasing interest for environmental and social responsibility. These developments are extensively discussed in the professional profiles, educational profiles and educational end terms.

The modular organisation of the International Tourism Management programme offers the possibility to react in a flexible way on future developments in the field, and consequently ensures that an up to date educational programme is offered.

**2A.3 Groupings Policy**

The International Tourism Management Education has formulated some basic principles for its grouping policy. The main principles are:

1. Groups will be 12 students as an intended maximum. Some groups of 13 students within a module may occur, from time to time, in the interests of efficiency. In module 1 sometimes groups of 14 may occur due to the fact that more students enrol than expected.
2. The education will strive to make the groups as diverse as possible based on nationality, language choice etc.
3. The groups will be changed every module, except for the first two modules of the education, to give first year students the opportunity to get used to their new environment.
4. The organisation will take into account special circumstances as indicated by students, only after approval by the Co-ordinator Student Affairs, Ms. A. Boonstra. For some students this means that they will be placed in groups according to a contract (“Student and Handicap”) between the student and a Stenden university student counsellor.
5. The special circumstances as indicated above are serious illnesses or family circumstances. Mrs. Boonstra keeps a list with students in circumstances like these. Reporting new special circumstances to be taken into account for a module has to be done ultimately in week 5 of the previous module.
6. Students are not allowed to change groups by themselves, nor with approval of anybody other than Ms. A. Boonstra.
7. The group division is linked to the scheduling process and therefore will be available shortly after the schedules have been published.

**2A.4 Academic Calendar** Stenden university 2011/2012

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<th>Week</th>
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<th>Remarks</th>
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<td>27/08</td>
<td>31/08</td>
<td>SSW</td>
<td>Study Start Week</td>
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</tbody>
</table>
### 2A.5 Test Schedule

**Regular test dates**

Test dates for the Progress Test, regular modules, languages, minors and resits will be published on Stenden university Intranet. Students MUST sign-in for each test and bring their student card to the test location in order to be allowed to attend the test. Every student should make a print of the enrolment for the tests. This can be seen as proof of enrolment afterwards. This is valid for resit tests as well.

The detailed test schedules with exact dates, times and locations for regular tests and resits are published shortly before the test weeks and study weeks. The test schedule for the academic year 2011-2012 can be found underneath and on Intranet.

<table>
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<tr>
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<th>Module 2</th>
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<td>Tourism Marketing (midterm test)</td>
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2A.6 Lesson times

Each classroom hour is scheduled with 45 minutes starting from 8.00 o’clock in the morning. Classes can be offered for single hours but also for blocks of several hours together.

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<td>BREAK</td>
<td>15.00</td>
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<td>10</td>
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<td>19.45</td>
<td>20.30</td>
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<tr>
<td>17</td>
<td>20.30</td>
<td>21.15</td>
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</tbody>
</table>

2A.7 Study Load

Duration and study load

The full BBA programme has 4 years of full-time study. Each year of study comprises 60 EC study credits or 1,680 study hours. Thus, the full BBA programme represents 6,720 study hours or 240 EC study credits. The final year of the programme is made up of the Industrial Placement and the Dissertation where the student works within a tourism organisation gaining essential experience of management and completes a major piece of independent research.

Students with a relevant pre-education and/or suitable experience in the tourism industry may be admitted to a shortened degree programme in which “Accreditation of Prior Learning” is rewarded with study credits. The length of the short track programme varies between one and three years, depending on the level of experience and/or qualifications of the individual. You can obtain further information about entry to the standard shortened programmes in the international brochure, available from the programme secretary. Any variation from these standard routes is dealt with on an individual basis via the Admissions and Exam Committees.

Each year a rapidly growing number of international exchange students participate in the ITM programme. We organise many activities that seek to guarantee a pleasant educational experience for these students. Exchange students may follow a broad selection of English modules from the educational programme. Further information about exchange possibilities, applications to participate and any related issues (e.g. housing for exchange students) can be obtained from the International Office.

The BBA Tourism Management is a demanding professional degree course. The integration of theory and practice is of utmost importance and is one of the fundamental principles of our educational policy. It is supported through the use of Problem Based Learning (PBL) and the many opportunities for skills development, labour market orientation, and practical field work (in the 1st and 2nd year fieldwork abroad is integrated in the curriculum, with further optional opportunities in the 3rd year). Throughout the programme, guest lectures and other forms of interaction with representatives of
the tourism industry help to stimulate the interest of the students. The final year of the programme requires students to integrate knowledge, practical skills and professional experience.

The combination of practical and professional development with specific professional knowledge in the field of International Tourism Management forms the unique character of the programme. It is developed to inspire students in an environment of diverse cultural and national backgrounds to grow as competent professionals, equipped not only with knowledge but a variety of relevant practical and personal skills that will help them to reach their full potential.

**Relation between school contact hours and self-study**
The range of didactic working methods used should inspire and activate you in such a way that you perform a sufficient amount of self-study. One of the principles of the programme is an effective relation between the hours of school contact and self-study. Our guideline is that one school contact hour should generate 2 to 3 hours of self-study. The modules are based upon 10 to 12 school contact hours per week, spread over five working days. This results in 28 to 30 hours of self-study per week. Furthermore, there is a relationship between points awarded and hours of study.

Central to achieving and maximising the benefit of self study, is a positive and pro-active study attitude. Our study landscape offers a broad range of tools including text books, academic journals, trade magazines, video and audio material and self-study programmes which you are encouraged to use to the full. To develop an active study attitude, it is also important for you to reflect on your personal development, from time to time. This reflection takes place in the form of keeping your own portfolio of study records and assessments and a series of discussions with your study coach. These personal professional development activities are designed to help you focus your study towards career plans and to maintain a positive track record. These activities should also stimulate you to review the development of both your personal competencies and professional competencies. For details on the Personal Professional Development programme see paragraph 2B.2.

**Practical Training**
It is of great importance that you gain not only knowledge but practical experience that is relevant to the international tourism industry.

In addition to PBL (in which a range of practical skills are developed) practical experiences include a range of field trips during which field study and research is carried out, and through working in the Tourism Centre. The most significant component of practical training, however, is the industrial placement in your final year.

**Assessments**
An important function of the educational programme is a fair and varied system of assessments. Each module is assessed through a range of methods. The module books contain detailed and specific information about the forms of assessment used in that module, including information on items that are to be tested (i.e. number of items, distribution of the items over the subject matter). Information about the points structure, assessment criteria and required standards is also provided. Example tests or old module tests with their answer keys are available to allow students greater familiarity and confidence in taking the assessments.

**Feedback**
Feedback to students based upon their test results is an essential part of the educational development of students. Students can check how their study process is to be continued and to what degree they have mastered the various parts of the subject matter. All students receive a provisional and a definite key to the module test. The task evaluation, based upon a number of criteria or a correction model, is also available.

**Care**
We attempt to provide the conditions for an optimum working atmosphere and service for staff and students. There is active support for organisations representing student interests such as student associations and the student council (STURA) and we appreciate student involvement in giving form and contents to the educational programme. Furthermore, we provide individual student counselling during the study career. As co-producers of our service, the students help us to determine the
quality of our education. Thus, we offer the students an opportunity to realise their own responsibility in service processes together with personal and social education.

**2A.8 Study Advice (BSA)**

The Foundation Phase (Year 1) has two main functions, i.e. orientation and selection. Orientation means that the Foundation Phase should provide the students with insight of the education they will receive during the next three years. The learning activities in this phase should be representative for the education as a whole. In this phase, the students should also get a good impression of the field/profession they are being trained for. Each first year student will discuss his/her study results of semester 1 with their Study Coach who will provide advice on the student’s performance in the light of the Binding Study Advice regulations.

Selection means the student can receive a binding study recommendation to leave the school, because of proven incompetence. (see regulations study advice Academic Statute part 1)

One year after enrolling in the programme, the student receives a study recommendation (Binding Study Advice), based on the results. This recommendation will be one of the following three options:

- a positive recommendation when the students receive the Foundation Phase Certificate;
- a conditional positive recommendation when the students have a minimum of 42 credits, including points for Personal Professional Development 2. The students may re-enrol but must complete the full Year 1 programme by the end of their second year of enrolment;
- a negative recommendation with binding advice to discontinue the study when students have less than 42 credits and/or do not fulfil the requirements for PPD2. The students cannot re-enrol to the ITM programme at Stenden university.

Students with a preliminary positive advice will receive another study recommendation at the end of their second year of enrolment. This advice will comprise one of two options:

- A positive recommendation when the students have received the Foundation phase certificate;
- A negative recommendation when the students have failed to receive the Foundation phase certificate. In this case, the students cannot re-enrol in the ITM programme at Stenden university.

Students who started their studies in February will receive a Binding Study Recommendation in December of their first year, based on their result in December of the year in which they started. The minimum amount of points needed for a conditional positive advice will be 27 EC, including the points for Personal Professional Development 2.

Students with a preliminary positive advice will receive another study recommendation in December of their second study year. This advice will comprise one of two options:

- A positive recommendation when the student has received the Foundation phase certificate;
- A negative recommendation when the student has failed to receive the Foundation phase certificate. In this case, the student cannot re-enrol in the ITM programme at Stenden university.

The study advice is issued in the light of the student’s personal circumstances. If there are particular circumstances that a student would like to be considered, the student must inform the study coach, the ITM co-ordinator Student Affairs and the Stenden Student Counselling Service (Studentendecaan). Additionally, the student must write a letter to the Exam Committee before 1 June (before 1 November for February students), stating that personal circumstances are to be taken into consideration. See information about the regulations for study advice in the Student Statute Part 1, Chapter 3.1 (available on intranet).

The requirement that the student must have received the points for Personal Professional Development (= Study Coaching) is a qualitative norm. It is important that students comply with completing the PPD programme sufficiently as it is seen to represent a valuable component of the study.
2A.9 Change of education
A change of education is defined as the situation in which a student changes prematurely, without a diploma, from one programme within Stenden to another.
Students who want to transfer to another programme will have to orient themselves on the new education first. For that purpose, they must contact the co-ordinator study coaching of the new programme.

Next, the students must contact the Co-ordinator Student Affairs of their old programme for a transfer interview. Students need to bring a copy of the transfer form there (available from I-Study).
The students deliver the completed and signed form to the secretariat of their “old” programme. The secretariat sends the student’s file to the new programme. The students keep their original student number and receive a new confirmation of admission from I-Study.
Next, the students must contact the co-ordinator study coaching of their new programme to discuss the learning route of their new study.

Students who meet the published requirements to enter the programme may do so. Student applications will be referred to the Admissions Committee for advice on possible exemptions and changes to their study planning based on previous education.

2A.10 Costs
The tuition fee for the academic year 2011-2012 is in accordance with Dutch government regulations.
The purchase of books in the first year amounts to circa € 450. The purchasing of books in the post-foundation phase is significantly lower. For each module, a module book has to be bought. In addition to the purchase of text books, these could amount to circa € 100 per year.
Fieldwork is a compulsory activity in the Tourism Management programme.

The estimated costs for fieldwork in 2011-2012 are:

1\(^{st}\) year France €425,-
2\(^{nd}\) year Brussels/Bruges €125,-
2\(^{nd}\) year Spain €250,- (Transport by own arrangement & own costs)

In the third year, the costs can vary quite considerably depending on which minors are selected by the student. Some minors involve no fieldwork at all. At the other extreme, the Grand Tour minors vary in price. Students are asked to contact the Grand Tour Office directly for up to date information about costs.

Student withdrawal from a field trip
Cancellation is only possible well before the deadline of the fieldtrip. The student has to inform the Co-ordinator Student affairs: Ms. Aly Boonstra. After discussing the reason behind the cancellation. Then, the request for cancellation will be forwarded to the Exam committee.
The exam committee can only approve / reject the request for a replacement assignment. This is the compulsory procedure for any student.

The final deadline is 6 weeks prior to departure. If the student cancels within the 6 weeks prior to departure, no refund can be given.
When quitting the International Tourism Management course due to special circumstances, the student should get in contact with the PPD coach. Serious illnesses might be the reason of cancellation and it is not easy to foresee these causes in an early stage. Nonetheless, the deadline of 6 weeks prior to the fieldwork still applies, even for the aforementioned reasons. There are occasions when students are unable to fulfil the requirements of the fieldwork, although costs are not considered to be an acceptable reason. In such cases, alternative arrangements are made in order to compensate. These can take the form of a localised external work or replacement assignment.
2B  Curriculum of the study programme

2B.1 Introduction

Curriculum structure
The International Tourism Management curriculum has a foundation phase of one year and a post-
foundation phase of three years. The post-foundation phase is divided into a main phase of 24
months and a graduation phase of a further 12 months.

International Tourism Management also offers an elective programme of minors during the
graduation phase in the third academic year. The minor enables the student to gain more wide-
ranging and in-depth knowledge of subjects that are of special interest. There are also growing
opportunities for ITM students to participate in one of the minors offered by Stenden university
Global Campus sites in either Qatar, South Africa, Bali or Thailand. As an alternative to following
the minors, students can also take part in an exchange programme at a university or professional
university abroad. The final year of the graduation phase is set aside for the industrial placement
and the dissertation.

Study load of the International Tourism Management curriculum
The statutory stipulation is that higher education programmes are organised around study points.
One credit represents a study load of 28 hours. The study load for one academic year is 60 EC. This
implies a study load of 60 x 28 = 1680 hours. 60 EC corresponds with an investment of 1,680 hours
(inclusive of all contact hours, fieldwork, progress test, assessments, assignments, self study, etc).
The overall programme therefore comprises 4 x 60 credits = 240 EC. (The foundation year carries a
value of 60 points, and the main phase has a value of 180 points.) The 60 EC per academic year are
divided over modules and other educational activities. The entire curriculum is built around blocks of
education in varied multiples of 3 EC, in which 15 EC represents the standard workload for each
module period.

The standard structure of the ITM programme for students starting from September 2011 is as
follows:

<table>
<thead>
<tr>
<th>Year</th>
<th>Module 1 Introducing the Tourism Profession 9 EC</th>
<th>Module 2 Organisations and Personnel 1 12 EC</th>
<th>Module 3 Tourism Marketing 12 EC</th>
<th>Module 4 Tourism Product 9 EC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>English 1 3 EC</td>
<td>English 2 3 EC</td>
<td>English 3 3 EC</td>
<td>Progress Test Year 1 3 EC</td>
</tr>
<tr>
<td>Year 2</td>
<td>Organisations &amp; Personnel 2 12 EC</td>
<td>Tourism Resource Development 12 EC</td>
<td>Destinations Marketing &amp; Management 12 EC</td>
<td></td>
</tr>
<tr>
<td>Year 3</td>
<td>Strategic Management 12 EC</td>
<td>Tourism Research Project 9 EC</td>
<td>Institute Activities 3 EC</td>
<td>Industrial Placement 42 EC</td>
</tr>
<tr>
<td>Year 4</td>
<td>Progress Test Year 3 3 EC</td>
<td>Tourism Exploration 2 3 EC</td>
<td>Dissertation 18 EC</td>
<td></td>
</tr>
</tbody>
</table>
Languages in International Tourism Management cohort 2011-2012

In line with the national occupational and educational profile, the International Tourism Management Programme of Stenden university offers students the possibility to follow courses in modern foreign languages. These language courses are linked to two competencies of the ITM programme:

1- The student is able to communicate with internal and external clients in a professional/practical situation in the tourism industry at B1/B2 level of Modern Languages.

2- As a future professional the student is able to formulate objectives and reflect on the learning process.

In addition, the language programmes have also been developed according to CEFR guidelines (Common European Framework of Reference).

English is compulsory and is offered at B2 (advanced level): three modules in the first year and one in the third year (as part of Tourism Exploration 2). The programme aims to professionalise the English language skills of students in support of the curriculum.

In Year Two, each student has to follow a course in one of the following modern languages: French, German or Spanish. This course consists of 4 modules of 3 European Credits (EC) each.

French, German and Spanish are offered at B1 (intermediate level). The aim of the language courses at B1 is to teach the student to use the chosen language in a professional, tourism and business oriented environment. The content of the language courses is closely related to the wider tourism programme. Generally speaking, the French, German or Spanish language courses are accessible to students who either have had a minimum of 4 years schooling in the relevant language or/and who have had sufficient practical experience in the language which is equivalent to 4 years of schooling. Students without a minimum of 4 years of previous knowledge or equivalent experience in French, Spanish or German will automatically take Spanish at beginners’ level, A1. For this level no previous knowledge is required.

In order to help the students to choose the most suitable course according to the guidelines described above, the language teachers will collect information about the language level of the students during the first year. For example, students who are native speakers of German will follow either French or Spanish, depending on their previous language education. These rules imply that when you are native speaker in French, Spanish or German, this mother tongue cannot count as a second modern language. (See also language programme study year 2).

Exemptions

Must be requested before the start of the language course.

Native speakers or students who have demonstrable proficiency in all the languages taught at our department (French, Spanish and German) can apply for an exemption. Exemptions are granted by the examination committee based on an advice from the admissions committee and the teacher of the relevant language. The exemption can only be granted after having done an interview with the student plus a test.
Short track Students
International Tourism Management short track students are exempted from the language courses in the second and third year, including English. They are NOT exempted from the Writing Assignment.

Business Economics in International Tourism Management cohort 2011-2012

During the BBA programme four BE topics will be offered, according to the table given below:

<table>
<thead>
<tr>
<th>Name/ year</th>
<th>BE 1</th>
<th>BE2</th>
<th>BE3</th>
<th>BE4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td>Bookkeeping, year 1</td>
<td>Management Accounting, year 1</td>
<td>Financing, year 2</td>
<td>Financial Accounting, year 2</td>
</tr>
</tbody>
</table>

2B.2 Compulsory General Study Points

Study Start Week
The Study Start Week provides an important introduction to Stenden university campus, ITM programme and staff, the PBL system and many other aspects of life and work that are essential for success over the four years of study. It is therefore imperative that students attend the Study Start Week and become as prepared for the programme as possible. Students who arrive in the programme after the Study Start Week have to do a replacement assignment. They can ask the co-ordinator of the Study Start Week (Ms. M. Boven) for this replacement assignment.

Personal Professional Development
Personal Professional Development activities are a core activity of the ITM programme, as it is in all Stenden university programmes. This reflects the student centred learning ethos of Stenden university and is in direct relation to our need and desire to provide graduates with personal skills, management competencies and a positive service attitude, as well as industry relevant knowledge. The personal professional development part of the programme comprises the Study Start Week and a trajectory of Study Coaching and portfolio management that will continue throughout the first three years of the programme.

Tourism Exploration
In Year 1, two compulsory elements of the programme comprise Tourism Exploration: the Study Start Week, Personal Professional Development 2, and the Work Field Orientation report.

Study Coaching
In module 1 you will be introduced to Personal Professional Development. You attend lectures and workshops to become familiar with the subject and the approach. This part is called Personal Professional Development 1 (PPD1). You obtain 3 EC for this part of the programme in Module 1.

In the first year you will have three meetings (PPD2) with your study coach. In these meetings your study results and your personal professional development will be discussed. You will learn how to work with a portfolio.

For these three meetings you will obtain 2 EC. These 2 credits are a compulsory part of a (conditional) positive Binding Study Advice, which you will receive at the end of the first year (the Foundation phase) (see 2A8). So without the 2 EC for personal professional development you cannot get a positive (conditional) Binding Study Advice.
If you miss a meeting you have to do a replacement assignment for that meeting. You can ask your coach. If you don’t show up at an appointment without informing your coach, you also have to do a replacement assignment.

During the first year the following issues will be discussed: transition from previous school to tertiary education and the educational system; study skills, attitude towards study and results, and planning of study; group roles; functioning in PBL and practice; choice of study and transition to post Foundation years; new environment; the binding study advice.

During the meetings in the post Foundation years the following issues will be highlighted: individual development during study; (study) career planning; optional modules; preparation for industrial placement; binding study advice.

In addition to the compulsory meetings, the study coach acts as the first point of contact for the student for a whole range of issues, including: information about the organisation, module planning, optional modules and optional semester; advice in case of problems of a general nature that might hinder progress; advice on personal circumstances and illness.

In view of the urgency of a problem the study coach can refer a student to the ITM Co-ordinator Student Affairs or to the professional student counsellors of Stenden university.

You are urgently requested to contact the ITM Co-ordinator Student Affairs when you are hampered in your progress (due to illness or other personal problems) or if you have problems with your own Study Coach. Ms. A. Boonstra is the ITM Co-ordinator Student Affairs. If you intend to leave school, please contact Mr. Giso van Houte to make an appointment for an exit meeting.

**Overview meetings Study Coaching**

<table>
<thead>
<tr>
<th>Sept. starters</th>
<th>Module 1</th>
<th>Module 2</th>
<th>Module 3</th>
<th>Module 4</th>
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</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>Meeting 1</td>
<td>Meeting 2</td>
<td>Meeting 3</td>
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<tr>
<td>Year 2</td>
<td>Meeting 1</td>
<td></td>
<td>Meeting 2</td>
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<tr>
<td>Year 3</td>
<td>Final meeting*</td>
<td>Final meeting*</td>
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</tbody>
</table>

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<thead>
<tr>
<th>Feb. starters</th>
<th>Module 1</th>
<th>Module 2</th>
<th>Module 3</th>
<th>Module 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic year</td>
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<td></td>
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<tr>
<td>Year 1</td>
<td></td>
<td></td>
<td>Meeting 1</td>
<td></td>
</tr>
<tr>
<td>Year 1-2</td>
<td>Meeting 2 of 1st year</td>
<td>Meeting 3 of 1st year</td>
<td>Meeting 1 of 2nd year</td>
<td></td>
</tr>
<tr>
<td>Year 2-3</td>
<td>Meeting 2 of 2nd year</td>
<td></td>
<td>Final meeting *</td>
<td></td>
</tr>
<tr>
<td>Year 3</td>
<td>Final meeting*</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Final meeting*: students who go abroad in the second semester will have the final meeting in module 2 of the 3rd year. Students who are in Leeuwarden in the second semester, will have this meeting in the 3rd year.
Portfolio
The Personal Professional Development activities include a number of tests, self-evaluations and other activities which act as a basis for a personal portfolio. A portfolio is essentially a personal dossier or collection of information that provides the student with a basis for evaluating their own study progress, professional development and future direction. The activities prompt students to think about: How do I learn?, What are my strong points?, What must be further developed?, How do I function alone and within groups?, What are important values, what are my moral limits?, In what culture/surrounding do I want to/can I work?, What can I attribute to my (working) environment?

The answers to these questions provide insight into the learning process and the professional development of a student. Over the 4 years of study, a student can follow and coach his or her own learning process and professional development.

Institute Activities
The Institute Activities aspect of the ITM programme allows the students a considerable degree of freedom to choose to participate in some form of activity for which they will be rewarded with ECs. Three Institute Activity ECs have to be obtained. They belong to the points structure of the third year of study, but may be taken at any point in the curriculum.

It is important that students take part in activities that develop their professional development. The activities on offer provide students with a chance to practice their competencies. This means that from the description of the activity, students can derive what competency and development curve is supported by the activity.

Before the actual activity starts the student has to fill in the digital form (form 1) on ELO (Blackboard, International Tourism Management student information, information). Once the activity is marked green by the coordinator the student can start the activity. This form also gives suggestions for possible activities. Once the activity is fulfilled the student fills in the second form (form 2) completely, hands it in (hard copy) to the contact person (Christiaan van der Ham, room 3.14). The contact person informs the Student Records Office for the recognition of the work as study credits.

Rules for Institute Activities
- One study credit equals a workload of 28 hours, including preparation, execution and writing the report.
- This calculation cannot always be applied systematically/proportionally. The possibility exists that more or less, 28 hours have to be invested to obtain one study credit.
- The various activities contain a description of the obtainable number of study credits. If the activity takes more time than stated, this may be adjusted in units of 28 hours only by the person who decides on the study credits.
- Only approved activities can be awarded with study credits. It is not possible to connect different, unrelated activities and add up the time invested to 28 hours or a multiple of that.
- More than 4 study credits cannot be earned. In case of participating in additional activities, students might receive a payment (marketing department) or a certificate (StuRa).
- Students who perform extra activities for the Institute can be rewarded with a certificate of commitment.
- The activity must be performed for free.
- In principle, the activity should be performed with no or little supervision of a member of staff.
- For each activity, a standard form must be filled in (obtainable through the network).
- The report must be added to the portfolio and be discussed with the study coach.
- Questions about a particular activity are answered by the staff member(s) mentioned in that activity.

A programme of activities will be available from September 2011 although further opportunities may arise throughout the academic year. However, some permanent features include:
- Buddy programme for new students. Stenden students coach new students during their first module of the academic year.
- The possibility to participate in one of the ITM formal committees (see Chapter 1)
• Serve in the organisation and management of the ITM StuRa, or the student association
• Being a student tutor during the Study Start Week.
• Being a volunteer in SIFE (Students In Free Enterprise)
• Becoming a part of the promotion tool of Stenden university – Promoteam

New activities are published on (Blackboard, International Tourism Management student information, information)

Buddies
The ‘buddies’ are a group of students who meet and greet new students when they first arrive in Leeuwarden and who accompany them to the bank to open an account, to the Post Office in town or to the International Office to hand in the passports for the residence permit. They show new students around at school and familiarize them with the ways of communication in terms of Blackboard and the intranet, as well as how to find the schedules.

Being a buddy is a very important task as the first impression for a newcomer makes the difference between feeling lonely and lost, and knowing you have someone to help you! On the other hand, participating in the Buddy program (in combination with the Study Start Week) as an ‘experienced Stenden student’ will give you the possibility to gather some Institute Activity points.

If you would like to offer your services as a buddy and get an extra credit for it, please see Ms Manuela Gluth (Room 3.14).

Tourism Exploration 2
In year 3 there is a block of activities comprising Personal Professional Development, and Job Application Training.
2B.4 Overview of the Curriculum

Programme for the first year of study International Tourism Management

<table>
<thead>
<tr>
<th>Module 1</th>
<th>Module 2</th>
<th>Module 3</th>
<th>Module 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introducing the Tourism Profession 9 EC</td>
<td>Organisations and Personnel 1 12 EC</td>
<td>Tourism Marketing 12 EC</td>
<td>Tourism Product 9 EC</td>
</tr>
<tr>
<td>English 1 3 EC</td>
<td>English 2 3 EC</td>
<td>English 3 3 EC</td>
<td>Progress Test Year 1 3 EC</td>
</tr>
<tr>
<td>Personal Professional Development 3 EC</td>
<td></td>
<td></td>
<td>Tourism Exploration 1 3 EC</td>
</tr>
</tbody>
</table>

Description of the modules
Extensive information about the modules, both about contents and educational aspects, is found in the module blueprints and module books. All information in the module books 2011/2012 is binding.

Introducing the Tourism Profession
Module co-ordinators: Ms. Manuela Gluth & Ms. Lina Dafesh
Study load: 336 SLH
Study credits: 9 EC ITP and 3 EC Personal Professional Development
Module characteristic: compulsory
Entry requirements: admission regulations Stenden university ITM

General module aim:
This introductory module aims to provide the student with a basic understanding of the structure of tourism and the role of the tourism professional. It provides a general overview of the industry, with emphasis on the socio-cultural, economic, and environmental importance of tourism, the variety of destinations, the motivation for travel, the external influences on the industry, and the trends. The comprehensive nature of this module can help students learn about and appreciate the complexity of the tourism industry and the tourism professional. Moreover, during this module there will be a focus on the development of the student (PPD). The student works on assessing his/her work and that of his/her peers. Frequent workshops are scheduled to discuss the development and other important issues. In addition, management skills forms an important component of the module and is also addressed through a series of workshops.
Method: PBL, lectures and workshops.
Assessment: Module assignment, PBL and Participation workshops.

Organisations & Personnel 1
Module co-ordinator: Ms. C. Lap & Ms. M. Böckenhauer
Study load: 336 SLH
Study credits: 9 EC OP1 and 3 EC BE1
Module characteristic: compulsory
Entry requirements: admission regulations Stenden university International Tourism Management

General module aim:
The main themes of the module are strategy, leadership, personnel and middle management. Internal processes of the organisation and their relationship and influence on quality feature prominently. Management, policy, strategy, organisational culture, communication and information systems have direct impact on the performance of an organisation. A good manager knows what
signs to look for and to remain focused on the core activities, and can clarify his or her understanding of the organisational results through knowledge of key measurements. Knowledge of various management theories supports the development of his or her own organisational management competencies. These theories, therefore, form the basis of the module. O&P1 sets a foundation for the second year module O&P2.

Assessment: Module assignment, participation, BE1 test.

**Tourism Marketing**
Module co-ordinator: Mr. R. Hekman
Study load: 336 SLH
Study credits: 12 EC
Module characteristic: compulsory
Entry requirements: admission regulations Stenden university International Tourism Management

General module aim:
This module will take you further into the realm of marketing in tourism. Where you have studied and discussed a number of themes and concepts in the previous modules, in this module the focus lies in the application of these and other elements of marketing for a tour operator. The consumer behaviour, the business environment, the competition, marketing intelligence, strategy, the marketing mix, management accounting, marketing communication and –audit all play important roles in fulfilling the company’s desire to make a profit and remain in the market. The challenge will be in the application of the theory in a real market situation based on facts and assumptions. In this module you will discover the importance and difficulty of writing a marketing plan for a tour operating organisation.

Method: Lectures and workshops (and PBL)
Assessment: Marketing plan, midterm open book test, assignments, presentations, Participation, BE2 test

**The Tourism Product**
Module co-ordinator: Ms. A. Folmer
Study load: 252 hours
Study credits: 9
Module characteristic: compulsory
Entry requirements: admission regulations Stenden university International Tourism Management

General module aim:
In this module, the focus is on identifying tourism opportunities from basic resources in order to develop successful tourism products in a responsible way. Basic resources are for instance natural assets (flora, fauna), landscapes, geomorphology, geology, culture, man-made resources, events, festivals, music, art, architecture, business, educational resources, entertainment, information resources, facilities, and human capital. Tourism managers should be able to identify, analyze and evaluate the commercial potential of and market interest for different resources of a (tourism) region, whether this is a cosmopolitan city, a small village in the countryside or a nature area. Doing research is an important part of this module.

During this module the students will have one week of fieldwork in which they will analyze a tourism product and impacts of tourism in a rural region and a city in a European country. This fieldwork costs are published elsewhere but are inclusive of transportation, accommodation and excursions.

Method: PBL, lectures and workshops, practical training
Assessment: Module assignment, participation.

The module includes a compulsory field trip of one week.
**English 1&2**
Co-ordinator : Ms. M. van der Leij & Mr. K. Gridnevskiy  
Study load : 2x84 SLH  
Study credits : 2x3 EC

General aim :  
A significant number of hours in the first two module periods are devoted to the English workshops. The training provided in these workshops and the homework assignments enable the students to lay the basis for a solid understanding and execution of all aspects of English usage in the business context. The programme is based on the textbook, *Market Leader: Upper Intermediate* (3rd edition), and takes real life situations and role plays as a starting point to accomplish proficiency (B2-C1 levels). The students will acquire competences in all language areas (i.e. listening, reading, speaking, discussing and writing) by concentrating on building up their business terminology in presentations, meetings and written products such as reports and summaries. At the end of each period the students will be tested on their knowledge of the appropriate vocabulary and grammar as well as on their ability to speak fluently and correctly in business situations (i.e. meetings and presentations). There are 3 ECs in each period.

**Method** : workshops and self-study  
**Assessment** : grammar and vocabulary tests, meetings and presentations, participation

**English 3 (The Writing Assignment)**
Co-ordinator : Ms. M. van der Leij & Mr. K. Gridnevskiy  
Study load : 84 SLH  
Study credits : 3 EC

General aim :  
The individual writing assignment is an opportunity for students to develop key academic writing skills needed for the entire study programme. It builds on the skills studied in the English programme, such as summarising, writing reports and using sources (APA referencing style). It involves a series of workshops focused on defined sub products. The Writing Assignment is regarded as a valuable instrument for assessing student academic skills and is used to provide a qualitative assessment of each individual’s performance as an indication for their continued studies. It may be used to support the decision-making process in determining the Binding Study Advice issued to students where there is some question about the student’s ability to proceed. All students will receive feedback and advice on their academic writing competencies.

**Method** : workshops and self-study  
**Assessment** : Writing assignment, participation

**Tourism Exploration 1 (see 2B.2)**
2B.5 Programme for the second year of study International Tourism Management

<table>
<thead>
<tr>
<th>Year 2</th>
<th>Module 1</th>
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<tr>
<td></td>
<td>Organisations &amp; Personnel 2</td>
<td>Tourism Resource Development</td>
<td>Destinations Marketing &amp; Management</td>
<td>Tourism Industry Operations</td>
</tr>
<tr>
<td></td>
<td>12 EC</td>
<td>12 EC</td>
<td>12 EC</td>
<td>Management</td>
</tr>
<tr>
<td></td>
<td>Foreign Language 1</td>
<td>Foreign Language 2</td>
<td>Foreign Language 3</td>
<td>Progress Test Year 2</td>
</tr>
<tr>
<td></td>
<td>3 EC</td>
<td>3 EC</td>
<td>3 EC</td>
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<td></td>
<td>Foreign Language 4</td>
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<td></td>
<td>3 EC</td>
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</tbody>
</table>

Details of modules in the second year of study International Tourism Management

Detailed information about the content and educational aspects of the modules is given in the module blueprints and the module books. The information in the module books 2011/2012 is binding.

Organisations & Personnel 2

Module co-ordinator: Ms. L. De Jong
Study load: 336 SLH
Study credits: 12 EC
Module characteristic: compulsory
Entry requirements: admitted to the main phase of ITM

General module aim:
The module is the logical follow-up to O&P1 from the first year, and builds on basic knowledge and understanding of organisations, with a development of Human Resource Management (HRM) theory and skills. The module has greater depth than O&P1 and develops through integrating relevant aspects of HRM with organisational theory. In the Leisure and Tourism industries, a great deal of emphasis is put on developing a strong service orientation within organisations, and so much attention is given to optimising the factors that determine success. The nature of customer contact has a direct impact in the how organisations are perceived by the customer. Therefore, future managers have an important responsibility in recruiting, selecting, introducing, assessing, motivating and developing employees. Management skills form an important component of the module and are addressed through a series of workshops. The module focuses on the following themes: the added value of HRM, diversity, leadership and management, career development, job analysis, recruitment and selection, motivation, personnel plan, the relationship quality of staff and service quality and HRM interviews.

Method: Case Based Learning, Workshops, Lectures, Presentations, Role Play
Assessment: Case Based Learning presentations, reports, Management Skills, Module Assessment, participation and BE3 test.

Tourism Resource Development

Module co-ordinator: Ms. M. Bergsma
Study load: 336 SLH
Study credits: 12 EC
Module characteristic: compulsory
Entry requirements: admitted to the main phase of ITM

General module aim:
Although tourists need transport, meals and accommodation, the core product of tourism is: *experiencing resources*. Natural resources can either be enjoyed for its own sake (landscape, flora, fauna) or as facilitating other activities like sports, outdoor activities or beach life. Cultural resources include architecture, history, art or traditions of local inhabitants. Frequently a mix of natural and cultural resources is experienced.

Natural and cultural resources are vulnerable. They require a certain degree of maintenance and protection from excessive development. Those working in the industry carry the responsibility to protect the environment, the society, and individuals and communities being visited. At the same
time it is also important to keep an eye on the visitor satisfaction and demand. Thus for our students as future tourism managers it is important to know:

1. What types of cultural and natural resources are there all over the world and how are these used for tourism (experiences)?
2. Which dilemmas and complexities are faced when managing these cultural and natural resources?

The emphasis in this module is placed on finding a balance between sustainable tourism development and economic exploitation of natural and cultural resources within viable tourism product offerings. Issues of visitor management are coupled to ones of conservation and guardianship in the pursuit of a long-term approach to the development and use of tourism resources in the recognition that tourism can be self-destructive if not managed with care. Furthermore, attention is paid to the preservation/conservation of the material objects and to maintaining and improving the social coherence and economic well-being of host communities.

A manager working in tourism and endeavouring to exploit a natural or cultural resource in a sustainable manner must remain conscious of the complex inter-relationships that exist between tourism, culture, nature and the wider social environment. The nature of the principal relationships that exist can be characterised by the following core problems:

a. access vs. preservation/conservation
b. authenticity vs. co modification
c. economic viability vs. cultural prostitution
d. economic viability vs. ecological sustainability
e. resource and land-use competition in the modern world
f. culture in a multi-cultural world

The module is structured around a detailed analysis of these core problems in the development of natural and cultural resources for tourism.

The TRD component of the module (9 EC, where 3 EC are for Research 2) comprises four cases based on the following: culture in a multicultural world, authenticity, co modification and tourism, nature based tourism, visitor management, putting a price on invaluable resources. The theme of the module assignment is Unesco World Heritage. Students have to make a proposal and management plan for a potential Unesco site in Europe.

Building Blocks: Institute Activities (3 EC) and Languages (3 EC)
The Brussels or Bruges Field trip will include an extra cost of around Euro 125.

Method : Case Based Learning, Group Module Assignment, Field trip to Brussels or Bruges, (guest) lectures
Assessment : Participation + Cases + Module Assignment

Destinations Marketing & Management
Module co-ordinator : Ms. H. Kadijk
Study load : 336 SLH
Study credits : 12 EC
Entry requirements : admitted to the main phase of ITM

General module aim :
The student learns to manage tourism development of an international destination.
Tourism still is one of the world’s fastest-growing industries. More and more people are on the move, and all this activity provides employment for millions generates income for millions more and results in satisfaction or frustration according to experience. The importance of tourism as a source of income is now widely recognised. But, without a good planning, it is difficult to ensure economic benefit and sustainability. Therefore, planning tourism at all levels is essential for achieving successful tourism development and management. The experience of many tourism areas in the world has demonstrated that, on a long-term basis, the planned approach to developing tourism can bring benefits without significant problems, and maintain satisfied tourism markets. Tourism should be planned at the national, regional and even site levels. At all these levels, planning is concerned with tourism development policies, structure plans, facility standards, institutional factors and all the other elements necessary to develop and manage tourism.

Please note that the module includes a field trip to the Mediterranean. Students should therefore sign up well in advance. The field trip is compulsory for this module and will cost around € 250.
costs cover the accommodation (including F&B) and excursions. The students are responsible for arrangement and payment of the transportation.

Method: CBL (Case Based Learning), Group Module Assignment, Field Trip
Assessment: Written assignment, participation, BE4 test

Tourism Industry Operations Management
Module co-ordinator: Mr J. Wenzel
Study load: 252 SLH
Study credits: 9 EC
Module characteristic: compulsory
Entry requirements: admitted to the main phase of the BBA

General module aim:
The main objective of the module is to present a detailed study of the role of Tour Operators and is to provide the student with knowledge and skills in tour wholesaling. Tourism Industry Operations builds on the Destinations Marketing and Management module, integrating the content of previous modules in a detailed study of the principal role of the tour wholesalers in combining transport and various other services into tours or packages that are mainly sold through retail travel agencies to individual or group travellers. Marketing, management, law, English tourism, automation, business economics, service operations management and ethics. The module includes a fieldtrip which comprises a self-organised excursion. It forms a compulsory element of the module. The costs for the fieldtrip are around € 120. A division of groups will be made by the module coordination and the fieldtrip coordinators

Method: CBL, lectures, guest lectures, learner reports and assignments
Assessment: Module assignment, case reports, participation

Language Programme
Study year 2
The student has to choose for one of the three languages that the ITM education offered in the second year (see 2B.1 Languages ITM).

French 1, 2, 3, 4.
Module co-ordinator: Ms C. Pratley (native speaker)
Study load: 336 SLH
Study credits: 12 (4x3)
Module characteristic: compulsory
Entry requirements: B1 level

Les quatre modules de français ont été développés selon le domaine de compétence défini par la formation ITM et la branche professionnelle du tourisme dans le domaine de la communication interpersonnelle et selon les critères définis par le CEFR (Common European Framework of Reference). Le niveau de départ choisi est B1 lecture et compréhension écrite.

Français du Tourisme 1 est le premier des quatre modules de français langue étrangère qui vous est proposé dans le cadre du programme d’étude de la formation International Tourism Management. L’étudiant a l’occasion pendant ce module d’agrandir ses connaissances et sa capacité à communiquer en français dans le secteur d’activités professionnelles du tourisme. Pendant ce module l’étudiant va s’entraîner à la conversation téléphonique professionnelle et la lettre d’affaire.
Le deuxième module Français du Tourisme 2 a pour thème des sujets plus spécifiques dans le domaine du tourisme et est axé sur la communication avec les touristes, interviews en français pendant le voyage d’étude à Bruxelles, réalisation d’une visite guidée et la rédaction d’un portfolio.
Français du Tourisme 3, est consacré à la connaissance de la France comme destination touristique. Le module offre un entraînement oral à la présentation en français et un entraînement écrit la réalisation d’un dépliant touristique concernant une région française.
Le dernier module Français du Tourisme 4 traite de la communication dans l’entreprise, des négociations entre deux entreprises touristiques et des réunions de travail dans une entreprise touristique.
Die vier Module „Deutsch im Tourismus“, die Ihnen im Rahmen des Studiums „International Tourism Management“ (ITM) angeboten werden, wurden gemäß den Kompetenzen, die vom Studiengang ITM festgelegt wurden, und gemäß den Kriterien des Gemeinsamen Referenzrahmens für Sprachen CEFR (Common European Framework of Reference) entwickelt. Das Beherrschen des Niveaus B1 ist die Voraussetzung für die Teilnahme an diesem Kurs.

Der Student bekommt im ersten Modul, **Deutsch im Tourismus 1**, die Möglichkeit, seine Kenntnisse und seine Kommunikationsfähigkeiten im Berufsfeld Tourismus auf B1 Niveau zu erweitern. Die Schwerpunkte liegen bei der Sprech- und Schreibfertigkeit. Es werden Basiskommunikation, Telefonieren im Betrieb und Geschäftskorrespondenz geübt.

In **Deutsch im Tourismus 2** wird der Student spezifische Bereiche innerhalb der Tourismusbranche kennenlernen. Im Rahmen der Studienreise nach Berlin werden Interviews mit Touristen geführt und eine Stadtführung realisiert.

Im dritten Modul, **Deutsch im Tourismus 3**, lernt der Student Deutschland als touristische Destination besser kennen. Es werden kurze Präsentationen über Deutschland gehalten. Die Schreibfertigkeit wird anhand von kurzen Berichten über eine selbst gewählte Region geübt. Am Ende des Moduls erstellt der Student ein touristisches Faltblatt.

Das letzte Modul, **Deutsch im Tourismus 4**, beschäftigt sich mit Gesprächssituationen und Verhandlungen in der Tourismusbranche.

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**Spanish Beginners 1, 2, 3, 4.**

Spanish beginners is for those students with no previous, or very little, knowledge of the language. We start at 0-level and after 4 modules you will have reached A2 Level of the common European framework of reference. That means that you will be able to communicate in everyday and routine situations.

In the first module you will learn to ask for and give personal information about yourself and your family.

In the second module, you will learn to talk about your daily routines, things you like and don’t like and you will learn to ask for and give information about tourist accommodation, to check into a hotel and to go out for a meal.

In module three, you learn to tell the way and to make appointments and make phone calls.

And finally, in module 4, you learn to talk about things that happened in the past and to go shopping.

At the end of each module your language skills are tested with a written test, an oral exam and a listening test.

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**Spanish 1, 2, 3, 4.**

Los cuatro módulos de Español Profesional del programa de International Tourism Management de la Universidad Stenden han sido desarrollados de acuerdo con las competencias profesionales definidas por la escuela de International Tourism Management en colaboración con representantes de la
industry turística y de acuerdo a los criterios del Marco Común Europeo de Referencia. Para poder participar en este programa, se require un nivel mínimo de B1.
El programa de Español se imparte en los cuatro módulos del segundo año y vale en total 12 créditos europeos, 3 por cada módulo.
El primer módulo se dedica a la comunicación: cartas y llamadas telefónicas. El segundo módulo está dedicado a los destinos turísticos: preparar un itinerario turístico y presentarlo. El tercer módulo está vinculado al módulo de “Destinations marketing y management”: en vez de preparar el viaje de campo en Inglés, se hace la preparación en Español y la presentación final también es en Español. El cuarto módulo se dedica a las negociaciones y reuniones de negocios.

Management skills.

In the International Tourism Management programme you will learn a lot. You will gain knowledge of the tourism industry, you will do research on several subjects, business economics is part of the programme, etc.

But knowledge is not enough. You as a future manager will also need a number of skills, so-called management skills. In the first and second study year you will learn how to communicate effectively, how to do presentations, how to conduct an interview, how to deal with conflicts, how to negotiate and more.

The workshops management skills are part of the modules and related to the content of these modules. In the following table you see the module, the subjects of the management skills workshops and the study load (SBU).

Management Skills Overview

Study year 1

<table>
<thead>
<tr>
<th>Introducing the Tourism Profession</th>
<th>Organisations and Personnel 1</th>
<th>Tourism Marketing</th>
<th>Tourism Product</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication skills (basic)</td>
<td>Customer orientation</td>
<td>Presentation skills</td>
<td>Personal effectiveness</td>
</tr>
<tr>
<td>Intercultural Skills</td>
<td>Interview skills (basic)</td>
<td>Selling Yourself</td>
<td>(self-discipline, time management)</td>
</tr>
<tr>
<td>2x2 hours workshops</td>
<td>3 x 2 hours workshops</td>
<td>4 x 2 hours workshops</td>
<td>1 x 2 hours workshop</td>
</tr>
<tr>
<td>1x3 hours workshop</td>
<td></td>
<td></td>
<td>1 x 4 hours workshop</td>
</tr>
<tr>
<td>3x2 hours lectures</td>
<td></td>
<td></td>
<td>2 x 3 hours workshops</td>
</tr>
<tr>
<td>SBU 12</td>
<td>SBU 12</td>
<td>SBU 20</td>
<td>SBU 12</td>
</tr>
</tbody>
</table>

Study year 2

<table>
<thead>
<tr>
<th>Organisations and Personnel 2</th>
<th>Tourism Resource Development</th>
<th>Destinations Marketing and Management</th>
<th>Tourism Industry Operations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interview skills II (HRM)</td>
<td>Teambuilding Negotiation Handling conflicts</td>
<td>Creative thinking Decision making Presentation skills</td>
<td>Assessment</td>
</tr>
<tr>
<td>3 x 2 hours workshops</td>
<td>4 x 2 hours workshops</td>
<td>1 x 2 hours workshop</td>
<td>2 x 3 hours workshops</td>
</tr>
<tr>
<td></td>
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<td>1 x 4 hours workshop</td>
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<td>SBU 15</td>
<td>SBU 16</td>
<td>SBU 12</td>
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</tr>
</tbody>
</table>
### Description of modules in the third year of study International Tourism Management

Detailed information about the content and educational aspects of the modules is given in the module blueprints and the module books. The information in the module books 2011/2012 is binding.

#### Strategic Management

**Module co-ordinator:** Mr H. Wassens  
**Study load:** 336 SLH  
**Study credits:** 12 EC  
**Module characteristic:** compulsory  
**Entry requirements:** admitted to the main phase of the BBA

**General module aim:** Strategic Management builds on the basic service organisational concepts relating to management, research and economic principles covered in the first two years of the curriculum. Major themes covered in the module include understanding strategy development, strategic positioning, strategic choices, implementation of strategic decisions, and values-based strategy. The management application project included in this module runs for the duration of 9 weeks and encompasses a management simulation game. A variety of case studies will be conducted requiring students to work in groups to complete the course requirements.

**Method:** Case Studies, lectures, workshops, simulation game  
**Assessment:** management project, participation, test

#### Tourism Research Project

**TRP Co-ordinator:** Ms. H. Kadijk & Ms. S. Seidel  
**Project co-ordinator:** Mr. Peter Huig  
**Study load:** 252 SLH  
**Study credits:** 9 EC  
**Module characteristic:** compulsory - offered in Module periods 1, 2, 3, 4 (exceptional also 5)

**General module aim:** In this module the students will work closely with the Lectoraten Stenden university. The Lectoraten are the research groups of Stenden and work in close co-operation with the industry on research projects and other activities. Students work on a variety of practical tasks, allowing greater exposure to experiencing the real business world in order to help develop their own business skills and competencies. This module will also offer great support in developing the competencies needed for writing a Bachelor thesis.

The central theme of the module is: Research and Practice. Students will carry out a research in the field, either for a tourism company or organisation aimed at solving a specific problem or fulfilling a specific information need, or as part of a longer term tourism research project.

The module aims at acquiring practical research skills by means of a project. The contents of the project depend on the specific research needs during each module period. Although the contents of
the projects may vary, the aim in every project is to analyse and evaluate tourism activity or tourism potential. The analysis is based on data collected from primary and secondary resources.

During the module period the students will be doing research under supervision, initiating activities, and analyse/solve problems. This constitutes the practical part of the module.

Methods : Lectures, Theory & Practical Workshops, Project Management
Assessment : Assessment based on research activity and output

**Tourism Exploration 2: (see 2B.2)**

Tourism Exploration 2 combines the elements of Personal Professional Development for Years 2 and 3, with Job Application Training.

Study Load : 84 SLH  
Study Credit : 3 EC  
Module characteristic : compulsory

The PPD part of Tourism Exploration 2 is co-ordinated by Ms. A. Heyn Papousek
The Job Application Training part is co-ordinated by Ms. A. Koekoek

### Job Application Training

Co-ordinator : Ms. A. Koekoek  
Study load : 56 SL  
Study credits : 2EC  
Module characteristic : compulsory (offered in Module periods 1,2,3,4)

General aim:
The training is primarily aimed at preparing the student for the application procedure for the industrial placement and beyond, as knowledge and skills relating to the employment application are indispensable for securing a position after graduating.
The training is designed to help develop a clear picture of the student’s own desires and capabilities against the background of the international labour market.

The aim of the job application training is to:
1. give students the opportunity to perform a self-analysis, focused on career opportunities in the near future and the coming work placement;
2. let students explore the work placement and labour markets, targeted to their future career development;
3. induce students to develop skills in presenting themselves effectively in job application procedures.

The programme is run in a distance learning format during the third year, allowing students to complete the programme regardless of where they are (e.g. on exchange or abroad for one of the minors – or in Leeuwarden).

### Optional Semester

One half of the third year of study comprises a range of choices for the student. Students may choose either to follow minors, participate in Stenden university Grand Tour or in the international exchange programme, either in the first or second semester. Students may plan their third year with some degree of flexibility so as to be able to follow the specific minors of their choice. The Strategic Management and Tourism Research Project modules are offered in each of the module periods shown below. The sequence in which the modules of the third year are followed is open to choice (though may be subject to availability of capacity). In Tourism Research Project, a maximum number of students per module period is set – February intake students who intend to go on Industrial Placement in the second semester, and any students intending to participate in an exchange programme or the Grand Tour in Semester 2 must take special care to ensure they sign in for the fixed modules during Semester 1).
Minors
These enable students to develop an in-depth knowledge in a specific direction or follow minors which relate directly to personal career intentions. Alternatively, students may select from a number of other minors offered by the other Stenden university institutes, including Wildlife, Lodge Management and Regional Tourism Development at Stenden university’s campus in South Africa, Community Based Tourism or Spa and Health Management in Thailand and the International Destination Branding minor offered at the Stenden campus in Qatar (Stenden university Grand Tour). Another opportunity is to follow the Tourism & Events minor offered at the Stenden campus in Emmen, though this is in Dutch. Full listings of Stenden university minors and descriptions about them can be found on intranet. Furthermore, there is a possibility to select a minor offered by another educational institution in The Netherlands, depending on their entry requirements. Each year in March, Stenden university minors are promoted in a minors market and via intranet and students are encouraged to discuss the options with their Study Coach so that they are sure of making the right choice.

International Tourism Management offers the following Minors in 2011-2012:

**Heritage Tourism**
Module co-ordinator: Dr. K.J.S. Miller & Mr. K. Gridnevskiy  
Study load: 420 SLH  
Minor Length: 9 weeks  
Minor Language: English only  
Study credits: 15 EC  
Module characteristic: optional minor (Deepening)  
Entry requirements: admitted to the main phase of the BBA or relevant equivalent  

Description:
The module offers students an opportunity to engage in a detailed study of heritage tourism and the various related policy initiatives found within the commercial, public and voluntary sectors. It involves different perspectives of heritage and its relationship with tourism, the wider social and political context, developments and current issues and management issues in heritage development.

The content provides a broad understanding of the range of heritage attractions that exists but will also allow students to develop an in-depth analytical perspective on many current, controversial and industry-relevant issues. The themes included in the module are: Defining Heritage, Heritage Tourism, the Politics of Heritage, Heritage Policy in Practice, Contested Heritage, Dissonant Heritage, Dark Tourism and Thanatourism, Military Heritage and Battlefield Tourism, Religious Heritage, the Museums sector, Commercial Heritage, Tradition: Living Heritage and Heritage Events, Managing Heritage Attractions, Marketing Heritage Tourism, Heritage Interpretation, Memory, Memorials and Remembrance, Heritage and Identity, Industrial Heritage.

The module includes a field trip to Edinburgh, Scotland, with presentations from organisations involved in heritage tourism and its development, conservation, marketing, interpretation, etc. The total cost of this trip should be around Euro 500.

Method: CBL, lectures, field trip
In Heritage Tourism, we are fortunate to have the support of the Edinburgh World Heritage Trust and the National Trust for Scotland, who act as module ‘sponsors’, advising, participating and endorsing the content and delivery of the minor. This represents recognition that the minor achieves its aim of reflecting the realities of the heritage tourism sector and that the content is relevant.

### Adventure Tourism

**Module co-ordinator**: Mr. M. Glotz & Mr. K. Gridnevskiy  
**Study load**: 420 SLH  
**Minor Length**: 9 weeks  
**Minor Language**: English only  
**Study credits**: 15 EC  
**Module characteristic**: optional Minor  
**Entry requirements**: admitted to the main phase of the BBA or relevant equivalent

**Description**:  
Adventure tourism is a fast growing sector and includes such activities as canoeing, rafting, caving, mountain biking, mountain climbing, walking, paragliding, abseiling, orienteering, etc. and vacations in the pursuit of risk, excitement, tranquillity and personally challenging experiences in the great outdoors. It is predicted that the demand for unique experiences and ‘authentic’ outdoor experiences will continue to grow worldwide in the coming years. The module combines practice and theory and focuses on outdoor activity management, planning, development of sustainable packaged adventure tourism products and innovative operational strategies and training in instructional trip and tour planning, leadership and group development.

The minor includes a field trip. Participants need to consider travel costs, outdoor clothes and gear (good walking boots, rain coat), food and lodging costs, activity costs, hiring costs (for instance canoes, bikes).

**Method**: CBL, lectures, case studies, field trip  
**Assessment**: Exam, report, presentation, module assignment, field trip  
**Costs**: Estimated cost for the field trip is Euro 300.

### Cruise Management I

**Module co-ordinator**: Mr. Ate de Groot  
**Study load**: 420 SLH  
**Minor Length**: 9 weeks  
**Minor Language**: English only  
**Study credits**: 15 EC  
**Module characteristic**: optional Minor  
**Entry requirements**: admitted to the main phase of the BBA or relevant equivalent

**Description**:  
Cruise Management I: The Basics  
During this module, students get introduced to the basic principles of cruise management, and will gain the knowledge and skills necessary to embark on Cruise Management II. The course mainly consists of specialized guest lecturers from the field of cruise management, a wide variety of educational methods, such as CBL, and some additional excursions will be planned for. Assessment takes place at the end of each study week by means of a short answer test. Additionally, a sub-group module assignment needs to be written for setting up a brand new innovating Cruise Line.

The minor includes a field trips. Participants need to consider some travel costs,

**Method**: CBL, lectures, case studies, field trip, guest lecturers  
**Assessment**: Evaluation, report, presentation, Master Case  
**Costs**: Estimated cost for the field trips for 2011-2012 is Euro 70
Cruise Management II
Module co-ordinator : Mr. Ate de Groot
Study load : 420 SLH
Minor Length : 9 weeks
Minor Language : English only
Study credits : 15 EC
Module characteristic : optional Minor
Entry requirements : Participation in CMI

Description:
Cruise Management II: Cruise & Research
Cruise Management II is the second module of the semester, reflecting the great variety of operations managed below the passengers decks. The unique selling point of this minor will be the opportunity for students to experience a cruise themselves on board a real cruise ship. Additionally, a research-paper needs to be written together with assigned student group-members.

The minor includes a cruise which is a compulsory part of the module. Participants need to consider costs.
Method : CBL, lectures, case studies, field trip
Assessment : Evaluation, report, presentation, Paper field trip
Costs : Estimated cost for the cruise for 2011-2012 is depending on prices of cruise tickets and air fares.

Tourism & Event Management 1 (Emmen)
Module co-ordinator : Ms. E. van der Spoel
Study load : 840 SLH
Study credits : 30 EC
Entry requirements : admitted to the main phase of ITM or relevant equivalent

Description:
The minor TEM 1 deals with the following main subjects: tourism, destinations, experience marketing, market research, cross cultural management and communication. The student has to gain insight in the industry and has to develop a strategic view on how create, design, sell and promote tourism products and services. The content is experienced through the development of new products for a specific targetgroup. The newly developed product and/or destination is based on trends in the market which are being supported by the results of a marketsurvey, which has to be carried out during the minor. A strategic marketing and sales plan has to be written to show the market perspectives for the new products or new destinations.
Events will also be a part of the new product. The first event to be organized will be a trip to check and inspect the possibilities of the newly developed product. On the spot new experiences and events will have to be created in order to improve the marketchances for the new product under construction.
A number of relevant professional products have to be created, in combination with study of the most up to date academic and industry literature.
Method : lectures, CBL, fieldwork, excursion
Assessment : active participation, reports, presentations, portfolio
Language : English
Costs : Field trip € 400 and € 50 for company visits

Tourism & Event Management 2 (Emmen)
Module co-ordinator : Ms. E van der Spoel
Study load : 840 SLH
Study credits : 30 EC
Entry requirements : admitted to the main phase of ITM or relevant equivalent + 30 credits of the main phase

Description:
Leading in this Tourism & Event 2 minor is the idea that you are working as a junior employee for a consultancy agency called Innovents. Innovents is a specialist consultancy in the fields of tourism
management, city-/regional marketing, events, cultural projects, imagineering and the creative society.

The junior employee will get different assignments to work on. Larger projects to work on are for example the organization of an event, the creation of a bidbook to host a conference in a city and a strategic vision in which events play an important role in the city or regional marketing.

In the tourism industry we notice that events play a more and more important role in product development to create a unique (travel) experience for the customer. Especially in the field of the meetings, incentives, conference and events segment this development can be noticed. On the other hand events, tourism and marketing come together when one has to produce a bid to host a conference.

Method:
- lectures, CBL, fieldwork, excursion

Assessment:
- active participation, reports, presentations, portfolio

Language:
- Dutch

Costs:
- € 250 for excursions and visiting events

Grand Tour
Choosing a minor at a branch campus site Stenden university gives ITM students the opportunity to gain firsthand knowledge and experience in a foreign country. Information about the content, living conditions and travel is provided at the Grand Tour office. The Stenden university international branch campus sites are located in South-Africa, Qatar, Thailand and Bali.

In principal there are 6 reasons why a student joins the Grand Tour:
1. Experience **cultural diversity** and spectacular nature;
2. Meet inspiring people in a **different country and environment**;
3. Expand **personal and professional development**;
4. Improve **language skills**;
5. Gain **international experience**, independence and organizational skills;
6. Broadened **life experience and knowledge**.

Community Based Tourism
Module co-ordinator: Ms. B. Nitsch
Study load: 420 SLH
Study credits: 15 EC
Module characteristic: Grand Tour minor (Thailand)
Entry requirements: admitted to the main phase of ITM or relevant equivalent

Description:
This minor aims to provide students with a realistic opportunity to engage in tourism field research. It involves a realistic experience of what tourism researchers and tourism consultants actually do in a very practical and stimulating context. It draws on the knowledge and skills developed in previous modules and allows the students to apply and synthesise this all towards the development of something of real-world value. Additionally, it provides a platform for students to develop and perfect interpersonal skills, inter-cultural awareness, management and research competencies and a different perspective of tourism in action.

“The idea of Community Tourism is simple: you can help local people and still have a good holiday, simply by going on tours that involve local communities. In other words, it is mutually beneficial trade.” (Tourism Concern)

Comprehensive awareness, understanding and sensitivity towards such things as cultural differences, sustainable approaches towards development of tourist resources, integrated and balanced growth of tourism in the community, awareness of stakeholder interests, fears and concerns, and an ethically-driven or values-driven approach to doing business are essential competencies for managers of the future. This module is an experience of realities - the challenge is to recognise that ‘western’ realities can be quite different from those of other parts of the world, and to explore ways for mutual, purposeful, balanced responsible furtherance of tourism.

Method:
- lectures, workshops, practical training, fieldwork abroad

Assessment:
- active participation, reports, essays, presentations

Costs:
- Around €1,350 (incl. training, interpreter/personal guide, transportation in
**International Destination Branding**

Module co-ordinator: Stenden Qatar  
Study load: 420 SLH  
Study credits: 15 EC  
Module characteristic: Grand Tour minor (Qatar)  
Entry requirements: admitted to the main phase of ITM or relevant equivalent

Description:
The minor deals with the following main subjects: destination marketing, heritage and culture tourism, MICE, business travel, cruise tourism. These topics are addressed wholly in the context of the Gulf states, with particular emphasis on Qatar itself. It provides students with a strategic view on how events are used to create brand identity and destination competitiveness. The content is experienced through the development of a number of relevant professional products, in combination with study of the most up to date academic and industry literature.

Method: lectures, CBL, fieldwork abroad  
Assessment: active participation, reports, presentations, portfolio

**Regional Tourism Development**

Module co-ordinator: Dr. R. Oosthuizen (Stenden South Africa)  
Study load: 420 SLH  
Study credits: 15 EC  
Module characteristic: Grand Tour minor (South Africa)  
Entry requirements: admitted to the main phase of ITM or relevant equivalent

Description:
The aim of this minor is to apply the tourism system approach by studying the sustainable and responsible development of a tourist destination in South Africa. Moreover, the students will focus on "Sustainable Tourism Chains" to make recommendations on developing adventure, heritage and community based tourism products in a sustainable way.

Method: Project-based work with the support of supervisors and experts.  
Assessment: cases, workshops and small-assignments will provide the necessary support to complete the module assignment (project).

**International Exchange Programme**

Instead of choosing an optional minor at Stenden university, students have the opportunity to study abroad with the exchange programme. An exchange programme means that one or two places in a tourism course at a university abroad are offered to Stenden students. The relationships with foreign institutes are formalised in co-operation agreements for both students and teachers. The exchange period generally lasts for one semester.

Stenden university has contracts with partner universities all over the world. More information and the latest updates concerning the opportunities for exchange can be found on the intranet.

Students who want to participate in the exchange programme must have completed their foundation phase. Applications for an exchange semester in the academic year 2011/2012 must be handed in before 1st February 2012. Exact details about the application procedure and selection criteria can be found on the intranet.

Students who obtain a place at another university, will have to obtain a total of 30 EC. The subjects or courses are written down in a learning agreement that is signed by the academic coordinator exchange in Stenden university as well as the partner university. At the end of the exchange period, Stenden university receives an official transcript of records that states how many credits a student earned. The amount of credits will be transferred in the Progress account of the student.
There are scholarships available for students who have obtained a place at a university in Europe. More information about the exact procedure can be found on the intranet.

All activities concerning the exchange programme are coordinated by Ms. C. Lap & Mr. M. Glotz.

Open Minor
A possibility for some students to pursue an alternative to one of the minors above is offered throughout the year. Opportunities exist to engage in a project at an advanced level of research. As such, it is only open to students who have completed the Year 3 TRP module. The open minor is flexible and can offer projects to individuals as well as small groups of students. The co-ordinator is Dr O. Moufakkir.

Tourism Exploration 2 (see 2B.2)

2B.7 Programme for the fourth year of study International Tourism Management

<table>
<thead>
<tr>
<th>Year 4</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>30 weeks</td>
<td>12 weeks</td>
</tr>
<tr>
<td>Industrial Placement</td>
<td>Dissertation</td>
</tr>
<tr>
<td>42 EC</td>
<td>18 EC</td>
</tr>
</tbody>
</table>

The final year of the BBA in International Tourism Management programme comprises the Industrial Placement and the Dissertation. These elements complete the Graduate phase of the degree programme and provide the basis for the student to integrate the knowledge and skills developed during the first three years in a professional environment which will prepare them for a career in tourism management. Integration of theory and practice is one of our main education policy principles. It forms a better preparation to a professional career for our students. A major principle here is that the educational programme has been structured thematically and in relation to future professional activities of our graduates. The Industrial Placement students who do well in their placement may be offered permanent employment within the organisation.

The Industrial Placement
During the Industrial Placement (lasting 30 weeks for a full or 9 weeks for a short traineeship), the students first familiarise themselves with the company, then generally are given various assignments to complete within one or more departments of the placement organisation. In addition to all sorts of practical skills, the student develops company specific management competencies. Considering the nature of the receiving industry, students are expected to be fully and professionally committed to the work that they are given to do and to be available at the times (weekends included) required by the industrial placement organisation. During the placement, the student is supervised and coached by a member of staff at Stenden university and a designated person within the placement organisation.

More and more ITM students do their industrial placement abroad. They gain international experience which can be a competitive advantage when applying for a job. International experience can be the beginning of international career plans and can provide the student with insight into other cultures. Details on the preparation training are included in the Year Two curriculum and full details on the Industrial Placement may be found in the Reader Industrial Placement International Tourism Management, which can be bought at the Repro Shop or accessed on Blackboard.

Students must note that in order to start the Industrial Placement they must have:
- Completed the Foundation phase of the programme by having received the Propedeuse certificate.
- Followed all Main Phase (Year 2 and 3) modules (inclusive of the regular module tests)
- Passed all second year modules, including the language modules
- No more than ONE incomplete module from the third year, including the language modules
- Completed all mandatory preparations for the Industrial Placement
- All study credits for Personal Professional Development registered in their study records
The start of the Industrial Placement may be delayed until these minimum requirements are reached.

An overview of industrial placement opportunities and any other information is available from the Industrial Placements Co-ordinator, Mr. P. Nonhof and on Blackboard. In order to have access on Blackboard enrol for the Course called Industrial Placements International Tourism Management.

**Dissertation**
A final paper (Dissertation) is completed during the 4th year. The Year One Writing Assignment provided a basis for developing the appropriate style of academic research writing and here the student has the opportunity to demonstrate their skills in a sustained period of applied research. This will take 12 weeks (476 study load hours) and may be completed during the Industrial Placement and may be of a topic determined together with and focused on something within the organisation. Assessment criteria for design and content for the dissertation are addressed in the Industrial Placement Guide. The Dissertation should normally be submitted in English, but in some cases may be submitted in another language. Permission for this must be sought from the Industrial Placements Co-ordinator and in agreement with your supervisor.

**2B.8 Other variances of intake**

**February Intake students**
Students who enter the ITM programme in the February entry stream have a separate sequence of modules, some followed as an independent group and sometimes in conjunction with students from one of the September intake groups.

N.B. due to differences in the structure of the first year, the BSA requirement for February intake students is different.
Programme for the study International Tourism Management (from Cohort Feb 2011) is as follows:

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Module 1</th>
<th>Module 2</th>
<th>Module 3</th>
<th>Module 4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Introducing the Tourism Profession</strong> 9 EC</td>
<td><strong>Tourism Product</strong> 9 EC</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Personal Professional Development 1</strong> 3 EC</td>
<td><strong>Business Economics 1</strong> 3 EC</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>English 1</strong> 3 EC</td>
<td><strong>English 2</strong> 3 EC</td>
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<table>
<thead>
<tr>
<th>Year 2</th>
<th>Module 1</th>
<th>Module 2</th>
<th>Module 3</th>
<th>Module 4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Tourism Marketing</strong> 12 EC</td>
<td><strong>Organisations and Personnel 1</strong> 9 EC</td>
<td><strong>Destinations Marketing &amp; Management</strong> 12 EC</td>
<td><strong>Tourism Industry Operations</strong> 9 EC</td>
</tr>
<tr>
<td></td>
<td><strong>Tourism Exploration</strong> 1 3 EC</td>
<td></td>
<td></td>
<td><strong>Progress Test Year 2</strong> 3 EC</td>
</tr>
<tr>
<td></td>
<td><strong>English 3</strong> 3 EC</td>
<td><strong>Progress Test Year 1</strong> 3 EC</td>
<td><strong>Foreign Language 1</strong> 3 EC</td>
<td><strong>Foreign Language 2</strong> 3 EC</td>
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<table>
<thead>
<tr>
<th>Year 3</th>
<th>Module 1</th>
<th>Module 2</th>
<th>Module 3</th>
<th>Module 4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Organisations &amp; Personnel 2</strong> 12 EC</td>
<td><strong>Tourism Resource Development</strong> 12 EC</td>
<td><strong>Minor</strong> 15 EC</td>
<td><strong>Minor</strong> 15 EC</td>
</tr>
<tr>
<td></td>
<td><strong>Foreign Language 3</strong> 3 EC</td>
<td><strong>Foreign Language 4</strong> 3 EC</td>
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</table>

<table>
<thead>
<tr>
<th>Year 4</th>
<th>Module 1</th>
<th>Module 2</th>
<th>Module 3</th>
<th>Module 4</th>
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</thead>
<tbody>
<tr>
<td></td>
<td><strong>Strategic Management</strong> 12 EC</td>
<td><strong>Tourism Research Project</strong> 9 EC</td>
<td><strong>Industrial Placement</strong> 30 EC</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Institute Activities</strong> 3 EC</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Tourism Exploration 2</strong> 3 EC</td>
<td><strong>Progress Test Year 3</strong> 3 EC</td>
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<table>
<thead>
<tr>
<th>Year 5</th>
<th>Module 1</th>
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<th>Module 3</th>
<th>Module 4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Industrial Placement</strong> 12 EC</td>
<td><strong>Dissertation</strong> 18 EC</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Short track programmes**
In addition to the regular sequence of academic activities for those following the full 4 year programme, there are some variations for those enrolled in shorter programmes, according to Accreditation of Prior Learning (APL). The following tables show the different study routes.
**Inflow MTRO**  
(for those students who have entered ITM with APL for previous MTRO education)

<table>
<thead>
<tr>
<th>Year</th>
<th>Module 1</th>
<th>Module 2</th>
<th>Module 3</th>
<th>Module 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introducing the Tourism Profession</td>
<td>Organisations and Personnel 1</td>
<td>Tourism Marketing</td>
<td>Tourism Product</td>
</tr>
<tr>
<td></td>
<td>9 EC</td>
<td>12 EC</td>
<td>12 EC</td>
<td>9 EC</td>
</tr>
<tr>
<td></td>
<td>English 1</td>
<td>English 2</td>
<td>English 3</td>
<td>Progress Test Year 1</td>
</tr>
<tr>
<td></td>
<td>3 EC</td>
<td>3 EC</td>
<td>3 EC</td>
<td>3 EC</td>
</tr>
<tr>
<td></td>
<td>Personal Professional Development</td>
<td></td>
<td></td>
<td>Tourism Exploration</td>
</tr>
<tr>
<td></td>
<td>3 EC</td>
<td></td>
<td></td>
<td>*1 3 EC</td>
</tr>
<tr>
<td>2</td>
<td>Organisations &amp; Personnel 2</td>
<td>Tourism Resource Development</td>
<td>Destinations Marketing &amp; Management</td>
<td>Tourism Industry Operations Management</td>
</tr>
<tr>
<td></td>
<td>12 EC</td>
<td>12 EC</td>
<td>12 EC</td>
<td>9 EC</td>
</tr>
<tr>
<td></td>
<td>Foreign Language 1</td>
<td>Foreign Language 2</td>
<td>Foreign Language 3</td>
<td>Progress Test Year 2</td>
</tr>
<tr>
<td></td>
<td>3 EC</td>
<td>3 EC</td>
<td>3 EC</td>
<td>3 EC</td>
</tr>
<tr>
<td>3</td>
<td>Strategic Management</td>
<td>Tourism Research Project</td>
<td></td>
<td>Industrial Placement</td>
</tr>
<tr>
<td></td>
<td>12 EC</td>
<td>9 EC</td>
<td></td>
<td>12 EC</td>
</tr>
<tr>
<td></td>
<td>Progress Test Year 3</td>
<td>Institute Activities</td>
<td></td>
<td>Dissertation</td>
</tr>
<tr>
<td></td>
<td>3 EC</td>
<td>3 EC</td>
<td></td>
<td>18 EC</td>
</tr>
<tr>
<td></td>
<td>Tourism Exploration</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>*2 3 EC</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*1 – SSW/PPD2/WFO  
*2 – PPD3/JAT

**Short track students from abroad**  
This entry route is offered to students who have entered ITM with APL for previous relevant education. Normally a short or fast track route is available to students who come from partner schools i.e. they have graduated with a diploma in Tourism. There are two possible routes for these students, dependent on the extent of the APL accreditation, with programmes either of 1.5 years or 2 years duration.
### International Tourism Management Short Track APL4a

**Exempted from 1st year/ half internship + Languages except Writing Assignment**

<table>
<thead>
<tr>
<th>Year 1 (2nd yr in prog.)</th>
<th>Module 1</th>
<th>Module 2</th>
<th>Module 3</th>
<th>Module 4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Organisations &amp; Personnel 2</td>
<td>Tourism Resource Development 9 EC</td>
<td>Destinations Marketing &amp; Management 12 EC</td>
<td>Tourism Industry Operations Management 9 EC</td>
</tr>
<tr>
<td></td>
<td>Writing assignment 3 EC</td>
<td>Tourism Exploration *1 3 EC</td>
<td>Progress Test Year 2 3 EC</td>
<td></td>
</tr>
</tbody>
</table>

Exemption for foreign languages 9 EC

Total EC in 2nd year 60

<table>
<thead>
<tr>
<th>Year 2 (3rd yr in progr.)</th>
<th>Module 1</th>
<th>Module 2</th>
<th>Module 3</th>
<th>Module 4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Strategic Management 12 EC</td>
<td>Tourism Research Project 9 EC</td>
<td>Minor 15 EC</td>
<td>Minor 15 EC</td>
</tr>
<tr>
<td></td>
<td>Progress Test Year 3 3 EC</td>
<td>Institute Activities 3 EC</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Tourism Exploration *2 3 EC</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 3 (4th yr in progr.)</th>
<th>Module 1</th>
<th>Module 2</th>
<th>Module 3</th>
<th>Module 4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Industrial Placement 12 EC (Exemption 30 EC)</td>
<td></td>
<td>Dissertation 18 EC</td>
<td></td>
</tr>
</tbody>
</table>

*1 – SSW/PPD2/WFO
*2 – PPD3/JAT (exemption for JAT, but not for PPD3)

### International Tourism Management Short track APL4b

**Exemption for: 1st year; minors; languages except Writing Assignment; half internship**

<table>
<thead>
<tr>
<th>Year 1 (2nd yr in prog.)</th>
<th>Module 1</th>
<th>Module 2</th>
<th>Module 3</th>
<th>Module 4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Organisations &amp; Personnel 2</td>
<td>Tourism Resource Development 9 EC</td>
<td>Destinations Marketing &amp; Management 12 EC</td>
<td>Tourism Industry Operations Management 9 EC</td>
</tr>
<tr>
<td></td>
<td>Writing assignment 3 EC</td>
<td>Tourism Exploration *1 3 EC</td>
<td>Progress Test Year 2 3 EC</td>
<td></td>
</tr>
</tbody>
</table>

Exemption for foreign languages 9 EC

Total EC in 2nd year 60

<table>
<thead>
<tr>
<th>Year 2 and 3 (3rd yr &amp; 4th yr. in progr.)</th>
<th>Module 1</th>
<th>Module 2</th>
<th>Module 3</th>
<th>Module 4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Strategic Management 12 EC</td>
<td>Tourism Research Project 9 EC</td>
<td>Industrial Placement 12 EC</td>
<td>Dissertation 18 EC</td>
</tr>
<tr>
<td></td>
<td>Progress Test Year 3 3 EC</td>
<td>Institute Activities 3 EC</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Tourism Exploration *2 3 EC</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*1 – SSW/PPD2/WFO
*2 – PPD3/JAT (exemption for JAT, but not for PPD3)
Programme for International Tourism Management Fast Track APL 8a

Exemptions for: 1st year (60 EC); 2nd year (60 EC); Half internship (15 EC) (this route is only available to students from accredited schools).

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Module 1</th>
<th>Module 2</th>
<th>Module 3</th>
<th>Module 4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Strategic Management 12 EC</td>
<td>Tourism Research Project 9 EC</td>
<td>Minor 15 EC</td>
<td>Minor 15 EC</td>
</tr>
<tr>
<td></td>
<td>Progress Test Year 3 3 EC</td>
<td>Writing Assignment 3 EC</td>
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<td></td>
</tr>
<tr>
<td>Year 2</td>
<td></td>
<td>Tourism Exploration *2 3 EC</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*2 – PPD3/JAT (exemption for JAT, but not for PPD3)

**NB:** Students who have graduated from a non-accredited Tourism Management programme in another country will be assessed on the basis of their grades sheets and work experience. In such cases, the Admissions Committee will justify a number of exemptions in the ITM programme.

Programme for International Tourism Management Fast Track APL8b

Exemptions for: 1st year (60 EC); 2nd year (60 EC); Languages except Writing Assignment; Internship (30 EC)

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Module 1</th>
<th>Module 2</th>
<th>Module 3</th>
<th>Module 4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Strategic Management 12 EC</td>
<td>Tourism Research Project 9 EC</td>
<td>Minor 15 EC</td>
<td>Minor 15 EC</td>
</tr>
<tr>
<td></td>
<td>Progress Test Year 3 3 EC</td>
<td>Institute Activities 3 EC</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Tourism Exploration *2 3 EC</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*2 – PPD3/JAT (exemption for JAT, but not for PPD3)

APE Programmes (Accreditation of Prior Experience)

These are individual programmes based on the prior work experience of the student, not necessarily on certificates or diplomas. These students go through a formal APE procedure to ascertain the weight of their work experience and are assigned individual routes in the ITM programme.

2B.9 Progress Test

Progress testing is a type of testing whereby the development of knowledge during the first three years of the ITM-Programme is measured. With the help of the test, students are able to measure their progress during the study based on the knowledge of the International Tourism Management Curriculum. The test is a reflection and based on the final level of the program.

Every test consists of 200 questions. Per year the student has to answer a certain number of multiple choice questions per discipline, as indicated in the table below.
Per study year a norm has been set that students have to meet. Reaching the norm is awarded with a number of credits. In the scheme below the exact number of questions should be answered (correctly) answered to meet the norms of the different years.

<table>
<thead>
<tr>
<th>Test</th>
<th>Number of Questions</th>
<th>Correct</th>
<th>Incorrect</th>
<th>Norm (correct-incorrect)</th>
<th>EC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>90</td>
<td>59</td>
<td>31</td>
<td>28</td>
<td>3</td>
</tr>
<tr>
<td>Year 2</td>
<td>120</td>
<td>78</td>
<td>42</td>
<td>36</td>
<td>3</td>
</tr>
<tr>
<td>Year 3</td>
<td>150</td>
<td>98</td>
<td>52</td>
<td>46</td>
<td>3</td>
</tr>
</tbody>
</table>

Per year students can enrol for / take four different tests. Once the student has achieved results at or above the norm for the specific year, the student receives 3 EC. The best result will be displayed in the grades. The test for the year 1 levels must be passed before the year 2 level can be passed. It is not possible to meet the norm of a year in advance. The progress Test is not a compulsory part of the BSA.

Each year students have to write at least two tests. Both tests are conditional for the Personal Professional Development program (PPD) to measure the learning progress and evaluate it together with the study coach. Students will receive a detailed result overview on the different disciplines of the curriculum, which must be included in the PPD portfolio.
2C Study progress policy

2C.1 Examination Committee
International Tourism Management has an Examinations Committee. The 2011/2012 Examination Regulations Stenden university (Student Regulations, part 1) and the 2011/2012 Module Examination Regulations ITM describe the tasks and responsibilities of the Examination Committee. Students with a request will address the secretary of the Examination Committee Mr. Martin Haanstra, Phone: 058-2441425, email: ec.l&t@stenden.com or the secretaries of the school email: ec.l&t@stenden.com. The Examination Committee meets at least 4 times per module period.

Written communication with the Examinations Committee should be only via the standard form available on Blackboard and should reach its secretary at latest 4 working days before the date of meeting of the Examinations Committee (at least Thursday, before 12 o’clock, in the week prior to the meeting on Wednesday). REQUESTS THAT ARE HANDED IN TOO LATE WILL BE PASSED TO THE NEXT MEETING. The request needs to contain a clear motivation. The request must be type written or printed and should contain all information requested on the standard form (name, address, phone number, student number, name of module in question, group number, tutor and/or teacher and/or module coordinator). Forms missing any of these details are not dealt with. The form can be found on Blackboard under: LM-TM Announcements -> Exam Committee -> format letter examination committee English. Requests that are not according to this form are not dealt with.

Meeting schedule Examinations Committee 2011-2012

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Module</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wednesday</td>
<td>24 August 2011</td>
<td>module 1</td>
</tr>
<tr>
<td>Wednesday</td>
<td>week 1, module 1</td>
<td></td>
</tr>
<tr>
<td>Wednesday</td>
<td>week 3, module 1</td>
<td></td>
</tr>
<tr>
<td>Wednesday</td>
<td>week 5, module 1</td>
<td></td>
</tr>
<tr>
<td>Wednesday</td>
<td>week 7, module 1</td>
<td></td>
</tr>
<tr>
<td>Wednesday</td>
<td>week 1, module 2</td>
<td></td>
</tr>
<tr>
<td>Wednesday</td>
<td>week 3, module 2</td>
<td></td>
</tr>
<tr>
<td>Wednesday</td>
<td>week 5, module 2</td>
<td></td>
</tr>
<tr>
<td>Wednesday</td>
<td>week 7, module 2</td>
<td></td>
</tr>
<tr>
<td>Wednesday</td>
<td>week 9, module 2</td>
<td></td>
</tr>
<tr>
<td>Wednesday</td>
<td>week 1, module 3</td>
<td></td>
</tr>
<tr>
<td>Wednesday</td>
<td>week 3, module 3</td>
<td></td>
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<tr>
<td>Wednesday</td>
<td>week 5, module 3</td>
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<tr>
<td>Wednesday</td>
<td>week 7, module 3</td>
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<tr>
<td>Wednesday</td>
<td>week 1, module 4</td>
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<td>Wednesday</td>
<td>week 3, module 4</td>
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<tr>
<td>Wednesday</td>
<td>week 7, module 4</td>
<td></td>
</tr>
<tr>
<td>Wednesday</td>
<td>week 1, module 5</td>
<td></td>
</tr>
<tr>
<td>Wednesday</td>
<td>week 3, module 5</td>
<td></td>
</tr>
</tbody>
</table>

2C.2 Education Committee
International Tourism Management has an education committee, which advises the management on various educational matters (e.g. education policies and educational organisation). Both students and staff members are represented in the committee. Moreover, a representative of STURA is usually present at the meetings, which take place each module. The current staff members of the Education Committee are Mr. K. Gridnevskiy, Mr. H. Wassens and Ms. C. Pratley. Students wishing to participate in the work of this committee should contact one of the staff members.
2C.3 Admission policy

2C.3.1 Requirements in respect of prior education
The enrolment regulations regarding prior education, for anyone applying to a BBA programme are stipulated in the Student Statute Part 1. Anyone wishing to register as a student for the Tourism programme must meet one of the following educational entry requirements: pre-university education (VWO) diploma, upper general secondary education (HAVO) diploma or secondary vocational education, level 4. International students must be in possession of a secondary school certificate, Abitur, Fachhochschulreife, or GCSE with 3 A levels in relevant subjects.

Regarding admission into the TMST pathways, international students must include complete documentation of previous education in tourism studies, including certificates and grades sheets in their initial application for a place in the programme. Any work experience should be authentically documented and be carried out in an educational setting. (See also chapter 2B.8)

2C.3.2 Clusters of chosen subjects
In addition to the general entry requirements, the following requirements have been set by ITM:

Students with a HAVO or VWO diploma with the profiles C+M must have satisfactorily completed ec or m&o.

2C.4 Access to the Main Phase
To gain access to the Main Phase, students are required to have the propedeuse certificate for ITM.

Students who have met the norm for the Binding Study Advice required by the end of the first year of enrolment are allowed access to elements of the Main Phase during their second year of enrolment in the programme, although are not formally enrolled in the Main Phase. See 2A.8. In this case, students wishing to enrol for exams in the Main Phase must apply in writing to the Examination Committee.

2C.5 Exemptions
For Tourism students the following exemption regulation is in force:
• in the Tourism programme there are possible exemptions;
• in principle, no exemption is granted for part of a module;
• students with either a VWO or HAVO diploma do not qualify for module exemption.

Exemption for the internship of 30 weeks or a part of it on the basis of work experience is granted on the following conditions:
• The exemption is applied for at the beginning of the application process
• The work experience has been certified and supervised by an educational body

Should a student be of the opinion that he qualifies for an exemption the following procedure applies:

2C.5.1 Procedure for applying for module exemptions
The leading principle is that because a module is an integral unit related to a particular theme no exemptions will be granted for parts of a module. Exemptions can only be granted for complete modules.

1. It is the student who takes the initiative to obtain an exemption.
2. The exemption for a module is only valid when the application is received by the co-ordinator Study Coaching ITM before the first time the module runs in an academic year or no later than week 4 of the first module. Exemption applications received during the module will not be considered.
3. Only one exemption for one module can be applied for on the application form.
4. The application form can be obtained from the secretariat of the Institute.
5. The application form must be filled in by the student and signed by the relevant module co-ordinator after the student has submitted the original diploma or certificate.
6. Subsequently, the application form has to be put into the pigeonhole of the person mentioned under 2. If the application is in order, it will be forwarded to the Examination Committee which will determine whether an exemption is to be granted. This person will also send the student a copy of the application by post.

7. Requests for an early placement in a second year module must be made by the student himself and must be addressed to the secretary of the Examination Committee.

NB: Consultation with the Examination Committee will take place when a module co-ordinator has reasons for justifiably granting an exemption in cases not mentioned above.

2C.5.2 Exemption regulation for MTRO graduates (level 4)
In principle, your exemptions will consist of 60 credits, though can be less if you choose.
- The exemptions are never compulsory.
- You will be invited for a meeting with the co-ordinator Study Coaching in the second year of your studies. In this meeting the sequence of modules that you will attend will be discussed.
- When the student decides to take the exemptions he/she must make sure that he/she hands in an authenticated copy of the MTRO-diploma + grades to the co-ordinator Student Affairs.

The maximum exemptions applicable to MTRO level 4 graduates are:
2 x Minor (30 EC), shortened Industrial Placement (30 EC)

2C.5.3 Exemption on the grounds of propaedeutic certificate
The bearer of a propaedeutic certificate or a similar certificate from an institute of higher education must comply with the requirements stated in 2C3.2. Exemptions will be assessed by the co-ordinator Student Affairs on an individual basis. The student has to send a request for an exemption to the Exam Committee. The Admission Committee will send a proposal for exemptions to the Exam Committee which will be assessed for approval.

2C.5.4 Exemption on the grounds of entrance examination
Prospective students of 21 years of age and older who do not comply with the requirements in respect of prior education may be admitted on the basis of an entrance exam set by Stenden university.

2C.6 Annual schedule of tests
The dates for the tests of the compulsory modules and minors will be published on Stenden university Intranet. Please also see chapter 2A.5

2C.7 Awarding and processing credits
Credits are awarded for several educational activities in the programmes. Apart from the EC awarded after successful completion of a module or minor, there are a few other educational activities such as Personal professional development, writing assignments, Languages, Industrial Placement and Dissertation.

Publication of Results
ITM seeks to complete grading within 15 working days after the end of the module. The scores are then processed and published centrally by the points administration service (Back Office Progress / BOP) within 21 working days after the end of the module.

Back Office Progress
BOP is responsible for the timely and accurate registration of student points. When students have problems or questions about their points they can speak with BOP staff at their regular walk-in consultation sessions at I-Study.

2C.8 Study coaching (Personal Professional Development)
At the beginning of your studies you will be assigned a teacher who will be your coach for Personal Professional Development. This coach will supervise you during your years in school, but not during your internship. The central issue in the study coaching is self-reflection and evaluation, as
prospective employers do not only ask for know-how but also the ability to critically assess one’s actions.

Learning to reflect on one’s own professional behaviour will be discussed in meetings, which have been planned and prepared in advance. This part comes under Personal Professional Development activities. At the same time you can turn to your student coach in case of problems.

2C.9 Reporting students

Below the different steps are mentioned which will be taken if a student does not behave according to the rules during team work. Incident 1 explains the procedure taken if a student causes problems* for the first time. If the same student causes problems during another module, then incident 2 is followed. Incident 3 is dealt with during the third time the same student causes problems. If the student functions without problems for 4 consecutive modules, then the student will have a ‘clean’ record. This means that if anything goes wrong after the 4 modules, the procedure will start again with incident 1.

Should a student be expelled from the group, then the student is allowed to use the developed group product and continue from there on his/her own. However, the group product, which the student is allowed to use, is only that product that has been developed up to the first warning of the student. So, if the first warning was given to the student in week 3 and the student is expelled from the group in week 6, then the student is only allowed to take with him/her what has been developed up to week 3.

Incident 1
- The tutor takes action (after discussion with the group and the module coordinator). The student might be expelled from the group if it is proven that the student did not behave well and according to the rules set out by the group in the beginning.
- The tutor informs the student that his/her name will be mentioned to Ms. A. Boonstra, verbally and/or in writing.
- The tutor informs Ms. Boonstra and writes down the situation.
- Ms. Boonstra gives a notice to the next tutor, verbally and/or in writing.
- An official letter is sent to the student and a copy is saved in the students’ file.
- If the student has special circumstances a meeting with Ms. Boonstra will be arranged.

Incident 2
- Again the tutor takes the necessary action in the group as mentioned in incident 1.
- The tutor informs the student that his/her name will be mentioned to Ms. Boonstra, this is done verbally and/or in writing.
- The tutor informs Ms. Boonstra and writes down the situation.
- Ms. Boonstra and the Dean of Tourism Management will meet with the student and give the student an official warning with an explanation of the consequences.
- The official warning is also given in the form of a registered letter sent to the student. A copy is saved in the students’ file.
- Ms. Boonstra informs the next tutor of the student’s situation.

Incident 3
- The student does not get a second chance in the group work, as soon as something goes wrong (according to the group agreements) the student will be expelled from the group immediately (this is discussed with the tutor and module coordinator).
- The tutor informs the Dean and Ms. Boonstra and writes down the situation.
- The dean takes measures and sends the measures and consequences in a registered letter.

* the definition of a student causing problems also depends on the rules the group sets out at the beginning. Therefore it is important that a group of student makes clear agreements as the tutor will use the agreements set within the group to make a decision.
2D Regulations for the module examination ITM, 2011/2012

Information on the Examination Regulations, the Test Conditions Protocol and the Plagiarism Protocol is available in the Students’ Charter, Part 1

The 2011/2012 Module Examination Regulations
The purpose of the Module Examination Regulations is to regulate the general state of affairs concerning the module examinations in order to be able to determine the student’s study progress and / or to be able to determine whether the student can be permitted to the programme’s post-propaedeutic and graduation phase.
The article numbers refer to the Stenden Examination Regulations that are included in the Students’ Charter Part 1. The paragraphs of the articles are particularizations of the applicable articles in the Examination Regulations.

Article 1 Definition of terms
Module – an educational unit with a defined number of study workload hours expressed in ECTS.
Regular module - a module pertaining to the year of study in which it is offered
Assignment – a task deriving from the central module theme

Article 2 Participation in the examinations
2.1 Classification of students in modules
Paragraph 1 The educational programme automatically divides the new first-year students into the regular modules.
Paragraph 2 From the second study year on every student has the opportunity to notify the educational programme via Progress of his or her planning of modules that will be followed during the next year of study.
Paragraph 3 The study planning must be submitted to the educational programme by no later than the last teaching day in June of the previous academic year.
Paragraph 4 If the student fails to observe that which is stipulated in Paragraph 3, the educational programme will determine a study planning for the applicable student. The student will not be permitted to object to the latter schedule.
Paragraph 5 The period within which the student is entitled to notify the educational programme of his or her study planning will be posted in advance on the Intranet.
Paragraph 6 Students doing their industrial placements or exchange studies can notify the educational programme of their study planning in writing. The letter of notification must be in the possession of the educational programme by no later than the last teaching day in July of the applicable academic year.
Paragraph 7 The educational programme reserves the right to make changes to the student’s year planning for pressing organisational reasons. To that end, the educational programme will observe the sequential structure of the modules and will also take into account the importance of the structuring of the practical modules.
Paragraph 8 The student can find his year planning via the internal computer network at the beginning of the academic year.
Paragraph 9 In principle, the student can only follow any given module once per academic year.
Paragraph 10 In principle, the student can only be allocated a maximum of one module per module period.
Paragraph 11 The student will only be able to follow a specific module a maximum of two times during the course of his study career. If the student has not completed any given module successfully after that, whether with the use of resits or module replacement assignment, the Examination Committee will advise the student to leave the educational programme.

2.2 Minors
The student must notify the educational programme of his or her choice of elective semesters for the next year of study via Progress.
The applicable deadline is posted on the Intranet.
Article 3 Module examination pass marks
Calculation of the module examination pass marks
Paragraph 1 The maximum number of credits that the student, who is following a specific module, can earn with correct / incorrect questions in a module test of the applicable module is 75% of the pass mark. The maximum number of credits that the student, who is following a given module, can earn in a module test of the applicable module with open questions is 55% of the pass mark; The maximum number of credits that the student can earn for the component, active participation, in a given module, contributes at most 100% to the pass mark for the applicable module. Please refer to the Module Book for a more detailed elaboration.

Paragraph 2 In the case of tutorials and practicals, the Module Book may stipulate that active participation in these components contributes at least 55% to the pass mark. Please refer to the Module Book for a more detailed elaboration.

Paragraph 3 For the pass marks for other test forms than those mentioned under Paragraph 1 and 2 of MTR 3.1, please refer to the Module Book of the applicable module.

Paragraph 4 The pass marks for the progress test and other relevant information are published on the dedicated page on Blackboard.

Article 4 Content and size of the examinations
Once the student has completed all the components of the propaedeutic phase with satisfactory results, he or she will have passed the propaedeutic examinations.

Once the student has completed all the components of the programme with satisfactory results, he or she will have passed the examinations.

Article 5 Granting of exemptions
See Exemptions in the International Tourism Management 2011/2012 Study Guide

Article 6 The number of test and examination opportunities per study year
6.1 The Module Examination
Paragraph 1 The following is stipulated in each Module Book: a. The maximum grade that can be earned for the different components of the module examination; b. The calculation of the pass mark that indicates whether the module is assessed with a satisfactory mark. c. The general criteria applicable to the module assignment; d. The general criteria applicable to active participation;

Paragraph 2 The student is given the opportunity to take part in the module test in Week 9 of the module to which he or she has been allocated, provided that the module test forms part of the module examination.

Paragraph 3 In the case of redoing a module, all previously earned grades for the module examination of the applicable module are cancelled.

Paragraph 4 Notifications concerning the module examination are published on Blackboard and / or on the Intranet.

Paragraph 5 Participation cannot be redone.

Paragraph 6 An unsatisfactory assignment can be redone only once. See Art, 6.3, Paragraph 4 of these Module Examination Regulations.

6.2 Module tests / Progress tests
Paragraph 1 A characteristic of the module test and progress test is that they must be taken under examination conditions. This means that a module test / progress test must be taken under the supervision of one or more university staff members at a time and in a location to be determined at a later stage and subject to the conditions stipulated in Article 16a and Article 16b of the Examination Regulations.

Paragraph 2 a. The date, the time of commencement, the duration and the location of the test must be published on the Intranet by no later than one week before the date of the test. b. With the exception of a force majeure, the published test dates, durations and commencement times will be binding.

Paragraph 3 Tests may be presented in different forms. Those forms are mentioned in the applicable Module Books.
Paragraph 4 Additional regulations applicable to any given test are published on the front page of the test before the start of the test.

6.3 Assignments

Paragraph 1 An assignment is a compulsory execution of an independent educational component in the module that does not pertain to a test or participation.

Paragraph 2 In the case of collaboration problems arising in group work, the students are bound to notify the tutor or module coordinator to that effect without delay. In the case of continuing problems, the module coordinator may decide to dissolve the group and to oblige one or more members of the group to complete the assignment individually or in a smaller group.

Paragraph 3 The module coordinator, lecturer or tutor is bound to give feedback about the assignment to the students at least once during the course of the module.

Paragraph 4 The students will be entitled to redo an unsatisfactory assignment once. It is not permissible to redo a satisfactory assignment. The module coordinator will grant permission to redo the assignment within four weeks of the date on which the final result of the assignment is published based on a written application to that effect from the student who received the unsatisfactory mark. Applications received after the aforementioned four-week period will not be processed by either the module coordinator or the Examination Committee.

Paragraph 5 Assignments to be handed in digitally, as well as in hard copy form must be handed in before the specified deadline.

Paragraph 6 Unless otherwise determined in the Module Book, the hard copy version of the assignments must be handed in subject to the following conditions:
Handed in to the front office on ...day (see Module Book)
between ... hours and .. hours (see Module Book)
In the case of a maximum of 1 hour late: deduction of 10% of the maximum
In the case of between 1 and 2 hours late: deduction of 20% of the maximum
More than 2 hours late: the assignment will not be checked and the student will not be given an opportunity to redo the assignment.
In the case of a force majeure, the student can send a letter to the Examination Committee.

Paragraph 7. If the hardcopy version of the assignment is handed in on time, but the digital version of the same assignment is handed in late, or vice versa, 10% will be deducted from the maximum mark for the assignment.

Paragraph 8. Art. 6.3 Paragraph 7 only applies if the absent version is handed in within two teaching days. Failure to do so will result in the assignment not being checked and the redo opportunity being suspended.

Paragraph 9 The student is bound to keep a digital copy of all assignments due to be handed in, whether in writing or in digital form, in accordance with Art. 11, Paragraph 3 of the Stenden university Examination Regulations 2011/2012.

Paragraph 10 The module coordinator is responsible for the assessment (or for having assessed) the assignment based on the list of assessment criteria.

Paragraph 11 Each assignment due to be handed in, whether in writing and / or digitally, must fulfil the following minimum general assessment criteria:
a. The assignment must be clearly legible;
b. The assignment must be complete;
c. In the case of a group assignment, each member of the group must be able to demonstrate that he or she contributed proportionally to the assignment.

Paragraph 12. Any member of the group that is demonstrably in default (quantitatively and / or qualitatively) in the production of the assignment may be assigned a mark that may deviate from the assessment that the tutor gave the rest of the members of the group. The deviation may not exceed 20% of the maximum score allocated for the assignment.

Paragraph 13 The tutor will only be entitled to allocate the deviating mark intended in Paragraph 12 once this has been agreed upon with the module coordinator.

Paragraph 14. The tutor is bound to notify the applicable member of the group that qualifies for the deviating mark, as intended in Paragraph 12, forthwith following agreement to that effect with the module coordinator.
6.4 Active participation
Paragraph 1 Unless otherwise determined in the Module Book, the minimum condition for the allocation of credits for active participation will be 80% attendance of compulsory educational learning activities in the group to which the student was assigned.

Paragraph 2 In the case of attendance of less than 80% (or the percentage indicated in the Module Book) of the compulsory learning activities, the student will in principle receive no credits for active participation, unless otherwise determined in the module book.

Paragraph 3 In the case of absence due to a force majeure, Article 14 of these regulations will apply.

Paragraph 4 The lecturer / tutor is authorized to refrain from assigning points for active participation in the case of there being grave reasons for doing so.

Paragraph 5 Before deciding to refrain from assigning the student points for active participation, the lecturer / tutor will be bound to warn the student to the effect that he or she is at risk of losing his or her points. The warning must be included in the minutes of the learning activity or must be given in writing. If, in the view of the lecturer / tutor, after the issuance of the warning, there are still grave reasons for refraining from granting the student his or her points, the lecturer / tutor will be authorized to make a decision to that effect. The latter decision must also be included in the minutes or recorded in writing.

The following are examples of grave causes:
- Failure to take the minutes;
- Absence when appointed for the role of chairperson or minutes secretary;
- Failure to elaborate the learning outcomes;
- Failure to fulfill agreements.

Paragraph 6 Absence at a meeting cannot be presented as a grave reason.

6.5 Module replacement assignment
Paragraph 1 The student may qualify (once) for a module replacement assignment under the following conditions:
- a. If it concerns the final uncompleted module.
- b. If the module forms part of the compulsory post-propaedeutic educational programme and is neither a practical module nor a minor.
- c. The student must have participated in the module and the related module examination in the regular way.
- d. In the case of a module with a module test, the student must have done at least two test resits.

Paragraph 2 The subject of the module replacement assignment must be related to the module theme and may in principle not be related to the Bachelor’s dissertation in the framework of the industrial placement or be derived there from.

Paragraph 3 The assignment consists of the writing of a paper for which a maximum of 15 credits can be earned.

Paragraph 4 The student is free to determine where the assignment will be done and is entitled to make use of the facilities of Stenden university of applied sciences.

Paragraph 5
- a. To qualify for a module replacement assignment, the student must apply to the Examination Committee to that effect in writing.
- b. If the Examination Committee issues a positive decision, the student will be given the opportunity to submit a proposal to the applicable module coordinator with respect to the subject and the overall structure of the assignment.
- c. If the subject is approved, the module coordinator and the dean will jointly appoint a lecturer to supervise the student.
- d. The supervising lecture must approve the overall structure of the assignment prior to the start of the work.
- e. The student is entitled to receive feedback on a regular basis during the period during which he or she is working on the assignment. The student will exclusively be entitled to supervision during teaching weeks.

Paragraph 6 a. Assessments are done in the form of a ‘satisfactory’ or ‘unsatisfactory’.
The same criteria apply as those used for the assessment of the dissertation in the context of the industrial placement.
b. In the case of a satisfactory assessment, the student will receive a maximum of 15 EC for the applicable module.
c. The result of the assessment is published at the latest within three weeks after the assignment was handed in.
d. Assessment exclusively takes place during teaching weeks.
e. The lecturer / assessor forthwith notifies the module coordinator of the applicable module of the result of the assessment, and the coordinator then notifies the secretary of the Examination Committee.

Paragraph 7  For resits of a module replacement assignment the regulations for the Bachelor’s dissertation in the context of the industrial placement will be applied.

6.6 Testing and resits
Paragraph 1 a. The student is entitled to take part in a maximum of five tests per applicable module followed, including the regular module test in Week 9 of the period in which the student is following the module.
b. In the case of the student failing to pass the module after five sittings of a module test, including the regular module test, then the student will be required to follow the complete module again in the next academic year. The student will be given at least three test moments per module in every year of study.
c. The progress test is offered at at least four different moments a year.

Paragraph 2 In the case of the student taking part in more than one test moments for a given module, the highest test score will prevail and the student will retain the number of points earned for participation and the assignment(s).

Paragraph 3 The onus is on the student to take notice of the test timetable and the registration for test moments.

Paragraph 4 Students who know when they will be doing their industrial placements will be given extra test moments for modules that they follow in the year of study in which they start their industrial placements, but have not yet completed. To qualify for this, the student is bound to apply to the Examination Committee in writing. The application must be accompanied by a document of proof of the date of commencement of the industrial placement. The application will not be processed without the aforementioned document of proof.

Paragraph 5 The student is personally liable in the case of failure to participate in a test due to a coincidence of test times.

Paragraph 6 The student is personally responsible for remaining up to date with regard to changes in the learning materials and/or point structure in the case of a test resit.

6.7 Expires

6.8 Educational experiments
The Examination Committee is authorized, in the framework of an educational experiment, to allow module coordinators to deviate from the general regulations applicable to module examinations, participation, etc., as recorded in the Stenden university Examination Regulations and the International Tourism Management Module Examination Regulations. Once the module coordinator has received permission to deviate from the regular rules, the deviations will be recorded in the Module Book of the applicable module.

6.9 Expires

Article 7 Period of validity of the examination components
Article 7a Intellectual property
No particularization

Article 8 Oral examinations

Article 9 Determination of the results
Paragraph 1 The final results of the module examination are published in Progress.
Paragraph 2 A student will pass a module if he or she has earned the minimum pass mark of the module and of parts of the module.
Paragraph 3 A student will fail a module if:
   a. He or she has failed the module examination.
   b. His or her module examination results were declared invalid.
Paragraph 4 The answers on the test answer cards handed in by the student are used to determine the ultimate test mark.
Paragraph 5 The student is not allowed to take the module test/progress test handed out in the test sessions and the notes made during the test session from the test location.
Paragraph 6 The provisional “answer key” for the module test / progress test is published from 8.30 hours of the teaching day following the test date.
Paragraph 7 The module coordinator may announce the provisional scores for the module examination components before the final module examination results.
Paragraph 8 No rights may be derived from provisional results.

Article 10 Right of inspection and retention period
Paragraph 1 After the announcement of the final results of the module examination, the student has right of inspection of both (the) assignment(s) and (the) assessment form(s) that were used, with due observance of the inspection period stipulated in the Stenden university Examination Regulations.
Paragraph 2 The assessor will keep the assessed assignments for the period intended in Article 10 of the Examination Regulations.
   The assignments are destroyed upon expiry of the aforementioned period. Assessed assignments are under no circumstances returned to the student.

Article 11 Responsibility for test and examination data
Paragraph 1 The student is notified where and when written reports on module examination components and digital elaborations of assignments must be handed in. When handing in an assignment to a lecturer / tutor / the front desk, the student is required to sign a receipt list kept by the applicable lecturer / tutor / front desk.

Article 12 Registration of the study results
No particularization.

Article 13 Certificates
Paragraph 1 a. Students who are assigned to the foundation phase, have passed the foundation year and want to get a foundation certificate, have to send a request to the Examination Committee. A form for this request can be found on the ELO site of the Examination Committee. After the request has been received, the Examination Committee issues a foundation certificate.
   b. Students who have an exemption of the foundation programme will not receive a foundation certificate.
Paragraph 2 a. Students who passed all parts of the foundation phase and of the post foundation phase, the degree of Bachelor of Business Administration in International Tourism Management will be issued on demand.
   b. Students who want to graduate need to submit a written request to the examination committee for consideration of one’s graduation request. A form for this request can be found on the ELO site of the Examination Committee. This request must be in the possession of the secretary of the Examination Committee at least 14 days before the desired graduation date.
Paragraph 3 The student can graduate every date the Examination Committee meets (see chapter 2C.1).

**Article 13a Cum Laude**
The conditions for graduating Cum Laude in International Tourism Management are stipulated under the Appendix to the Module Examination Regulations ITM, 2011/2012 for the International Tourism Management programme.

**Article 14 Force Majeure**
14.1 Appeal to force majeure
Paragraph 1 The student will not be entitled to appeal to a force majeure for any given test once he or she has sat the test or examination.
Paragraph 2 To be able to appeal to the force majeure rule when working on an assignment, the student will be required to contact the module coordinator before the submission deadline.
The module coordinator will then make a provisional arrangement with the student and notify the Examination Committee to that effect.
The secretary of the Examination Committee will then determine whether the provisional arrangement can be converted into a permanent arrangement, or whether it needs to be put on the agenda for a decision at the first subsequent meeting of the Examination Committee.

14.2 Allocation of extra examination sittings for the module tests
Paragraph 1 The Examination Committee will only grant extra sittings for a module test after the student has used up all the regular test (resit) opportunities with the exception of the opportunity related to the force majeure.
Paragraph 2 The Examination Committee is authorized to present a different test form as an extra test. The extra test must be similar in character to the original test.
Paragraph 3 A request for an extra test sitting on the grounds of a force majeure must be submitted to the Examination Committee by no later than five days after the test date to which the force majeure applies.
Paragraph 4 In the request intended in MTR 14.2, Paragraph 3, the student is required to substantiate the intended circumstances with the written document of proof intended in MTR14.1, Paragraph 1.
In addition, the student must have fulfilled the following condition: he/she must have reported his/her absence to the Front Office on the same day.

14.3 Exchange
Paragraph 1 The student is not entitled to derive any rights from these Module Examination Regulations during a study exchange period at a foreign educational institution and / or during a stay at one of the foreign campus sites.

14.4 Force majeure in the case of compulsory educational activities
Paragraph 1 The student will be entitled to apply to the module coordinator for a compensation assignment in the case of having missed a compulsory learning activity, the absence of which is not attributable to the student personally (force majeure). The following conditions must be fulfilled for the student to qualify for a compensation assignment:
- The student reported his or her absence to the Front Desk on the same day.
- All missed compulsory activities in the applicable module component are missed due to a force majeure, based on the sole discretion of the module coordinator.
- The student participated actively during the other meetings.
- The student is required to prove the circumstances intended under Paragraph 1 of this article with written documents of proof to that effect.
The student is only entitled to request a compensation assignment after the last compulsory learning activity in the applicable module and must reach the module coordinator by no later than four teaching weeks after the last day of the module period.
Paragraph 2 The module coordinator will determine the content and execution of the compensation assignments, if necessary in consultation with the applicable lecturer or tutor.
Paragraph 3 The compensation assignment must substitute the missed compulsory component in substantive terms, and must be substantively equivalent to the missed compulsory components in terms of study workload hours.

Paragraph 4 Compensation assignments pertaining to one of the first three module periods in any given year of study must be handed in and checked in the same year of study. Compensation assignments pertaining to Module 4 must be handed in by the latest on 15 August and checked within one week. The module coordinators are responsible for determining whether the assignment fulfills the set criteria. If the assignment is given a satisfactory mark, the module coordinators will allocate the participation points too.

Paragraph 5 If a student is not satisfied with the assessment of the compensation assignment, he or she is required to follow the procedure stipulated in Article 17.

Paragraph 6 In the case of absence from a specific subject, other than PBL and / or module assignment coaching, then ‘specialized lecturer’ applies in this article instead of ‘module coordinator’.

Paragraph 7 If the student and the module coordinator or the specialized lecturer disagree on the question as to whether a force majeure applies to the case in question, the student is entitled to submit an application to the Examination Committee, once again, within four weeks of the end of the module.

Article 15 Facilities for physical or perceptual disabilities in students
No particularization.

Article 16.a Rules of good conduct in matters concerning examinations (for students)

16.a.1 Tests
Paragraph 1 In principle, a student will only be entitled to take a test if he or she is able to show a valid student card.

Paragraph 2 If the student is unable to show a valid student card, but is able to show an alternative valid identity document, he or she will still be entitled to take the test. In the latter instance, the student will however be required to display a valid student card in person to the secretary of the Examination Committee within a period of five days, or in the case of the absence of the secretary, then to one of the other members of the Examination Committee or the secretariat of the Examination Committee. The student is also required to hand in a copy of the card with specification of the date and name of the test to the secretariat or in the secretary’s pigeonhole. The student will only receive his or her test score once these conditions have been fulfilled. This procedure may result in a delay in the release of the test results.

Paragraph 3 Students that are not able to identify themselves in any way whatsoever will not be allowed to enter the test location.

Paragraph 4 Unless otherwise specified on the test paper that has been handed out, the student will not be entitled to have anything other than the test paper, the test answer card, a pencil and a rubber on the table where the student will be writing the test.

Paragraph 5 The following conditions apply to the use of calculators in tests:
The calculator may only be capable of processing and displaying numbers and not text;
The calculator may not be connected to the power source or a computer network;
The calculator may not be fitted with audio equipment, plates, an alarm system and transmission or reception systems;
The calculator may not operate in any other way than the hierarchical algebraic method;
The calculator may not be larger than a pocket-size format.

Paragraph 6 Participants in tests with True / Untrue items are bound to fill in the complete test answer card.

Paragraph 7 After the end of the test, the (main) invigilator will fill in a protocol on the progress of the test, sign it and hand it in to the Test Service Office.

Paragraph 8 The student is not permitted to take an operating mobile telephone or Blackberry into the test location.

16.a.2 Expires
Article 16.b Irregularities
16.b.1 Irregularities in tests
Paragraph 1 In the case of the discovery of irregular activities on the part of a student during the module test / progress test, the invigilator will be required to file a written statement to the Test Service Office within a period of three teaching days.
Paragraph 2 The Examination Committee will give the applicable student the opportunity to react verbally to the charge.
Paragraph 3 During the investigative procedure, the student’s results for the module examination will either not be determined or suspended.

16.b.2 Irregularities in assignments
Paragraph 1 The purpose of the assignment is to test whether the student has mastered the applicable learning material. For that reason, the student is bound to use his or her own words in the elaboration of the assignment. It is not permissible to take over the structure and / or content of another person’s work without due reference to the source material. The cited text may not exceed 5% of the total text.
Paragraph 2 If, in the view of the module coordinator, the student failed to observe that which is stipulated in Paragraph 1 and completed the assignment in an inappropriate manner, the student will not receive an assessment for the assignment, alternatively, a previously issued assessment will be suspended.
Paragraph 3 The module coordinator will report on his or her findings, with respect to that which is stipulated in Paragraph 2, to the secretary of the Examination Committee.
Paragraph 4 The applicable student will be heard by a delegation of the Examination Committee.
Paragraph 5 The results of module examinations of students found guilty of irregular activities and students who are accessories to such activities will either not be processed or will be suspended until the case has been settled.
Paragraph 6 If a group assignment was executed in an irregular manner, the assignment will be declared null and void, and the students who were found not culpable of the irregular conduct and who were not found to be accessories to the fact will be given the opportunity to do a new assignment.

16.b.3 Sanctions in the case of irregularities
Paragraph 1 In the case of the Examination Committee determining the existence of irregular activities, based on the knowledge at its disposal, the results of the module examination of the applicable student will be declared invalid. The student will not be given a resit (in the form of a test and / or assignment) in the current year of study and he or she will be bound to redo the entire module. In addition, the Examination Committee will also be entitled, in accordance with that which is stipulated in the Dutch Higher Education and Research Act (WHW), to prohibit the student from participation in one or more examinations for a maximum of four module periods.
Paragraph 2 The Examination Committee may decide on an alternative sanction from that which is stipulated in Paragraph 1.
1. The sanction may be fulfilled through the student's personal efforts and the aim must be comparable to the sanction intended in Paragraph 1.
Paragraph 3 The Examination Committee may refer students deemed culpable of irregular conduct to the Dean for disciplinary measures.

Article 17 Objection and appeal procedures
17.1 The module examination
Students are only permitted, for a maximum period of two teaching weeks after publication, to lodge queries with the Progress official regarding the correctness of the final module examination results, or in the absence of the aforementioned officer, then with his or her deputy. Alternative procedures are available for students who are doing placements.

17.2 The module test / Progress Test
Paragraph 1 The student is entitled to lodge objections to test items.
Paragraph 2 Objections to test items must be lodged with the module coordinator (in the case of a module test) or the progress test coordinator (in the case of a progress test) by no later than the fourth teaching day after the test and before 9.00 hours.
Paragraph 3  Where a deviating timetable applies to a specific test, the timetable must be
published, at most, one teaching week before the test.

Paragraph 4  After the period for lodging objections, intended in Paragraph 2, the applicable
lecturers will assess the objections and will be entitled to declare an objection invalid.
The applicable lecturers are bound to assess the objections and declare them invalid
or otherwise within a maximum period of three work days following the submission
period intended in Paragraph 2. The Examination Committee is ultimately responsible
for determining whether a test item will be removed or converted.

Paragraph 5  If a lecturer does not comment on an objectionable test question within the due
period, the
module coordinator / progress test coordinator will declare the objection valid or
invalid within one teaching day following the expiry of the period intended in
Paragraph 4. If the module coordinator / progress test coordinator is in default in that
regard, the Examination Committee will make a due decision within a period of two
teaching days of the expiry of the period intended in Paragraph 4.

Paragraph 6  If an objectionable test item is not furnished with a comment within the specified
period, then the applicable test item will be removed.

Paragraph 7  Following the period intended for the assessment and declaration of validity or
invalidity of the objections to the test item, the module coordinator / progress test
coordinator will forthwith publish the outcome via Blackboard.

17.3 The assignment
Paragraph 1  Students who do not agree with the assessment of their assignments are required to
follow the procedure outlined below with due observance of that which is stipulated in
Article 6.1, paragraphs 5 and 6.
The student must first ask the assessor for a verbal explanation within one teaching
week of the publication of the final score.
If the student does not agree with the assessor’s explanation, he or she will then be
entitled to lodge a written objection to the module coordinator within two teaching
weeks of the publication of the final score.
The module coordinator will announce his or her view of the situation to the student
within one teaching week of the date of signature of the student’s written objection.

Paragraph 2  a. Students that wish to qualify for a second assessment of an assignment, either as
individuals or as a group, must submit a written request to that effect to the secretary
of the Examination Committee. If one student submitted the request for a second
assessment of an assignment that was completed by more than one student, the
amended result will only apply to the student that submitted the request. The other
students will not qualify for revised assessments.
b. The request intended in Paragraph 2a must be in the possession of the secretary
within six teaching weeks of the publication of the final module examination results
and, in any event, before the student resits the test for the first time. Requests that
are only handed in after the student has already retaken the test the first time will not
be processed.
c. The secretary will appoint a second assessor, whose decision will be binding. The
result of the second assessment must be announced to the secretary within a period
of ten teaching days. Directly after this announcement the student will be informed by
the secretary of the Examination Committee.

17.4 Expired

Article 18 Harshness clause
No particularization.

Article 19 Unforeseen circumstances
No particularization.

Article 20 Coming into effect and official title
Paragraph 1  These Module Examination Regulations will come into effect on 1 September 2011.
Paragraph 2  These regulations must be cited as “International Tourism Management 2011/2012
Module Examination Regulations”.

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Appendix to the Module Examination Regulations ITM, 2011/2012

Certification and Graduation

Students who complete their Foundation Phase in 1 year will receive their Foundation Phase Certificate in the 1st semester of Year 2.

With the exception of the September meetings, the Examinations Committee establishes in each of its meetings which students have completed their Foundation Phase and which students have graduated.

Students graduate when all components of the programme have been completed and the full 240 points for these have been registered in the study records. Typically, there are two graduation ceremonies each year – one in July and one in October, although students may collect their degrees from the secretaries at other times.

Cum Laude

It is possible for ITM students to graduate with Cum Laude (Distinction) if the following conditions are met:

- For every module, the student has attained a score of at least 8.0 of the module points. This score must have been achieved at the first attempt of every single part of each module.
- The student must have completed a dissertation that has been graded as Cum Laude standard (a score of 8.0) by both graders of the dissertation.
- The student has attained a score of at least 8.0 in the minors.
- The student has attained a score of at least 8.0 for the Progress Test of each study year. Every Progress Test opportunity can be used to achieve this grade.
- The student is responsible for taking the initiative to apply for Cum Laude, by requesting the Exam Committee to investigate the validity of the application for Cum Laude. This request must be accompanied by a transcript of the student’s study record. This request should be submitted at least 2 months before the intended graduation date.

Stenden university Honours Programme

For exceptional students who seek a greater challenge from their studies, a 2 year Honours Programme is offered by Stenden university (during the second and third year). General info can be found on [www.stenden.com/honours](http://www.stenden.com/honours). Full details about the programme can be obtained via [honours@stenden.com](mailto:honours@stenden.com) or from the coordinator Afke Moufakkir – [afke.moufakkir@stenden.com](mailto:afke.moufakkir@stenden.com).

Stenden university School of Graduate Studies

Graduates of the International Tourism Management programme are eligible to apply to join one of the Master programmes which are offered by Stenden university School of Graduate Studies.

Stenden university Master programmes share a common part which is compulsory for all participants, followed by specialisations in different fields. The total study load of each programme is 1,680 hours, divided in four module periods from September to September. The following programmes are offered:

- International Leisure and Tourism Studies (MILTS)
- International Service Management (MISM)
- Master of Arts in International Event Management (MAIEM via London Metropolitan University)

The Master programmes (MILTS & MISM) are accredited and validated by the London Metropolitan University (London Met) and by the Dutch Validation Council of The Netherlands.

When students accomplish a part of the programme they can obtain a Post Graduate Certificate or a Post Graduate Diploma.

More information about the Master programmes and the application procedure is available on the university website.
4 Regulations governing sickness and other special circumstances

Given below is an explanation of what you have to arrange if you are (temporarily) prevented from participating in the education owing to sickness or other special circumstances.

4.1 Study programme regulation in the event of sickness or other special circumstances

4.1.1 Short-term sickness
When you fall ill and you can’t participate in workshops, PBL meetings etc. or you can’t keep an appointment with a teacher you need to inform the Front Desk, telephone (058) 2441335 in time (before 10.00 a.m. on the day of illness or absence).

The secretariat registers all reports. Teachers and Examination Committee can check absence of students. Reporting absence can be of great importance in case of requests concerning appeal to circumstances beyond one’s control. In such cases the Examination Committee always will check reports of illness. If you do not report your illness or absence due to special circumstances, the Examination Committee will normally assume there is no question of legitimate absence.

4.1.2 Long-term sickness
If it becomes clear that your illness or special circumstance will be of a long-term nature, it is important that you contact your personal coach and the co-ordinator Student Affairs. The implications, the delay to your studies and possible ways of preventing further delays can then be discussed. In a situation of this nature the process supervisor will refer you to the student affairs office/student counselling department. This will give you the opportunity to discuss the situation with specialists employed by the institute (including the implications for registration duration, finance, etc.).

Following a long period of illness or special circumstances, you can also make an appointment with the secretary of the examinations committee to discuss the continuation of the study programme.

4.1.3 Practical education
For practical education there is a rule requiring 100% attendance. The reason for this is that the attitude aspects and objectives of practical education can only be tested if the students actually attend it. Because it is often the case that students work in groups for practical education, reporting sickness is also a question of courtesy to fellow-students.

It is important to realise that additional assignments may be formulated in the event of your being absent through sickness.

4.1.4 Module assignments
Many of the module assignments are completed by small groups of students. Report sick to the module co-ordinator and your group members. The regulations stipulate that all students, also for group work assignments, are jointly and severally responsible for their own participation in and contribution to the group work. In the case of sickness, you cannot as a student depend on the contribution of fellow-students but must take active steps and (possibly) also accept that you will have to retake an assignment, unlike the other members of the group.
4.1.5  **Personal coach**
If you are off sick on a long-term basis, it is advisable for you as a student to quickly contact your personal coach in person. This will enable you to discuss the situation, analyse the position and formulate a plan of approach to prevent further delays in your studies.

4.2  **Failing to meet the standard of the (binding) study recommendation**
If it becomes clear that you will not meet the standard because of special circumstances or sickness, you are obliged to report this to the coordinator study coaching and to one of the student counsellors. Besides that you have to send a letter to the Exam Committee before June 1<sup>st</sup>. February starters have to send the letter before November 1<sup>st</sup>. In this letter you explain the situation in general and you refer to the meetings with the coordinator study coaching and the student counsellors. The format for the letter can be found on Blackboard. See also chapter 1, Student Regulations section 1 and in the prospectus under 2A.8.

4.3  **Study delays**
If your studies are delayed by sickness or special circumstances, you are obliged to report this to the personal coach, Co-ordinator Student Affairs and to one of the student counsellors. See also chapter 7 of the Student Regulations, section 1.

4.4  **Special circumstances**
The following circumstances come under special circumstances as provided for in paragraphs 2 and 3:
- illness (including mental illness)
- pregnancy
- special family circumstances (such as your parents divorcing, serious illness or bereavement in your direct family)
- co-determination activities for the institute
- board membership for certain student associations
- a study programme that ‘cannot be studied’

4.5.  **Basic facilities for students with a handicap**
Basic facilities are defined as the facilities that must always be present, regardless of whether students are using them at any given moment in time.

**A. material facilities**
- Toilets for the disabled
- Parking spaces for people with disabilities
- Cash dispenser at the restaurant at the level of a wheelchair user
- A stair lift for the auditorium
- Low computer on a stand for wheelchair users
- Mobile inductance loop available for loan from the audio-visual department
- Laptop available for loan from the audio-visual department

**B. educational facilities**
- option to extend the test duration
- option to take tests separately
- option to receive the test in enlarged letter type (12 point)
- option to receive readers in enlarged letter type (12 point)
- option to receive an adapted lesson timetable
- option to receive an adapted study timetable
• option to be given an alternative assignment
• option for an adapted work form
• option for an adapted form of test
• option for a flexible learning process
• option for adapted placement in terms of form and duration

C. financial facilities
• allowance for dyslexia examination
• graduation support
• facilities in the area of student grants and loans
Procedures
Re. A. material facilities
Most of the basic material facilities are freely available for use. Students wishing to make use of the facilities that are managed by the audio-visual department will need to submit an application for them via the student counselling department. If the required facility is not present, the student can make an appointment with the student counsellor. The student counsellor will then discuss with the student the channel along which an application for the facility can be submitted.

Re. B. educational facilities
If the student is not sure which facilities he can use, he can make an appointment with the student counsellor. She can provide advice about possible facilities. The steps that need to be taken to acquire the facilities can be discussed with the study coaching coordinator. For certain facilities, an application will have to be submitted to the examinations committee. It will often be the case that a medical certificate is required.

Re. C. financial facilities
In the event of the student or the study programme personnel suspecting that a student is suffering from dyslexia, the student can have a dyslexia examination carried out. The student counsellor will mediate in the application for an allowance for this facility. There are various financial arrangements available if the student's studies are delayed or he is forced to interrupt his studies owing to his handicap. The student counsellor will find out which arrangement is applicable to the student's situation and oversee the application.

4.6 Regulation for medical certificate in the event of sickness

4.6.1 Purpose of the certificate
If a student:
- wishes to deregister during an academic year owing to sickness;
- applies for financial support from the graduation fund owing to sickness;
- is unable to sit an exam (section) owing to sickness and the examinations committee requires him to provide evidence of sickness, he will need to submit a medical certificate to the central student administration office (a) the financial support for students committee (b) or the examinations committee of the study programme (c).

4.6.2 Obtaining the certificate
To obtain a medical certificate you will need to go to the ArboNed (working conditions office), Oostergoweg 5 in Leeuwarden (058 2339202) or to your nearest ArboNed support point. The addresses and telephone numbers of the ArboNed support credits can be obtained from the Information Centre.

4.6.3 Costs
If the costs of a consultation are not covered by the student’s health insurance, Stenden university will reimburse 40% of the costs. The reimbursement is paid on a one-off basis for each case of sickness. The bill must first be paid by the student. He can then claim 40% of the costs from Stenden university using an expenses claim form, which can be obtained from the Information Centre.
4.6.4 **Restriction in the use of ArboNed-zorg**

Students are emphatically not permitted to make use of ArboNed-zorg for general medical advice or medical supervision. Students are only permitted to engage ArboNed-zorg to obtain a certificate as provided for in these regulations.

4.7 **Studying and RSI**

There are students who suffer from pain in the arm, neck, shoulder, elbow or wrist. Students often believe that these problems will pass. But unfortunately, that is not always the case. This type of pain can be indicative of RSI: Repetitive Strain Injury, also known as ‘mouse arm’. If the first indications are not taken seriously, the problems will usually gradually get worse.

RSI is difficult to establish because there can be several causes of the pain. In the case of RSI, there is a clear relationship between the way in which people work and the symptoms Factors that can result in RSI include:

- an incorrect sitting posture when working
- repetitive work
- insufficient alternation in the posture and the work
- stress

The studies can also include activities in which people remain in the same posture for long periods of time and/or make the same movements. The computer monitor occupies an important position in the work, not only at a school, but frequently at home too. Using chat rooms, browsing on the Internet and computer games also often taken up a considerable amount of time.

RSI is something that you can largely prevent yourself. The most important tips in this regard are as follows:

- do not work for longer than **five to six hours** a day at a monitor or for more than **two hours** at a laptop!
- these times include chatting, e-mailing and computer games!
- when working at a monitor, take a short break every hour
- adopt a good sitting posture in front of the monitor
- alternate work with the monitor with other work
- make sure that you have sufficient leisure activities in addition to your studies
- take initial symptoms (pain, tingling, stiffness) seriously and see your doctor in good time.

More information on RSI is provided on intranet and the Internet. The sites below in any event provide a clear overview:

- www.rsi-centrum.nl
- www.stoprsi.nl
- www.muisarm.nl

The Ministry of Social Affairs and Employment (tel. 0800-9051, free) publishes brochures including ‘Working with monitors’. You can also use this number to order the free CD ROM ‘Stop RSI’.