

DELIBERAZIONE DELLA GIUNTA REGIONALE 4 agosto 2021, n. 1342

D.M. 25 marzo 1998, n. 142 “Regolamento recante norme di attuazione dei principi e dei criteri di cui all’articolo 18 della L. 24 giugno 1997, n. 196, sui tirocini formativi e di orientamento”. Approvazione schema di convenzione NHL Stenden University of Applied Sciences di Leeuwarden (NL).

L’Assessore alla Cultura, Tutela e sviluppo delle imprese culturali, Turismo, Sviluppo e Impresa turistica, Dott. Massimo Bray, sulla base dell’istruttoria espletata dal funzionario istruttore P.O. “Affari Generali e Pianificazione strategica”, Dott.ssa Annamaria Sebastiani, confermata dal Direttore del Dipartimento Turismo, Economia della Cultura e Valorizzazione del Territorio, Dott. Aldo Patruno, riferisce quanto segue.

PREMESSO CHE

- l’art. 27 del D.P.R. 11 luglio 1980, n. 382 consente alle Università la stipula di specifiche convenzioni per l’utilizzo di strutture extrauniversitarie ai fini dello svolgimento di attività didattiche integrative;
- la legge del 24 giugno 1997, n. 196 reca le disposizioni in materia di promozione dell’occupazione e, in particolare, l’art. 18 contiene disposizioni in materia di tirocini formativi e di orientamento finalizzati a realizzare momenti di alternanza tra studio e lavoro e ad agevolare le scelte professionali mediante la conoscenza diretta del mondo del lavoro;
- con Decreto 25 marzo 1998, n. 142 il Ministro del Lavoro e della Previdenza Sociale di concerto con il Ministro della Pubblica Istruzione e con il Ministro dell’Università e della Ricerca Scientifica e Tecnologica, ha emanato il Regolamento recante le norme di attuazione dei principi e dei criteri di cui all’art. 18 della legge 24 giugno 1997, n. 196, definendo le modalità di attivazione e di esecuzione dei tirocini formativi;
- la Direttiva n. 2/2005 del Dipartimento della Funzione Pubblica ad oggetto “Tirocini di formazione e di orientamento”, fornisce indicazioni e specificazioni per lo svolgimento dei tirocini nelle PP.AA.;
- l’art. 11 della Legge 14 settembre 2011, n. 148 “Conversione in legge, con modificazioni, del decreto-legge 13 agosto 2011, n. 138, recante ulteriori misure urgenti per la stabilizzazione finanziaria e per lo sviluppo [...]”, disciplina i livelli di tutela essenziali per l’attivazione dei tirocini, specificando al comma 2 che, “in assenza di specifiche regolamentazioni regionali, trovano applicazione [...], l’articolo 18 della legge 24 giugno 1997, n. 196 e il relativo regolamento di attuazione”;
- dall’ambito di applicazione della normativa regionale in materia di tirocini, la Legge 5 agosto 2013, n. 23 recante “Norme in materia di percorsi formativi diretti all’orientamento e all’inserimento nel mercato del lavoro” e il correlato Regolamento attuativo n. 3 del 10/03/2014, sono esclusi i tirocini curriculari, inseriti all’interno di un percorso formale di istruzione o di formazione, per i quali non è seguito specifico intervento normativo regionale;
- pertanto, così come stabilito dall’art. 11, comma 2 della suddetta Legge n. 148/2011, per l’attivazione e l’esecuzione di tirocini curriculari nell’ambito della Regione Puglia, trovano applicazione l’art. 18 della L. n. 196/1997 e il relativo regolamento di attuazione emanato con il suddetto decreto ministeriale n. 142/1998,

CONSIDERATO CHE

- presso la NHL Stenden University of Applied Sciences di Leeuwarden (Soggetto Promotore), con sede legale in Rengerslaan 10 in (8917 DD) Leeuwarden (NL), iscritta al registro delle imprese dei Paesi Bassi con il numero 41002686 e rappresentata da Ellen van der Spoel, si svolge il Corso di Laurea in “Tourism Management”;
- la NHL Stenden riconosce ai propri studenti la possibilità di svolgere tirocini curriculari internazionali, presso enti e organizzazioni straniere legate al settore turistico;
- la NHL Stenden ha rivolto al Dipartimento Turismo, Economia della Cultura e Valorizzazione del Territorio

la richiesta di poter attivare, nell'ambito del programma didattico del Corso di Laurea in "Tourism Management", un tirocinio formativo da svolgersi presso le Strutture del medesimo Dipartimento, ivi compresa l'Agenzia Regionale per il Turismo – A.Re.T. Pugliapromozione, in ragione della piena attinenza delle materie del tirocinio con quelle di diretta competenza del Dipartimento e, nella fattispecie, dell'Agenzia,

PRESO ATTO CHE

- il Soggetto Promotore, in quanto università straniera, non può dare attuazione a quanto disposto dall'art. 3 del Regolamento di cui al D.M. n. 142/1998, secondo cui "i soggetti promotori sono tenuti ad assicurare i tirocinanti contro gli infortuni sul lavoro presso l'Istituto nazionale per l'assicurazione contro gli infortuni sul lavoro (INAIL)";
- conseguentemente, è la Regione Puglia a dover provvedere all'adempimento degli obblighi assicurativi presso l'INAIL in qualità di Soggetto Ospitante,

GARANZIE DI RISERVATEZZA

La pubblicazione sul BURP, nonché la pubblicazione all'Albo o sul sito istituzionale, salve le garanzie previste dalla legge n. 241/1990 in tema di accesso ai documenti amministrativi, avviene nel rispetto della tutela della riservatezza dei cittadini secondo quanto disposto dal Regolamento UE n. 679/2016 in materia di protezione dei dati personali, nonché dal D.lgs. n. 196/2003 ss.mm.ii., ed ai sensi del vigente Regolamento regionale n. 5/2006 per il trattamento dei dati sensibili e giudiziari, in quanto applicabile. Ai fini della pubblicità legale, il presente provvedimento è stato redatto in modo da evitare la diffusione di dati personali identificativi non necessari ovvero il riferimento alle particolari categorie di dati previste dagli articoli 9 e 10 del succitato Regolamento UE.

Il presente provvedimento sarà pubblicato in versione integrale nel BURP e sul sito istituzionale www.regione.puglia.it.

COPERTURA FINANZIARIA ai sensi del D. Lgs. n. 118/2011 e ss.mm.ii.

La presente deliberazione non comporta implicazioni di natura finanziaria sia di entrata che di spesa e dalla stessa non deriva alcun onere a carico del Bilancio Regionale.

L'Assessore relatore, sulla base delle risultanze istruttorie come innanzi illustrate, ai sensi dell'art. 4, comma 4, lett. k) della L.R. 4 febbraio 1997, n. 7, propone alla Giunta:

- **di prendere atto** di quanto indicato in premessa, che si intende integralmente riportato;
- **di approvare** lo schema di Convenzione tra Regione Puglia – Dipartimento Turismo, Economia della Cultura e Valorizzazione del Territorio e NHL Stenden University of Applied Sciences di Leeuwarden (NL), allegato A alla presente deliberazione quale parte integrante e sostanziale;
- **di dare mandato** al Direttore del Dipartimento Turismo, Economia della Cultura e Valorizzazione del Territorio di procedere alla sottoscrizione della suddetta Convenzione e a tutti i conseguenti adempimenti di competenza utili all'attivazione e all'esecuzione del tirocinio in questione;
- **di dare mandato** alla Sezione Personale e Organizzazione di porre in essere i consequenziali adempimenti di competenza, in ordine agli obblighi assicurativi presso INAIL;
- **di disporre** la pubblicazione del presente provvedimento nel Bollettino Ufficiale della Regione Puglia.

I sottoscritti attestano che il procedimento istruttorio è stato espletato nel rispetto della vigente normativa regionale, nazionale e comunitaria e che il presente schema di provvedimento, predisposto ai fini dell'adozione dell'atto finale da parte della Giunta Regionale, è conforme alle risultanze istruttorie

Il funzionario istruttore**P.O. Affari Generali e Pianificazione strategica**

Annamaria Sebastiani

Il Direttore del Dipartimento Turismo, Economia della cultura e Valorizzazione del territorio

Aldo Patruno

IL PROPONENTE**L' Assessore alla Cultura, Tutela e sviluppo delle imprese culturali, Turismo, Sviluppo e Impresa turistica**

Massimo Bray

LA GIUNTA

- Udita la relazione e la conseguente proposta all'Assessore alla Cultura, Tutela e sviluppo delle imprese culturali, Turismo, Sviluppo e Impresa turistica;
- Viste le sottoscrizioni apposte in calce alla proposta di deliberazione;
- A voti unanimi e palesi espressi nei modi di legge:

DELIBERA

- 1. Di prendere atto** di quanto indicato in premessa, che si intende integralmente riportato.
- 2. Di approvare** lo schema di Convenzione tra Regione Puglia – Dipartimento Turismo, Economia della Cultura e Valorizzazione del Territorio e NHL Stenden University of Applied Sciences di Leeuwarden (NL), allegato A alla presente deliberazione quale parte integrante e sostanziale.
- 3. Di dare mandato** al Direttore del Dipartimento Turismo, Economia della Cultura e Valorizzazione del Territorio di procedere alla sottoscrizione della suddetta Convenzione e a tutti i conseguenti adempimenti di competenza utili all'attivazione e all'esecuzione del tirocinio in questione.
- 4. Di dare mandato** alla Sezione Personale e Organizzazione di porre in essere i consequenziali adempimenti di competenza, in ordine agli obblighi assicurativi presso INAIL.
- 5. Di disporre** la pubblicazione del presente provvedimento nel Bollettino Ufficiale della Regione Puglia.

IL SEGRETARIO DELLA GIUNTA

ROBERTO VENNERI

IL PRESIDENTE DELLA GIUNTA

MICHELE EMILIANO



**REGIONE
PUGLIA**



Firmato digitalmente da: Aldo Patruno
Organizzazione: REGIONE PUGLIA/80017210727
Motivo: Allegato alla Prosta
A04/DEL/2021/00022 composto da n.67 pagine
Data: 03/08/2021 12:50:17

Internship agreement

The undersigned:

- 1 **REGIONE PUGLIA – Dipartimento Turismo, Economia della Cultura e Valorizzazione del Territorio**, domiciled in **BARI** and with offices at **Lungomare Starita, n. 4, 70132 - ITALY**, Fiscal Code **80017210727**, represented by **ALDO PATRUNO** as **Department Director** hereinafter referred to as "Host organization".
- 2 **[Name intern/address]**, hereinafter referred to as 'intern',
- 3 **Stichting NHL Stenden Hogeschool**, domiciled in Leeuwarden and with offices at Rengerslaan 10 in (8917 DD) Leeuwarden, registered in the Netherlands Trade Register under number 41002686, represented by Ellen van der Spoel, work field coordinator at Tourism Management , hereinafter referred to as 'NHL Stenden'.

The host organization, intern and NHL Stenden are hereinafter also referred to individually as 'party' and collectively as 'parties'.

whereas:

- NHL Stenden maintains NHL Stenden University of Applied Sciences;
- The intern attends a study programme at NHL Stenden, which programme is classified as higher professional education;
- An internship is a typical component of the curriculum of the study programme;
- The host organization wishes to give the intern the opportunity to do an internship at the host organization;
- The intern wishes to do the internship at the host organization;
- The intern is a non-EU/EEA student with a student resident permit (study visa) valid for the duration of the internship¹;
- Parties wish to record their agreements regarding the internship in this agreement.

declare to have agreed as follows:

Article 1 Internship

- 1 The intern will, in the context of his/her bachelor programme Tourism Management, do an internship at the host organization in accordance with the provisions in this agreement.
- 2 The intern will remain enrolled as a student at NHL Stenden for the duration of the internship.

¹ If this is not applicable, please cross out.

- 3 The host organization will have the intern carry out internship activities as described in Appendix 1 and provides the intern sufficiently with information and facilities for that purpose.
- 4 The host organization will only have the intern carry out other activities insofar as they dovetail with the provisions in Appendix 1 and they do not impede the implementation of said provisions.
- 5 The internship is described in more detail in Appendix 2.

Article 2 Extent, duration, place, environment, presence

- 1 The internship comprises in total [number of hours or days] and commences on [date] and ends on [date].
- 2 The intern carries out the internship activities at the host organization at Regional Tourism Agency "Pugliapromozione", with headquarters at Fiera del Levante, PAD. 172, Lungomare Starita, n. 4, 70132, Bari - ITALY.
- 3 The host organization ensures that the internship environment at the host organization meets the statutory requirements.
- 4 The presence of the intern at the host organization is determined in consultation between the intern and the host organization. The host organization provides the intern with sufficient opportunity to meet his obligations towards NHL Stenden with respect to the internship as described in Appendix 2, Reader for Industrial Placement.

Article 3 Supervision and assessment

- 1 The intern is supervised by NHL Stenden and the host organization as determined in Appendix 2.
- 2 On the part of NHL Stenden the intern is supervised by the lecturer mentioned in the email that is sent to the host organization together with the signed contract.
- 3 On the part of the host organization the intern is supervised by [name, position], referred as "company tutor".
- 4 The intern is assessed as determined in Appendix 2, Reader for Industrial Placement.

Article 4 Remuneration

- 1 The host organization does not owe NHL Stenden any compensation and NHL Stenden does not owe the host organization any compensation for the internship.
- 2 The internship does not constitute an employment relationship and does not give rise to the payment of any allowance for the intern. Furthermore, there is no reimbursement by the host organization of the expenses incurred by the trainee for carrying out his traineeship.

Article 5 Carrying out the internship activities

- 1 When carrying out the activities related to the internship, the intern will comply with the regulations and instructions of NHL Stenden and the host organization.
- 2 The intern will carry out the internship activities to the best of his ability, in accordance with the statutory regulations and this agreement.

Article 6 Intellectual property²

- 1 Intellectual property rights, including the copyright, on products produced by the intern within the scope of the internship, belong to the host organization.

² Another arrangement may be agreed, with the exception of the provisions in sub 3. The included arrangement dovetails with the statutory regulation, such as Article 7 Copyright Act.

- 2 The intern and NHL Stenden require the host organization's express written permission to publish and reproduce the internship reports, without prejudice to the provision in sub 3 of this Article.
- 3 The host organization herewith grants NHL Stenden an irrevocable license free of charge to use the internship reports for the assessment of the intern as well as for accreditation of the study programme and conducted research by government regulators for the duration of ten years from the end date of the internship as intended in Article 2 sub 1.
- 4 The intern is not entitled to capitalise on the results that have been achieved or the knowledge that has been gained within the framework of the internship.

Article 7 Confidentiality and processing of personal data

- 1 All parties commit themselves, for the duration of this agreement as well as after its termination, to process personal data that they receive in compliance with the provisions of EU Regulation 679/2016 and the respective legislation in force and to keep confidential all information that they receive directly or indirectly within the framework of the internship and with respect to which they are sworn to secrecy or of which they grasp or should have grasped its confidential nature, unless a statutory regulation or judicial decision obliges them to communicate or publish this information.
- 2 Parties will, for the duration of this agreement as well as after its termination, make no statements that are damaging to another party.
- 3 NHL Stenden processes the personal data of the host organization's employees that it acquires within the framework of the internship on behalf of the organisation and for the purpose of evaluating the internship and for assessing the intern. NHL Stenden will process the personal data in accordance with the statutory regulations.

Article 8 Insurance and workplace safety

- 1 NHL Stenden has taken out liability insurance which in principle includes interns as insured parties insofar as their liability is not covered elsewhere.
- 2 NHL Stenden has taken out collective accident insurance which in principle includes interns and employees of NHL Stenden as insured parties. In addition, the host organization insures interns against workplace injury at INAIL (Italian Institute for occupational accident insurance).
- 3 The host organization and the intern can obtain, from NHL Stenden upon request, information about the cover and the insured sums of the insurances taken out by NHL Stenden as mentioned in this Article.
4. The host organization undertakes to take charge of the protection measures and obligations established by the Italian legislation in force regarding workplace safety and, in particular: a) the host organization is responsible for safety training according to art. 37 of Legislative Decree n. 81/2008 "Training of workers and their representatives", as defined by the Permanent Conference Agreement for relations between the State, the Regions and the Autonomous Provinces n. 221 / CSR of 21.12.2011; b) obligations mentioned in artt. 36 "Information to workers" and 41 "Health surveillance" of Legislative Decree n. 81/2008, as well as the availability of personal protective equipment (PPE), where required, are under host liability.
5. The Intern is required to comply with the rules on hygiene, safety and health in the workplace, including those established by the host in relation to the epidemiological emergency due to COVID-19.

Article 9 Commencement, duration and termination of agreement

- 1 This agreement comes into effect as from the date of signing of it.
- 2 This agreement terminates, without requiring any legal act, on the end date of the internship as stipulated in Article 2 sub 1.
- 3 This agreement terminates prematurely without requiring any legal act and without any obligation on the part of any party to pay damages:
 - a On the date that the intern is no longer an enrolled student at NHL Stenden;
 - b On the date of the intern's demise.
- 4 NHL Stenden and the intern can each separately terminate this agreement prematurely with immediate effect by notice in writing to the other parties, without judicial intervention and without the obligation on their part to pay damages, if:
 - a The host organization does not give the intern any internship activities as described in Appendix 1 or does not comply with the stipulations contained in Appendix 2;
 - b The host organization does not comply with the statutory regulations concerning the intern;
- 5 The host organization can terminate this agreement prematurely with immediate effect by notice in writing to the other parties, without judicial intervention and without the obligation on its part to pay damages, if:
 - a In the opinion of the host organization, the intern does not comply with the regulations or instructions of the host organization;
 - b The intern behaves otherwise in such a manner or such circumstances occur that the host organization cannot in all reasonableness be expected to let the intern continue his internship within the host organization;
 - c The intern or NHL Stenden does not observe the duty of confidentiality as described in Article 7.
- 6 Each party can terminate this agreement prematurely by notice in writing to the other parties, without judicial intervention and without the obligation to pay damages to any party, with due observance of a notice period of one month.
- 7 The provisions in this Article keep the legal possibilities for terminating this agreement intact.
- 8 Provisions that by their very nature are intended for that purpose remain valid even after the termination of this agreement. These include at least Article 7 (Confidentiality and processing of personal particulars), Article 8 (Insurance workplace safety), Article 14 (Governing law).

Article 10 Transference and third parties

- 1 No party is permitted to transfer or pledge any rights from this agreement to a third party or create any other restricted right in respect of the agreement without the written permission of the other parties. This provision applies as a condition under the law of property as intended in Article 3:83 sub 2 of the Civil Code.
- 2 Third parties cannot derive any rights from this agreement.

Article 11 Nature of the agreement

This agreement is not an employment contract in the sense of Article 7:610 of the Civil Code.

Article 12 Appendices

- 1 This agreement includes the following appendices:
Appendix 1: Description of tasks
Appendix 2: Reader for Industrial Placement

- 2 These appendices are an integral part of this agreement.
- 3 Each party confirms they have received these appendices.

Section 13 Governing law

This agreement is governed exclusively by Dutch law, unless governed by another law by virtue of a mandatory statutory regulation (Italian law).

Thus agreed, prepared in triplicate and signed in Leeuwarden on **[date]**,

Host Organization**Intern****NHL Stenden**

Signature

Signature

Signature

Name

Name

Name

Appendix 1 – description of tasks

The activities of the student in the training company comprise the following:

.....
.....
.....

Appendix 2 – Reader Industrial Placement

Appendix 2 will be sent to the training company together with the signed contract.



Reader for Industrial Placements
BA Tourism Management
(2020-2021)

ACCREDITED MEMBER



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Reader Industrial Placements 2020 - 2021

Foreword

This handbook for industrial placements is intended as a guide for those students who are going to complete their practical training of the BA (Bachelor of Arts) Tourism Management course.

The handbook provides a short sketch of the organisational structure of the International Tourism Management department at NHL-Stenden University Netherlands (NUN) as well as the internal structure of the placement programme.

Chapter One explains the organisational structure of the BA Tourism Management course. Concepts such as the ITM Core Values, Qualifications, objectives and the competency profile are included. This chapter clarifies the course's background and how students are educated and trained to become responsible and well-trained professionals, suitable for the tourism industry.

Chapter Two deals with the objectives and educational contents of the programme. The choices the student makes regarding the focus of his courses are largely determined by the skills required in the companies which train the students. At the end of the placement year, the student should have acquired sufficient training in these skills and these are examined in the light of the course exit levels for a professional qualification. During the year the student demonstrates his/her proficiency in written work: the Institution Analysis, Progress Reports and a Dissertation.

The conditions which these respective reports must fulfil are described in Chapter 3. This chapter prescribes all requirements for all parts of the Placement Assessment.

Chapter 4, 5 and 6 provide information about extra support for students when doing their internships.

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1. Introduction

The degree programme in Tourism Management equips students for management positions and policy-making positions within the fast growing tourism market. The international employment scene in the field of tourism needs well-educated people to work at the professional organisation of tourism, whether it be in a commercial organisation, government body or a non-profit organisation.

BA Graduate Profile

The NHL-Stenden ITM graduate will be valued and respected for being an individual 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.

Accreditation

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 diploma, both the English and Dutch names are shown, along with the official CROHO number. The BA programme carries the CROHO registration number: 34410 (Full time). Each 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 BA Tourism Management programme at NHL-Stenden was last (re)accredited on 11 April 2013, with a special feature of Sustainable Development.

ITM

International Tourism Management (ITM) is an innovative faculty within NHL-Stenden University of Applied Sciences and has a strong international focus, aimed at delivering quality education through industry-relevant degree programmes at the Associate Degree, Bachelor and Master levels. From a World-wise (2014) education perspective, ITM is open to meeting and entering into a dialogue with other cultures. We reflect on values, standards and ethical issues relating to **our** industry. We are proud that we are the first NHL-Stenden programme with an official accredited feature: "sustainable development".

Our approach is to combine educational needs with professional requirements, the needs of society, and those of an ever growing international career market. We aim 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, but also to deliver a robust academic grounding, in line with international expectations of Bachelor level education.

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It is the aim of ITM to offer an international oriented programme that allows its graduates to start a tourism management career anywhere in the world. This international ambition is supported through the content of the curriculum, the international background of staff and the international background of the student population. ITM seeks verification of this from external parties and, so far, has attained Full Membership of THE-ICE in recognition of its international credentials.

ITM Curriculum is designed to prepare students to work in entry level management roles in the international tourism industry. The challenge 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 applications are seen to be central to achieving this. The programme comprises a series of inter-disciplinary, thematically centred modules which are designed to realise these ambitions.

ITM Core Values

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 an open and responsible society. Explicitly, these values are addressed in ITM's attention to such themes as sustainability (underpinned by the implementation of AISHE guidelines (DHO Curriculum Scan 2008)), and regard for the human dimensions of tourism development. It is essential that the principal responsibilities of the industry are addressed in the training of aspirant tourism managers. Students must develop a keen sense that their decisions and actions have an impact on the world's ecological and cultural resources and that they have to act within acceptable limits. The ITM curriculum seeks to enshrine the principles of **Responsible Tourism** (Goodwin, 2011) in the educational activities and in the training of the industry's future leaders and decision-makers. ITM acknowledges its responsibility to help to make a difference to the future of tourism (and in recognition of NHL-Stenden's vision of *'serving to make it a better world'* (World-wise, 2013, p8), and has revised the curriculum with this to the fore. Thus, the concept of **Responsible Tourism** is regarded as one of two **core values** - the other being **Professionalism**. These core values are embedded throughout the curriculum in order to create a broad understanding and ability among students **to think, act and reflect appropriately and professionally in all aspects of activity**, and are required to be made explicit in the work of the students.

In 2008 International Tourism Management was the first NHL-Stenden programme to receive formal recognition for its dedication and contribution to sustainable practices. 'Duurzaamheid in Hoger Onderwijs' is a reward for programmes that integrate the principles of sustainability in their curriculum, and assessed using the AISHE framework. ITM was awarded 2 stars. In 2012, ITM underwent an audit for the renewal of its DHO validation, this time by Hobeon, and received 3 stars! The designation has been formally acknowledged by NVAO as a special feature in the reaccreditation of the programme. ITM also has membership of MVO (*Maatschappelijk Verantwoord Ondernemen*): the national knowledge centre and network organisation for corporate social responsibility.

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Professional Competency Profile

All aspects of the curriculum may be traced directly to one or more of the competencies. The current Professional Competence Profile was published in 2014. The Competence Profile has been formulated together with NHTV (Breda), Saxion (Deventer) and InHolland (Diemen), with national representatives of the work fields, with the Advisory Boards and in international debate with representatives of the international work field. This determines the final qualifications in terms of competencies, and the Body of Knowledge and Skills required by industry. Further validation of the Competence Profile was achieved through collaboration with two parties external to the National Forum Tourism Management Programmes (LOTM): Hogeschool Zeeland and TIO. Additionally, it was approved by ANVR, RECRON and HISWA. Its validation by the HBO Council, was realised on 18 January 2014. The Professional Competence Profile consists of six BA competences (e.g. general economics, applied management), one competence from the Bachelor of Commerce profile (mainly marketing and sales) and two generic Higher Education competences (interpersonal and intrapersonal behaviour) and one specific Tourism Management competence of Balancing People, Planet and Profit. Developments identified by the tourism industry which were incorporated into the revised profile:

- Strong growth in the use of communications technology, in particular in the tourism distribution chain;
- Customers have increasing access to many products and information about them, resulting in a more knowledgeable and discerning market;
- Long-established models of the tourism distribution chain face serious competition from retail companies which are not directly involved in the production chain;
- Speed of change in the distribution chains and move towards individualisation demanded by customers requires increased speed of reaction by organisations serving these markets;
- Increased concern in the tourism industry and in the wider society for ethical concerns (People, Planet & Profit) and globalisation;
- Globalisation of the industry increases and requires education to reflect this;
- Demographic changes;
- Freedom, cultural diversity and intercultural dialogue;
- Increase in joint ventures, strategic alliances, etc;
- Need for flexibility to respond to unforeseen circumstances.

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Tourism Management (BA) 2014
<i>HBO- domain competencies Bachelor of Business Administration</i>
<ol style="list-style-type: none"> 1. Developing a vision regarding trends in the external environment and developing relationships, networks and coalitions. 2. Analysing policy questions, translating policy aims and alternatives, and preparing decision-making processes. 3. Applying HRM in keeping with the organisation's strategy. 4. Setting up, managing and improving business and organisational processes. 5. Analysing the financial and legal aspects, internal processes and the business' and organisation's environment to enhance cohesion and interaction. 6. Developing, implementing and evaluating a process of change.
<i>HBO domain competencies Generic</i>
<ol style="list-style-type: none"> 7. Social and communicative competency 8. Self-Managing competency
<i>Tourism Management specific competency</i>
9. Balancing between People, Planet, Profit
<i>HBO domain competencies Economic</i>
10. Initiating, creating and marketing products and services

Figure 2 : Overview of Tourism Management Competencies

ITM BA Tourism Management Curriculum Objectives

ESTABLISH BEST OF BREED EDUCATIONAL OFFERING

This requires the ITM programme to be **distinctive, competitive, innovative, challenging and industry relevant**. NSE scores for 2015, 2016 and 2017 have shown that the content of the programme has attained recognition of quality, relative to competing programmes in The Netherlands, being rated first in each instance. The objective, therefore, is to maintain and sustain this level of achievement.

DEVELOP INTERNATIONAL PROFILE

ITM has attained a degree of international recognition and external verification of its quality on an international footing through receiving Full Membership of THE-ICE in December 2013. ITM needs to build on this and seek ways to **secure benchmarking** of the programme with comparable programmes internationally. The profile needs to be developed among industry circles and among academic circles, and will involve contribution from staff, students, partners, and alumni. The programme is offered wholly in English to a national and international student body.

PRODUCE GRADUATES WHO ARE RECOGNISED FOR THEIR PROFESSIONAL KNOWLEDGE AND SKILLS (INDUSTRY-CENTRED, CREATIVE AND INQUISITIVE).

Greater levels of skills recognition in the demonstration of competence is required, with a focus on competence development from year to year, culminating in verification of end level in the industrial placement and Dissertation. The entire curriculum is now re-defined through measurable and **verifiable Learning Outcomes**.

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DELIVER GOOD 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. It also requires ITM to have a **sound alumni network** both to monitor and help facilitate ITM's international employability. Industry Connectivity needs to be strengthened through greater attention to sources of industry information and the ongoing sector developments, including industry trends. Guest lectures, monitoring industry developments, visits to industry fairs and conducting industry research all help to improve connectivity.

CHAMPION RESPONSIBLE TOURISM

The explicit demonstration of the core values of Professionalism and, hitherto, Sustainability in the work of the students is well-established in the curriculum, and will continue to feature with greater focus on the principles of Responsible Tourism (Goodwin, 2011). Much of this will be underpinned by the work of the Lectors and their respective research groups, where students will work on projects and assignments with real-world relevance that correspond to and champion these principles. Greater exposure to the specifics of the non-profit sector also require heightened attention in the curriculum and fit nicely in this category.

As a specialised management curriculum, the BA Tourism Management addresses a number of different needs:

- The need for a sound management basis in the curriculum is reflected in strong theoretical management content. Here, many parallels can be found with other NHL-Stenden University management curricula: Hotel Management, Retailing Management, etc.
- The need for the development of management competencies that fit with industry requirements and expectations determines that industry relevance and industry relationships are maximised throughout the four years of the programme.
- The need to promote academic standards that are reflective of a BA degree standard and which are comparable with other similar international curricula.

During their internship, students can be challenged on all of the competencies mentioned in Figure 2, but it is most likely that some of their skills or part of their prior knowledge will receive special attention. So, for example, through working for a tourism board they might focus on policy planning, or through working at the product management department of a tour operator they might get more involved in product development.

Modules		Credits (EC)	Study load hours
Year 1	Introducing the Tourism Profession (A)	6	168
	Introducing the Tourism Profession (B)	3	84
	Organisation & Personnel (A)	3	84
	Organisation & Personnel (B)	6	168
	Business Economics 1	3	84
	Business Economics 2	3	84
	Tourism Marketing (A)	3	84
	Tourism Marketing (B)	6	168
	Tourism Product (A)	3	84
	Tourism Product (B)	3	84

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	Research 1	3	84
	Intercultural Sensitivity	3	84
	Business English (1 and 2)	6	168
	Academic Writing	3	84
	Study Start Week/Study Coaching	3	84
	Progress Test Year 1	3	84
Year 2	HRM	12	336
	Tourism Resource Development	12	336
	Destinations Marketing & Management	12	336
	Tourism Industry Operations Management	9	252
	Foreign Languages	12	336
	Progress Test Year 2	3	84
Year 3	Strategic Management	12	336
	Tourism Research Project	9	252
	First Minor	15	420
	Second Minor	15	420
	Study Coaching 2	3	84
	Competence in Practice	3	84
	Progress Test Year 3	3	84
Year 4	Industrial Placement	42	1176
	Dissertation	18	504
	Total EC/hours	240	6720

Figure 1 : Overview of the BA Tourism Management programme

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Division of Year 4

The Graduation Phase of the BA programme comprises two parts; the Industrial Placement and the Dissertation. Each of these has its own reader and coordination team, though supervision of a student's work for both parts will – in most cases – be done by the same member of staff:

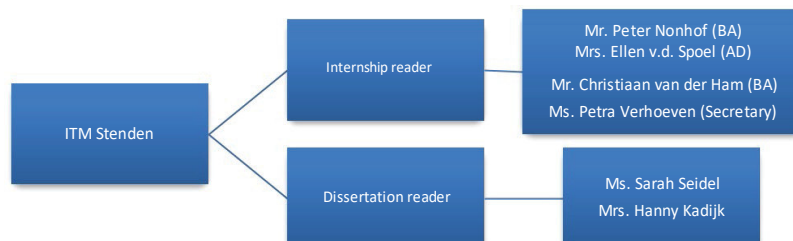


Figure 2 : The description of the course's 4th year within Tourism Management is divided between two readers.

The Internship reader

This reader provides all information and assignments which aim at the work experience within a company. Should you have questions or remarks regarding your internship, please consult your NHL-Stenden supervisor firstly. Should it be a question or remark about the quality of the internship, you can turn to the Industrial placement office.

The Dissertation reader

The Dissertation reader provides all information on the process of doing research and writing the Dissertation. For questions regarding your research and Dissertation, you should consult your NHL-Stenden supervisor. For questions or remarks regarding the Dissertation reader, please refer to Ms. Seidel or Mrs. Kadijk.

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2. The Industrial Placement

As a University of Applied Sciences (HBO) programme, ITM has responsibilities to meet both industry (and societal) needs and those of the academic community. This is a permanent dilemma for HBO programmes and locating the optimum balance between these is challenging. ITM is wholly conscious of its need to serve the tourism industry (and the wider society) with real-world-oriented and real-world-ready graduates (ITM has solicited input from the industry viewpoint in order to optimize its industry relevance and scope), and ensures there is sufficient scope to exercise this in the programme, but at end level the attainment of Bachelor status must center on the individual and their **demonstration of level**. Consequently, the programme is structured to ensure the students are pushed to reveal their full academic potential in the completion and defense of their Dissertation, and their full industry potential in the Industrial Placement (and, indeed, in other end-level components of the curriculum).

Although a certain amount of attention is paid to the practical side of the industry in the second and third year of study, the theoretical approach is predominant during the first three years of the course. The fourth year, however, concentrates on the practical way in which tourism theory is implemented in the marketplace. In this final year of the course, a harmonious transfer to the employment market is intended.

Chapter Two provides information about the Learning Outcomes for the students, when doing their internships. The procedure to apply for an internship is explained as well.

The reader learns more about the preferred destinations, the Internship Office and the guidance of the NHL-Stenden supervisor.

Learning Outcomes

The Learning Outcome for the Industrial Placement is: the will prove to be capable of functioning in a company in the tourism industry and demonstrate the right skills, motivation and knowledge to perform successfully in the assessment by both the company supervisor and the NHL-Stenden placement supervisor.

The subsidiary learning outcomes of the student on placement are:

- The student demonstrates his/her technical skills, management skills, communication and intercultural competency within an organisation, with both the internal and the external customer.
- The student can apply the acquired theoretical knowledge critically and independently in various practical circumstances.
- The student demonstrates the ability to complete tasks successfully and independently for which the student is responsible and improvise/ anticipate quickly at moments when the practical situation requires this.
- The student takes initiative and solves problems independently, observes processes and proposes solutions and/or suggestions for improvement.
- The student formulates a vision for the placement company, based on thorough analysis

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(stakeholder, internal, external). The vision accounts for implications on the relationships, networks, and chains the organisation has/ will have.

- The student acts responsibly, all suggestions made and initiatives taken are sustainable.
- The student is (better) able to judge the way in which an organisation/company functions within the tourism market and can demonstrate his/her contribution in initiating, creating and/or marketing of products and services.
- The student shows understanding of the added value of the placement and its relation to theory and sets clear objectives to continue to grow.
- The student constructs a well-founded and motivated choice with regard to career planning.

These learning outcomes form the basis of the Placement Assessment (see Chapter 3). The shared responsibilities of the different parties is to ensure that these outcomes are achieved.

Procedure for applying for an industrial placement

Students are advised to make a deliberate choice for the internship. It is always possible to ask for more information regarding opportunities. Throughout the educational programme during first, second and third year modules Guest Speakers are invited to tell about their experiences in all types of tourism related companies.

It is important to find out why you want to go abroad and whether you are fully equipped for such a demanding year. You must also be prepared to justify your choice of country and the type of company or organisation you would like to work in. There is a list of possible placements abroad on Intranet and on the notice board in the corridor. Please consult them before you come to the appointment.

After having been to the introductory lecture for placements (time and date are published at the school computer network), you can sign up for an appointment at the secretary office Academy of Leisure and Tourism (Tel. 058-2441363 / Petra.Verhoeven@Stenden.com) to discuss your preference with :

- Mr. Peter Nonhof at the Academy of Leisure and Tourism (Tel: 058 24 41 467 / 06 19276865 / Skype : Peter.Nonhof.Stenden)

- Mr. Christiaan van der Ham at the Academy of Leisure and Tourism (Tel : +31 – 619271018) Skype : tourism_management_vanderham)

- Mrs. Ellen v.d. Spoel at the Academy of Leisure and Tourism (Tel: 0619273539 / Skype : ellen-stenden) **for Associate Degree and Spanish speaking countries.**

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Below, you find the rules which apply in order to be eligible to go on internship. The rules and conditions are derived from the TER 2020-2021.

The industrial placement and dissertation phase of the programme cannot be started before one of the following minimum conditions have been met:

- I. The Propaedeutic Phase, all second year units of study and the third year module Tourism Research Project are successfully completed. Additionally, all third year units of study must have been followed and no more than one unit of study is not fully and successfully completed. The third year level Progress Test does not yet have to be successfully completed.
- II. The Propaedeutic Phase and all third year units of study (with the exception of the third year level Progress Test) must be successfully completed. All second year units of study must have been followed and no more than one of the following second year units of study is not yet successfully completed:
 - Maximum of one unit of study of 3 EC, OR
 - One Business Economics unit of study, OR
 - Second year Progress Test

The underlying argumentation for these conditions is that students who start their industrial placement need to master the basic knowledge, the basic skills and the basic attitude that may be expected from prospective professionals.

If you are looking for a placement of a type that is not included in the files, you are free to look for a company that meets your expectations, provided that the company concerned is involved in the tourism industry in the broadest sense of the word. Eligible companies are those that operate in the areas of the industry focused on in the degree programme. Examples are :

- tour operators
- tourism businesses
- travel organisations: airlines, railway companies, ferries, coach companies, car rental
- businesses with activities in the field of sports, arts and culture related to tourism
- MICE Industry (Meetings, Incentives, Conferences and Events) related to tourism
- business travel management
- government institutions especially in tourism
- consultancies and project organisers in tourism
- accommodation providers

The text below describes the requested information. However, this should be filled in within the forms of appendix 3, 4 and 5.

1. Company name address, website, email address
2. Name of company supervisor and position
3. Trainee job description
4. Essential skills

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5. Person specification

The placement office must approve your choice or can suggest you to look for another organisation. Once approval has been obtained, the next step is the application procedure, which will be supervised by the placement co-ordinator.

The criteria below apply to work placements and work placement activities:

- Operational introduction period, followed by a period in which the student is given the opportunity to assist a manager or to work independently on a project.
- The company must submit to the placement office a list of activities or projects to be carried out by the student and approved of by the university. The activities may include day to day operations as well as activities that provide the student with an opportunity to experience the strategic side of the business.
- The company must guarantee an internal supervision programme.
- The school provides an external supervision programme during which the student's progress is monitored in Progress Reports and discussed.
- A company can be accepted for the placement programme when the above criteria are met.
- The EU-students can apply for an Erasmus Grant (Contact Erasmus@Stenden.com) if they do their placement in one of the EU member states.

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The Five Placement Scenarios

Depending on the length of the placement – long or short – and the inclusion or the exclusion of the Dissertation in the placement period, there are four possible scenarios. Please calculate your deadlines yourself, start from the starting date of your internship to find out your own deadlines. The deadlines mentioned below serve more as an orientation and support for your time planning than as a hard deadline. It is possible for the student to start with the dissertation first, followed by the placement.

Scenario 1, Full Placement / Including Dissertation

Before week 8 After 8 weeks	Project brief dissertation Institution Analysis
Week 15	Dissertation Proposal + First Progress Report + Mid-term Assessment Rubrics
Week 15 – 42	Work on Dissertation
After 28 weeks	Second Progress Report + Final Assessment Rubrics
After 40 weeks	Contribution Assignment Final Placement Assessment
After 42 weeks	Dissertation
Week 43 – 45	Final Defense

Scenario 2, Full Placement / Separate Dissertation

Before week 8 After 8 weeks	Project brief dissertation Institution Analysis
Week 15	Dissertation Proposal + First Progress Report + Mid-Term Assessment Rubrics
Week 15 – 42	Discuss Dissertation progress with NHL- Stenden supervisor
After 28 weeks	Second Progress Report + Final Assessment Rubrics
After 30 weeks	Contribution Assignment Final Placement Assessment
Week 30	Start Writing Dissertation
Week 30 - 42	Discuss progress with NHL-Stenden supervisor
After 42 weeks	Dissertation
Week 43 - 45	Final Defense

Scenario 3, Short placement / Including Dissertation

Before week 8 After 8 weeks	Dissertation Proposal / Project brief dissertation + Institution Analysis + Progress Report
Week 8– 21	Discuss Dissertation progress with NHL- Stenden supervisor
Week 21	Contribution Assignment + Dissertation + Final Placement Assessment + Assessment Rubrics
Week 22 - 24	Final Defense

Scenario 4, Short placement / Separate Dissertation

Before week 8 After 9 weeks	Project brief dissertation Placement Assessment + Assessment Rubrics + Dissertation Proposal + Institution Analysis + Progress Report
Week 9 – 21	Contribution Assignment Discuss Dissertation progress with NHL- Stenden supervisor
After 21 weeks	Dissertation
Week 22 – 24	Final Defense

Scenario 5, Dissertation only.

12 weeks	Project brief dissertation, Dissertation proposal, Dissertation
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Figure 3 : The Five Placement Scenarios

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3. The Industrial Placement Office

The placement office of NHL-Stenden University International Tourism Management is organised as follows :

Mr. Peter Nonhof Placement Co-ordinator (BA)	Responsible for all internship contracts. He also looks after the majority of countries in which the interns work.
Mr. Christiaan van der Ham Placement Co-ordination Assistant (BA)	Responsible for the BeNeLux, German speaking countries and quality control.
Mrs. Ellen van der Spoel Placement Co-ordination Assistant (AD)	Responsible for the Spanish speaking countries.
Ms. Petra Verhoeven Secretary of the Placement Office	Ms. Verhoeven is the information point within the university for the student, the practical placement company as well as the placement supervisor.

The placement office is responsible for the acquisition of new placement companies, often in cooperation with placement supervisors and students. Acquisition of placement companies is also done through existing external contacts, or new contacts that are established at the (inter-)national tourism fairs, conferences, or exchange programmes.

In the period before the placement begins, the placement office advises the student by providing information and support during the selection procedures.

During the placement, the placement supervisors maintain contact with the placement companies and the students.

The placement co-ordinators try to visit as many of the potential placement companies as possible in order to make personal contact.

Should problems occur during the placement which cannot be solved directly by the student and his/her placement supervisor, the student may get in touch with the placement co-ordinators at any time.

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Industrial Placement Supervision

Supervision is defined as the systematic provision of services which are necessary for an optimum realisation of the objectives of the placement. Three parties are active within the individual placement, namely the student (trainee), the organisation or institution which offers the placement, and NHL-Stenden University International Tourism Management.

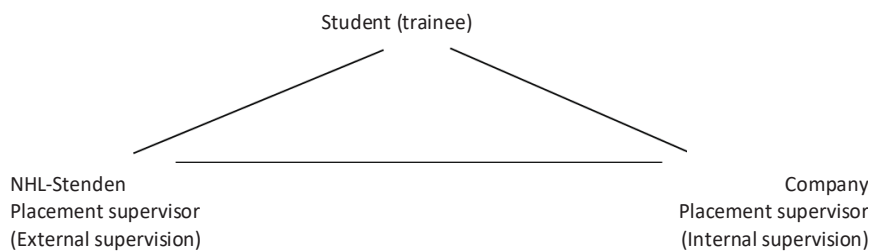


Figure 4 : Diagram of the parties in placement supervision

The placement should be an opportunity for implementing theory and practice for the student. He/she carries out activities for the organisation offering the placement. The organisation or institution providing the placement, offers the student the opportunity of gaining work experience in the company. Together with the student, the company outlines a contribution assignment which can benefit both company and student.

It is therefore justified that the company also appoints an (internal) placement supervisor, who can advise the student on company matters concerning the placement. The agreements concerning the internal placement supervision in company or institution are stipulated in a contract. The support of the company with regard to the content of the placement is indispensable.

A NHL-Stenden placement supervisor is assigned to the students by the Placement Office.

He or she will **have a limit of 20 clock hours** to support the student for both the placement and the dissertation.

During the placement, these (external) placement supervisors are the first contact between the school, the company or institution offering the placement and the student. The placement supervisor (school lecturer) is primarily involved with the task of process supervision. At the request of the trainee, the necessary professional knowledge can be obtained from specialist subject lecturers at the university through the mediation of the placement supervisor. In the first instance, the trainee must try to obtain the necessary knowledge through independent research. The grade, awarded by the company supervisor is an advice. The supervisor of NHL Stenden approves the final grade, based on the contact with the external supervisor. As well as the evidence shown in the placement report. Thus, accordingly the grade may be adapted.

For the appraisal of the intern the "Company Supervisory Assessment" (midterm- and final) will be used. You will find these forms in appendix 11 and 12.

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The tasks and duties of a Placement Supervisor are:

- Further orientation in the placement plan and the organisation/institution offering the placement
- The first contact with the organisation offering the placement. The school supervisor makes contact after consultation with the trainee.
- As the first information point in the case of possible difficulties and/or problems, which affect the placement.
- Within the Netherlands, the external supervisors visits the interns at the company. Visits abroad by the external supervisors may take place, of course taking budget and time constraints into account. Otherwise, contact is sought via Skype and/or telephone (at least once, usually after the mid-term assessment or sooner).
- The 20 clock hours encompass practically all elements aforementioned from the supervisor such as: guiding of student throughout the internship, providing advice regarding the Dissertation, reading the draft version and the defense. The supervisor can also provide guidance towards the student regarding the internship. The second assessor for the dissertation has already been appointed.
- The Placement Supervisor is expected to answer messages within 5 working days. Please note : this also includes replies such as automatic replies in case of absence and replies stating that one has received a message. The Placement Supervisor decides when to send a more thorough answer afterwards.
- Finally the grade for the placement is forwarded by the NHL Stenden supervisor, taking into account the advice given by the company (internal) supervisor and the evidence shown in the placement report and assessment forms.

Student's duty

The student is expected to be able to function independently : the student can work and operate independently on the work floor. Of course, the company supervisor is there to provide instructions and feedback.

Below, you will find some tips to manage and optimise the process :

- The student is explicitly requested to make clear agreements with the NHL-Stenden supervisor regarding communication, meetings and feedback. Do this at the beginning of your internship.
- Agree on a timeframe for responding to emails and keep a logbook of all correspondence.
- Plan meetings with your supervisor, if the distance allows you to do so.
- Regardless of the distance, stay in touch with your supervisor. In case of questions or concerns, contact him/her. Do not wait until it is (almost) too late.
- Plan for yourself when you will work on your Dissertation. (e.g. during the week / weekends, or specific hours during the day)
- Doing an internship can be rather busy, thus writing your Dissertation next to your internship can be a challenge. Try to find a balance on how to deal with this, discuss this with your peers and ask for advice from your supervisor, if necessary.
- If the company allows you to work on your Dissertation, plan a day for working on it and stick to this. Make agreements about the communication during events such as field trips and holidays.

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Placement Contract and Supervision Form

The Placement Contract is an agreement between the organisation/institution which offers the placement and NHL-Stenden University International Tourism Management. The trainee commits him/herself by signing this placement contract. The unilateral breaking off of this agreement is not possible and is laid down in the contract. This also applies to the trainee. Should the latter proceed to do this without the express permission of the placement office, then the placement will be evaluated as insufficient and the student will suffer a considerable delay in his/her studies which can accrue to a complete academic year.

The condition also applies to the preparation period, before commencement of the placement period. Any agreements, both written or oral made with the placement organisation concerning the placement are binding and cannot be cancelled by the student. The consequences for the student are described above.

The placement and writing of the Dissertation jointly cover a period up to 42 weeks (4 modules). This is 1680 hours. This does not apply to students who have exemptions. The exemptions are explained in the Teaching & Examinations Regulations Tourism Management, 2020-2021.

Requests for exemptions from these rules must be presented to the Examination Board who has the last word on the request. Further regulations are to be found in the *Teaching & Examinations Regulations Tourism Management, 2020-2021*.

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4. Placement Assessment

The placement year is the conclusion of the Tourism Management course, providing the placement and the dissertation have been assessed as being sufficient. The evaluation of the placement in the company or institution is carried out by the company supervisor, by means of company assessment forms. This is done twice, a mid-term assessment and a final assessment. The student forwards these evaluations to the NHL-Stenden supervisor for approval he/she will also discuss them with the company supervisor. Besides the assessment forms, the student is asked to complete other reports in order to provide proof that he/she functions at the end level of the programmes' competencies. The reports are to be sent to the NHL-Stenden supervisor throughout the placement period, in which order this should occur and what each report should include, is described in this chapter. At the end of the placement all reports, and the company supervisor assessments, comprise of the complete Placement Assessment and should therefore be submitted as one final report.

The Placement Assessment comprises the following elements:

- Institution Analysis
- 1st Student Progress Report
- **Mid-term Company Assessment of the Student (See appendix 11)***
- 2nd Student Progress Report
- **Final Company Assessment of the Student (See appendix 12)***
- Contribution Assignment

**For a short internship only the final company assessment form is required*

The Placement Assessment components are assessed according to the criteria described in **appendices** 8, 9 and 10. All reports have to be handed in in English. Only in the **appendix** may other languages be used, but translation can be requested by the placement supervisor.

The Awarding of Credits

The student is awarded a total of 60 EC for the full placement and the Dissertation; 42 credits for the placement and 18 for the Dissertation. These are awarded as follows:

42 credits for the placement (30 weeks). These credits are awarded when the student has met with the following requirements with a minimum **grade of 5.5***:

The final Placement Grade is determined as follows:

- Grade for the Mid-term Company Assessment x 20%	=
- Grade for the Final Company Assessment x 20%	=
- Grade for the Placement Report x 60%	= +
Final Placement Grade		<div style="border: 1px solid black; width: 40px; height: 15px; display: inline-block;"></div>

***Please note : each element needs to be passed with a minimum of 5.5. One cannot compensate any elements.**

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The table below provides the Placement assessment and its subdivision.

Placement Assessment		
Mid-term company assessment		20%
Final company assessment		20%
Placement report, including		60%
Institution Analysis	20%	
Progress Reports	40%	
Contribution Assignment	30%	
Structure	10%	
		42 EC

Exemption

Students with an exemption of 30 ECs have attended a similar course and completed a previous placement at secondary level before and are obliged to make use of this exemption (Secondary Tourism and Recreation courses).

The co-ordinator of the placement office personally discusses the placement period for each of the students in this category. The student must take into account that **18 of the remaining credits** must be spent on the Dissertation.

Students with an exemption generally fulfil a placement of:

- **21 weeks including writing the Dissertation or**
- **9 weeks and a separate 12 weeks for the Dissertation.**

For students that have an exemption for part of their placement, 30 credits are awarded for the dissertation (18) and placement (12). The 12 credits are awarded when the student has met with the following requirements with a minimum **grade of 5.5***:

The final Placement Grade is determined as follows:

- Grade for the Company Assessment x 40%	=
- Grade for the Placement Report x 60%	= +
Final Placement Grade		

***Please note : each element needs to be passed with a minimum of 5.5. One cannot compensate any elements.**

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The Institution Analysis

This report contains information about the company based on the student's first working weeks. The student assembles information from annual reports, archives, communications brochures in the company or institution; he/she interviews the staff and so produces a written report, the Institution Analysis. The report contains the following information:

- A clear overview of the company's mission and objectives;
- Analysis of the external and internal environment:
 - Internal environment: Here you describe the structure of the company (for large companies the departmental structure). Also, explain issues regarding personnel and leadership style (apply theory you've used in the programme, such as leadership styles etc).
 - The external environment will be described according to the PESTEL analysis. Furthermore, you give a description of the market. Finally, buyers, suppliers and the competition are discussed by means of a stakeholder map, as well as an analysis of the competitors (think of models such as stakeholder power/interest matrix and Porter's five forces in Johnson, Whittington and Scholes, 2011).
- The marketing communications: Advertising, Public Relations, Personal Selling, Sales Promotions, Direct and Online Marketing (Kotler, 2008).
- The value creation of the company, completing the 'Business Model Canvas': During the Strategic Management module you have become acquainted with many different ways to analyse a company, both externally and internally, and eventually drawing conclusions from this. During your placement, you are asked to make use of the 'Business Canvas Model' (see appendix 13). This model visualises different elements of the company and shows its value within the market. This model can be completed by means of key words and will not require much further explanation. The input for this is obtained mostly from the answers provided to the points above.

Where the student is placed in a company that is a subsidiary or branch of a larger organisation, the report describes the branch in the first place, and then in brief the way in which it fits into the organisation as a whole. The information listed above is summarised and should be described under the following headings:

- Mission/Objectives
- Internal and external organisation
- Marketing
- HRM / Personnel
- Business Model Canvas

This information of the institution analysis will also be relevant when writing your contribution assignment.

The institutional analysis should be between six (minimum) to ten (maximum) pages long and should be handed in to the placement supervisor together with the first Progress Report. Both the company supervisor and the school placement supervisor are given a copy. In appendix 8 you can find the scoring rubric with detailed criteria on how the report will be assessed by the NHL-Stenden supervisor. The deadline for handing this in is 8 weeks after the start of the placement.

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Progress Reports

The Placement Assessment includes **two** Progress Reports. A Progress Report is a written account of the student's activities within the placement company. The nature of the placement activities are described as well as the student's learning experiences and unusual matters in the way the company is run are indicated.

Themes are :

- Introduction of the report
- Objectives for the first period / second period
- Daily/weekly activities/particular aspects of management
- Relationship between theory and practice
- A critical incident. A reflection on an incident that occurred during the placement that was Either very positive or negative (e.g. STARR method)
- Evaluation of my performance, describe your learning curve and evaluate your objectives
- Description of new objectives for the second period based on the evaluation of above and my own placement objectives (objectives of each period are also integrated in the self-assessment sheet

For a short internship of 10 weeks only one Progress Report is required.

For each Progress Report consider which competencies you would like to work on and/or will be assigned to. To make the competencies more clear, competency objectives are provided to elaborate on the scope of the competency, thus you do not have to reflect on them separately. Also, please note, that it is very unlikely that you will cover all 10 competencies in the Self-Assessment sheet during your placement. Also for each Progress Report assess at which level you will work on any of the specific competencies. Level 1 will be that of someone who just starts on the job, with little or no experience. Level 5 will be obtained by professionals after at least 5 years on the job. An example of what the Self-Assessment sheet might look like in Progress Report 2 for competency 1 can be found in Figure . (See Appendix 6 for complete form)

Tourism Management (BA) 2014	Personal Goals	Progress Report	
		1	2
I. HBO- domain competencies Bachelor of Business Administration			
1. Development of a vision on changes and trends in the external environment and developing relationships, networks and chains.	* Look into possibilities of working together with inbound tour operators in the USA (provide 4 feasible suggestions including all issues to consider)	Level 1	Level 2

Figure 8: Self-Assessment sheet (Example for Competency 1)

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These Progress Reports are sent or given to the two supervisors (internal and external) on or just before the dates determined by the placement office. (For the deadlines of the various reports, please check Chapter two 'the five placement scenarios') The placement supervisors give you feedback on the report and the internal supervisor decides whether the reports may or may not include certain sensitive company information.

Contribution Assignment

Finally, nearer to the end of your internship you are asked to complete your placement assessment by making a contribution to the company and in turn providing proof that you have reached the end level of the competency profile of ITM. The assignment is divided in two parts. Part A is about you coming up with a future scenario for the company, envisioning where it is heading. In Part B you are also asked to discuss an organisational/business process you observed during your placement, where you feel you are able to make some recommendations on how this process can run more smoothly in the future. Both parts can be seen as a final contribution to the company, but are not directly connected to one another. Please note that it is not allowed to use this assignment as your dissertation topic. The assignment will be approximately 3.000 words.

Part A: To envision the future

You have already completed the Institution Analysis and have, since, spent several months working at your placement company, so you should be able to form an opinion as to where the company might be heading and why. For this final assignment, which is very much linked to competency 1, you will make use of the previously conducted research into several aspects within the company, such as the external factors influencing the sector your company is active in, the stakeholder analysis, the marketing and trends affecting the industry and the value proposition of the company, as indicated in your Business Model Canvas. With all this information, you are asked to draw a conclusion on where both the company and the industry that it is in is heading. This scenario must account for implications on the relationships, networks, and chains the organisation has/ will have. What will change? What place will it have in the industry? Is it acceptable by all stakeholders? As this is you envisioning the future for the company, it cannot be very detailed, but should be realistic, suitable and responsible.

Part B: Business Processes

For part B, the assignment is closely linked to competency 4. Here we ask you to provide recommendations on a process within the company, which you find could be improved or could be more efficient. This can be anything regarding a process at your placement company, such as contact with customers and/or partners or even concerning marketing and promotion. This process should be described in detail and outlined (e.g. blueprint). You can use data from your institution report as background information as well. After having analysed the process, you should consider how things can be improved. Identify where the bottlenecks are, what can be done about this? Who should be involved? Evaluate the process and propose options/actions for improvement, needless to say the options should be sustainable.

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Submitting Reports

The final Placement Assessment, consisting of the Institution Analysis, Progress Reports, Company Assessment forms and Contribution Assignment, is handed in before the deadline stated on the list of deadlines relevant to your particular placement period. (Please see **Appendix 6, 8, 9, 10, 11 and 12 for the requirements and the assessment sheets**)

As it is possible to start a placement in any module period, the student is required to pay attention to the deadlines issued by the placement office. By far the most students start at the beginning of September and when the placement lasts for the full term of 30 weeks, the deadline for handing in the Placement Assessment is still the beginning of June. It is the student's own responsibility to calculate establish the correct deadlines.

The student graduates when the Examination Committee has verified the fact that the student has gained all the necessary credits. The student is informed about graduation by letter. How the credits are awarded is the subject of chapter four 'the awarding of credits' These regulations are valid for the whole placement programme consisting of 60 EC, and not for those students who have an exemption.

Hand in Final Placement Report digitally

The Final Placement Report in Word, which consists of the Institution Analysis, the Progress Report(s) and the Contribution Assignment, must be handed in digitally. You can do this via

Blackboard → **Year 4 International Tourism Management** → **Course Tools** → **Ephorus**.

Hand in Dissertation digitally

The Final Dissertation in Word must be handed in digitally. You can do this via **Blackboard**

→ **Year 4 International Tourism Management** → **Course Tools** → **Ephorus**.

Please check the dissertation reader for all required elements and titles.

Further step to be taken by the supervisor of NHL Stenden :

Fill out the graduation request : the last day of the month, except July.

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Appendices

Appendix 1	: Criteria for International Placements
Appendix 2	: Standard procedures for New Placement Positions in Companies Abroad
Appendix 3	: Enrolment Form for International Placements
Appendix 4	: Placement Contract
Appendix 5	: Supervision Form
Appendix 6	: Self-Assessment sheets for Progress Reports
Appendix 7	: Requirements for the Placement Assessment
Appendix 8	: Assessment Rubrics : Institution Analysis
Appendix 9	: Assessment Rubrics : Progress Reports – Placement Assessments
Appendix 10	: Assessment Rubrics : Contribution Assignment
Appendix 11	: Mid-term Assessment Rubrics : Company Supervisor Assessment
Appendix 12	: Final Company supervisor assessment
Appendix 13	: The Business Model Canvas
Appendix 14	: Hand-in Sheet for Graduation
Appendix 15	: Graduation Request

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Appendix 1: Criteria for International Placements

The college accepts placements for students in companies that meet the following criteria:

1. The student must be offered an induction period with operational activities followed by a period in which the student works as assistant to a manager or carries out an independent project.
2. The company must have a connection with tourism in the broadest sense of the word. The internship could take place within a non-tourism related department operating in the tourism industry or the internship could take place within a tourism related department, operating in a different industry.

Possible placement companies are those that fit into the following categories:

- tour operators
 - tourism businesses
 - travel organisations: airlines, railway companies, ferries, coach companies, car rental
 - businesses with activities in the field sports, art and culture, related to tourism
 - incentive companies
 - government institutions especially in tourism
 - consultancies and project organisers in tourism
3. Our college strives to place 4 students in any particular country so that a placement supervisor can pay a visit.
 4. The company must submit to the placement office a list of activities or projects to be carried out by the student and ratified by the college. These may include ordinary day to day running of the business as well as activities that provide the student with an understanding of the professional and strategic side of the business.
 5. The company must guarantee an internal supervision programme.
 6. The school provides an external supervision programme whereby the student's progress is discussed during visits and obligatory Progress Reports.

Length of Placement and Working hours

The placement year falls in the final year of the four-year course in Tourism Studies. The student is required to fulfil 1.680 hours (42 weeks for 42 study credits) consisting of 30 working weeks and 12 weeks in which the final paper is completed. At regular intervals during the 30 week period the student is required to produce Progress Reports which are sent to the college supervisor. The college sends the company an evaluation form regarding the performance of the student in meeting the objectives of the placement.

The company is expected to cover the travel expenses incurred by the student and where possible to offer a sum towards living expenses.

The objectives of the placement are:

- learning to function within complex organisations
- learning to function within a customer-caring, service-oriented environment
- applying and testing social, communicative, and technical skills in practical business situations
- building up a constructive attitude with regard to the future field of work
- testing understanding of the relationship between theory and practice with an emphasis on the practical problem solving skills needed in day to day business dealings.
- making a well-founded and motivated choice with regard to career planning
- learning to indicate, interpret and comprehend cultural differences between the own and foreign culture
- learning to speak the foreign language at a business level

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Appendix 2 : Standard Procedures for New Placement Positions in Companies Abroad

Please ask for the following information when a new company is found by a student or by you for possible placement positions.

Company Name and address

Email

Website

Title of Trainee:

Responsible to:

Title of Company Supervisor:

Job Description:

1. Purpose of the post
2. External Contacts
3. Duties and Responsibilities
4. Additional Responsibilities
5. Essential Skills
6. Desirable Skills
7. Person Specification

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Further Questions:

1. Have you been away from home for an extended period before?
2. Do you get home sick?
3. Are you a flexible person?
4. Do you make friends easily?
5. Describe an occasion that shows you can take decisions independently.
6. Describe the process you went through before deciding to go abroad.
7. For which reasons did you choose the country?
8. Describe how a foreign placement plays a role in your personal and professional development.
9. Can you meet all the requirements for starting the placement process?
10. What do the words "a professional attitude" mean to you?
11. What steps have you taken already to find out more about working in(country)?
12. What are your expectations of the placement?
13. Now list your
 - strong and weak points
 - your skills
 - your knowledge
 - your social skills
 - your language skills



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Appendix 4: Placement Contract

International Student-Traineeship Agreement Form
(As developed by The European Association for International Education)

Personal information about the student.Family name:
_____First and Middle names
_____Date of Birth:
_____Citizen of:
_____**Permanent address (parents):**Name:
_____Address:
_____Tel:
_____Email:
_____**Title of degree:**

How many years of study have been completed towards the degree?

1 2 3 4

When will the degree be obtained?

Month and year

Information about the educational institutionName of educational institution
_____Address:
_____Tel
_____Email

Do you want to apply for the European national programme, ERASMUS (Contact Erasmus@Stenden.com)?

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Name and title of Company Supervisor:

Tel: _____

Email: _____

Information about the Employing Organisation

Name of employing organisation receiving the student trainee

Work address for the student trainee during the training period

Tel: _____

Email: _____

The signatories: the student, the educational institution and the training company, agree that the student, having completed three years of the Tourism Management course, will serve a traineeship at the training company for a period ofweeks, and fordays a week, commencing..... under the following conditions:

Art. 1 The traineeship forms part of the fourth year of study in the course at the school and has a preparatory and vocational character.

Art. 2 The activities of the trainee serve an educational purpose.

Art. 3 The activities of the trainee in the training company comprise the following:

(1) In cases where it is not possible before the start of the traineeship to give a description of activities as indicated above, then these activities will be laid down in consultation between parties in the initial period of the traineeship and no later than ____ weeks after the start of that traineeship. The description of activities will then form part of this agreement.

(1) *Description of an assignment or department, where the trainee will work on the daily tasks.*

Art. 4 The trainee receives an allowance from the training company to cover all expenses made for the purpose of the traineeship to the amount of _____ (2) per month.

Art. 5 The training company is not permitted to employ the trainee for the duration of the traineeship.

Art. 6 The trainee receives an allowance from the training company to the amount of _____ per month for services rendered during the traineeship.

Art. 7 The training company registers the trainee with the industrial insurance board and the tax office (Dutch companies only).

Art. 8 The school has taken out an insurance policy in the trainee's favour against the financial risk of legal responsibility for damage incurred against the training company or against a third party, as well as against the risk of accidents. The training company has insured itself against the financial

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risk of legal responsibility for damage incurred against the trainee by itself or by its subordinates.

- Art. 9** The trainee is obliged to observe the rules, regulations and directions in force in the training company in the interests of order, health, safety and confidentiality. These rules have been brought to the attention of the trainee upon conclusion of this agreement or as soon as possible after the commencement of the traineeship.
- Art. 10** The normal rules of the training company apply to the trainee regarding holidays, working hours and sick leave. These rules will also be brought to the attention of the trainee upon conclusion of this agreement or as soon as possible after the commencement of the traineeship. The trainee notifies the traineeship supervisor/traineeship tutor of sickness whenever this is expected to last or has lasted longer than five days.
- Art. 11** The training company appoints _____ (3) as company supervisor, responsible for the task of supervising the trainee within the company. The company supervisor meets the trainee at least once every _____ days or as often as desired over and above that. At present deadlines a progress report will be sent by the trainee to the traineeship supervisor/traineeship tutor.
- Art. 12** The trainee is given the opportunity by the training company of carrying out the school's compulsory report project and final paper.
- Art. 13** The trainee is given the opportunity of _____ days' leave in order to participate in "back to college days" either at the school or in the company's own region.
- Art. 14** Outside the sphere of the traineeship activities, the training company will involve and inform the trainee as much as possible in the daily running of things within the department and within the organization as a whole.
- Art. 15** Part of the traineeship involves conducting a research project and making a written report on that research. The research assignment is formulated in consultation between the company supervisor and the trainee, and is confirmed after approval by the traineeship supervisor/traineeship tutor. The trainee is given the opportunity by the training company to spend a maximum of 15% of the traineeship period in carrying out and writing up the research project.
- (2) *The trainee may also reclaim expenses according to the procedures established by the training company.*
- (3) *Name of traineeship supervisor*
- Art. 16** Towards the end of the traineeship an evaluation and assessment talk will be held between the company supervisor and the trainee. The outcome of this talk will be set out in a company assessment report and sent to the school as soon as possible after the conclusion of the traineeship. This report will be used by the school in the final assessment of the traineeship.
- Art. 17** In case of problems during the traineeship, the trainee will turn to the company supervisor in the first instance. If the company supervisor and the trainee cannot find a solution to the problem together, then it can be referred to the traineeship supervisor/traineeship tutor by the company supervisor and/or the trainee. The management of the training company, or alternatively the directorate of the school can, if so required, also become involved in solving the problem.
- Art. 18** This agreement will terminate:
- at the end of the agreed period
 - if the trainee leaves the school
 - if the company supervisor or the trainee so wishes, providing the procedure as set out in article 17 has been followed and has not already led to a solution.
- Art. 19**
- The trainee / student confirms to have read and understood the Points of Attention and Focus on Safety and Well-being as mentioned in Appendix 1.
 - Appendix 1 is an inseparable part of this agreement. Conditions and definitions used in

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this agreement also apply to this Appendix.

The signatories confirm the accuracy of all the statements made on this agreement form and agree to all principles and articles expressed therein.

The educational institution

Signature and date: _____

The employing organisation

Signature and date: _____

The student

Signature and date: _____

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(For students / trainees only)
Points of Attention

Visas and work permits

All students (Dutch and international) who have been accepted for an Industrial Placement abroad should contact the International Office to get information about the various procedures and documents that may be needed (visa/ certificate of good conduct/ medical/ examination/ vaccinations/ work permits, etc.). Most foreign countries need proof that the student will return to the Netherlands after the Industrial Placement before they will issue a visa.

Non-Dutch students who will start their Industrial Placement in the Netherlands no longer need a work permit as from November 2006. All foreign students need to make sure that they extend their residence permit for the Netherlands for the length of the placement even if they are going abroad. Allow for enough time for these procedures. You need to show a lot of initiative and bear total responsibility for arranging all documents in time. The International Office and the internship company can assist the student with the above mentioned procedures.

Registration*International students*

You should remain registered as a resident with the city council in Leeuwarden, the Netherlands and have a valid residence permit for the length of your Industrial Placement. You can only cancel your registration at the city council once you have graduated and are planning to leave the Netherlands. At this time Dutch bank accounts should be closed and Dutch insurances cancelled.

Dutch students

If possible you should remain registered with a city council as a citizen of the Netherlands. You may indicate to the IBG in Groningen that your parent's address is your mail address. As soon as you have arrived in the foreign country of your Industrial Placement you should register with the Dutch Embassy of this country.

Delays

Please note that unexpected changes may occur at the host company. They may need to cancel the internship because of sudden, unexpected events. The associates of the Industrial Placement Office will do their best to find you another Industrial Placement.

In addition, for placements abroad, we are experiencing increasing problems arranging work permits and visas for some countries. This depends to a large extent on the nationality of the student. Once the student has met all criteria to start the industrial placement procedures, time is needed to approach the companies, send off résumés and arrange interviews. In all above mentioned cases, when substantial delays may be expected or are being experienced, a placement position within NHL-Stenden University will be offered. In the event that the student refuses this placement offer or other placement offers, the consequences of all further delays are the full responsibility of the student. Students are expected to show a pro-active approach and should contact the Industrial Placement Office on a regular basis to discuss progress. The NHL-Stenden University/International Tourism Management and the Placement Office cannot be held responsible for any financial consequences or other consequences of delays in finding an Industrial Placement, e.g. caused by visa-, work- & residence permit application procedures or the termination of an internship or cancellation of an internship by either the student or the company.

Tuition fees

This year you will receive a letter from the NHL-Stenden University/ International Tourism Management reminding you to reregister for school and pay the tuition fees for the next school year. Once you have graduated, money will be refunded for the remaining months. Make sure that the student administration office has the correct address when you go on your placement so that the letter is sent to the correct address (e.g. not your Leeuwarden address while you are doing your Industrial Placement in France). International students should make careful arrangements to make sure that they will receive this letter. Preferably this letter is sent to your parents' address, so they can remind you. International students should make considerable arrangements to make sure that they do receive this letter. If the tuition fee has not been paid by 1st September, you are not registered as a student and therefore your Industrial Placement will not be official or valid. Further you will not be able to graduate.

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Arranging an industrial placement and the contract

Your Industrial Placement is always arranged through the Industrial Placement Office. Students are not permitted to arrange the placement themselves, unless the Co-ordinator Industrial Placements has given written approval. Students who ignore the above mentioned procedure and start working for a company should be aware that their placement is not valid and they are not insured.

You can only start your Industrial Placement with a valid and signed NHL-Stenden University contract. If you have started your Industrial Placement without arranging the NHL-Stenden University contract your starting date will be adjusted to the date that your contract has been drawn up and signed by the Co-ordinator Industrial Placements.

Please be careful not to sign any documents for the host company which may be in contradiction with the terms in our contract.

Focus on Safety and Well-being

NHL-Stenden University values and promotes international education opportunities and you are probably very much looking forward to your upcoming new experience. Nonetheless, it is very important to bear in mind that you will be living and working in a different cultural environment and that you are aware that things can go wrong. For example, serious illness, involvement in an accident, arrest, theft of important papers, etc.

We realise that you are a young, responsible adult but we do value your safety, security and well-being. With this document, we would like to emphasize the importance and awareness of certain issues before you start your international experience.

Arrange in advance

You must make sure that your contacts at home and at school have all your detailed and up-to-date information such as home address, doctor's address, insurance company, and (mobile) phone numbers. You must forward a local address and local mobile number to the International Tourism Management Placement Supervisor and Industrial Placement Office as soon as you arrive in a foreign country. Unfortunately we have experienced quite some challenges in the past while students were abroad (9-11 in New York, bombing in Bali, Tsunami, bombing in London, hurricane in Mexico). If something like this happens in the country/city where you are staying, we will do our utmost to contact you by calling or sending an SMS.

Insurance

You should always check with your insurance company to find out what is already covered and what needs additional covering. E.g. you need to make sure that you have (international) health insurance, private liability and accident insurance. Furthermore, if you drive a car or motor during your stay in another country, please make sure that you are well insured.

NHL-Stenden University has taken out collective liability insurance and a collective accident insurance with international coverage for activities related to your internship or your studies.

Driving a car/ motor

If you are driving a car or motor abroad make sure that you do have the correct driver's license and that the car is properly insured and that you are well aware of the local traffic rules.

Safety abroad

Please be aware that you will be living in an unfamiliar country and that it is regarded as wise to refrain from activities that might jeopardize your safety (e.g. hitchhiking, driving a car alone, individual sport activities like skiing and hiking etc. or travelling to dangerous areas without being accompanied).

Health care

- Please be aware of the alarming risks regarding HIV/ AIDS in many countries, and take the appropriate actions.
- If required, obtain the necessary vaccinations before you leave and be sure to carry your vaccinations passport with you.
- Check your health insurance and carry contact and policy numbers with you.

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- Make sure that prescription of your medicines are available, notify your contact person what you need to take and/ or take them with you.
- When travelling to Asia or Africa it is wise to take the Mantoux test (for TBC) before departure and upon return

Drugs and alcohol

Be aware that many countries have very strict laws concerning the use and/ or possession of drugs. In some countries, this can mean imprisonment and even the death sentence.

It is **not allowed** to be in the possession of drugs and/ or use drugs while you are working or studying abroad. As you are representing NHL-Stenden University and you start your professional career, be careful with the use of alcohol. Alcohol abuse can damage not only your reputation and relationship with the company but also the reputation of NHL-Stenden University.

Ethics, standards and values

In foreign countries, please be sensitive and alert to the customs, ethics and values of the local culture and/ or religion and follow the advice given by your placement mentor and/ or the company. Please remember, you will be regarded as an ambassador of NHL-Stenden University.

Undesirable behaviour

Undesirable behaviour is behaviour that 'is experienced as undesirable by a member of staff or student and has implications for the position or performance of that member of staff or student, or results in his or her suffering a hostile working environment'.

Behaviour can be verbal (comments, jokes), non-verbal (gestures) or physical (contact). What one person regards as a friendly gesture can be perceived by the other person as completely unfriendly. It is important that the unpleasant situation is brought to an end as soon as possible because you'll otherwise harbour negative memories of your time abroad. Therefore, it is important that you bring these matters to light. There is nothing the school can do if you keep it to yourself. It is important that you contact your placement mentor and/ or the Industrial Placement Office and possibly your personal coach as soon as possible.

What to do if something goes wrong?

The following can be regarded as a general guideline: in the event of emergencies always contact the Industrial Placement Office (Mr. Nonhof) and your placement supervisor. If necessary, contact the local Dutch embassy and/ or the embassy of your nationality, if you are not a Dutch citizen.

Furthermore

We realise that the information above contains not all details regarding your upcoming international experience. Please consult the specific module books and readers for more country related information. When you are in doubt or need specific advice, please feel free to contact your placement mentor, the Industrial Placement Office or your coach.

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End of Appendix 4

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Appendix 5 : Supervision Form

This form is required by the placement office to assign a supervisor. The student can state a preferred supervisor from NHL-Stenden. However, guarantees cannot be given, due to the availability of each supervisor.

Fill in completely and hand in (together with the placement contract – appendix 4) to placement office (Secretary Academy of Leisure and Tourism). Email : petra.verhoeven@stenden.com

Preferred Supervisor :
Your name :
Student number :
Address :
Area Code and Town :
Country :
Telephone number :
Placement Period :
Email address :
Gender :
Date of Birth :

Who to contact in an Emergency

Name :
Address :
Area code and Town :
Country :
Telephone number :

Placement Company/Organisation

Name of Company :
Contact person :
Address :
Area code and Town :
Country :
Telephone number :
Email and internet address:

NB: Please inform the placement office of any changes in address. Make sure that we can always get in touch with you during your placement.

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Appendix 6: Self-Assessment Sheet for Progress Reports

Tourism Management (BA) 2014	Personal Goals	Progress Report	
		1	2
I. HBO- domain competencies Bachelor of Business Administration			
<p>1. Developing a vision regarding trends in the external environment and developing relationships, networks and coalitions.</p> <p><i>The manager in tourism and recreation can:</i></p> <ul style="list-style-type: none"> • <i>formulate strategic points of departure, indicating who should be approached in what way;</i> • <i>collaborate efficiently with several parties;</i> • <i>work in a systematic and project-based manner, in which qualitative and financial output is crucial;</i> • <i>detect current trends and developments, and apply/act upon them;</i> • <i>conduct project and relationship management, and people management;</i> • <i>show a well-developed feeling for initiating and marketing products, services and projects.</i> 			
<p>2. Analysing policy questions, translating policy aims and alternatives, and preparing decision-making processes.</p> <p><i>The manager in tourism and recreation can:</i></p> <ul style="list-style-type: none"> • <i>achieve company objectives, based on the mission, such as developing and operating new destinations in a sustainable manner;</i> • <i>align internal and external policy by means of a clear policy document which serves as a guideline for all parties interested;</i> • <i>establish a balance between the process of floating the company and the tourism destination to be developed;</i> • <i>weigh different stakeholder interests and objectives against each other (looking for win-win factors), in order to build public support for the development of the new tourism destination;</i> • <i>gear language to target groups, especially to the local community in order to make clear that their own culture will be preserved;</i> • <i>use digital means/channels, in addition to paper-based communication, in order to optimise promotion effects and the provision of information.</i> • <i>anticipate developments (including economic developments) in the sector and the society at large;</i> 			
<p>3. Applying HRM in keeping with the organisation's strategy.</p> <p><i>The manager in tourism and recreation can:</i></p> <ul style="list-style-type: none"> • <i>anticipate developments (including economic developments) in the sector and the society at large;</i> • <i>formulate HRM objectives, based on the company's mission and general objectives;</i> • <i>elaborate HRM objectives into a HRM plan;</i> • <i>communicate and convincing in a tactful manner, orally and in writing, at several levels within the organisation;</i> • <i>apply intercultural personnel management practices</i> 			

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<p>4. Setting up, managing and improving business and organisational processes. <i>The manager in tourism and recreation can:</i></p> <ul style="list-style-type: none"> • <i>steer the quality of the project plan which outlines the change/expansion of the organisation;</i> • <i>steer the progress of the process by means of in-between evaluations of planning, targets and process;</i> • <i>steer the progress of the process in terms of quality, to what extent do the parties involved remain connected, revise targets, and go through a joint learning process;</i> • <i>steer the effect of the process on employees and clients by holding team meetings and conducting client surveys.</i> 			
<p>5. Analysing the financial and legal aspects, internal processes and the business' and organisation's environment to enhance cohesion and interaction. <i>The manager in tourism and recreation can:</i></p> <ul style="list-style-type: none"> • <i>Maintain an overview of how processes are run.</i> • <i>Gather information about these processes.</i> • <i>Analyse information and drawing relevant conclusions.</i> • <i>Turn conclusions, together with other persons involved, into improvement plans.</i> • <i>carry out research in a correct manner (has knowledge and skills in research methods);</i> • <i>gather and analyse relevant information and draw relevant conclusions</i> • <i>involve relevant colleagues in the process of acquiring insight and knowledge;</i> • <i>establish a constructive cooperative partnership with relevant colleagues, leading to improvement proposals and the implementation of these proposals.</i> 			
<p>6. Developing, implementing and evaluating a process of change. <i>The manager in tourism and recreation can:</i></p> <ul style="list-style-type: none"> • <i>coordinate with stakeholders and streamline their involvement;</i> • <i>set up and carry out research projects accurately;</i> • <i>collect, analyse and process data into relevant information and Based on the information obtained, write a plan that complies with the project objective</i> • <i>motivate management, colleagues and external persons and involve them in the process;</i> • <i>establish and maintain constructive working relationships with employees within the organisation and external parties involved, which will lead to the objective being achieved.</i> 			
II. HBO domain competencies economic			
<p>7. Social and communicative competence (interpersonal and within the organization) <i>The manager in tourism and recreation can:</i></p> <ul style="list-style-type: none"> • <i>create and promote a positive, open atmosphere;</i> • <i>take time to listen, and is easily contactable and approachable;</i> • <i>inspire and motivate others, and put their points of view into perspective;</i> • <i>share leadership and give others responsibility and trust that they will deliver;</i> • <i>show sincere interest in other people;</i> 			

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<ul style="list-style-type: none"> deal with criticism and resistance and take a stand; communicate and present effectively; communicate in foreign languages (English at B2 level, other modern foreign languages at B1 level); confront people and issues, act as a mediator, and ask for/give feedback. 			
<p>8. Self-Managing competency The manager in tourism and recreation can:</p> <ul style="list-style-type: none"> act in a morally responsible manner; account for his/her professional actions; recognise and analyse dilemmas and take a stand therein; contribute to the development of the professional group; invest in his/her own development continuously; evaluate the effect(s) of his/her own actions. 			
<p>9. Balancing between People, Planet, Profit The manager in tourism and recreation can:</p> <ul style="list-style-type: none"> set up a research project, determine criteria based on the three Ps, carry out the research project, and possesses knowledge about research methods to this end; gather relevant information, analyse this information and draw relevant conclusions; based on the conclusions, write an integral policy plan including recommendations at resort, organisational and regional level; actively involve and motivate management and external stakeholders in the policy plan and its recommendations, in order to gain acceptance; design the desired organisation structure and processes, and putting it into action together with colleagues and external stakeholders. Is able to achieve constructive cooperative relationships in order to realise the plan. 	<p>It is compulsory to have an objective for this competency, as you have to reflect on your responsibility regarding the three P's.</p>		
III. Tourism Management specific competencies			
<p>10. Initiating, creating and marketing products and services The manager in tourism and recreation can:</p> <ul style="list-style-type: none"> coordinate with stakeholders and streamline their involvement; carry out research in the correct manner (proficiency in research methods); gather and analyse relevant information and draw relevant conclusions; think and act conceptually and out-of-the-box. Make a choice from the opportunities and transform these into actual products and services; develop new products and services in a creative, innovative and meaningful manner (Imagineering); prepare and implement long-term as well as short-term product and service plans; prepare Marketing & Communication plans, including budget; involve relevant co-workers in both process and performance in order to efficiently market the product or service. 			

Figure 9: Self-Assessment sheet for Progress Reports

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Appendix 7 : Requirements for the Placement Report

The Placement Report consists of the following elements:

1. The Cover

- The name of the author
- Student number
- the title
- the sub-title (Report of a Placement in....)

2. Title Page

- The author's name
- The title
- The sub-title
- The name of the organization
- Place and year of publication

3. Abstract

The abstract is a general overview of the contents; it is not a list of the chapters but includes a broad outline of the contents. It comprises 1 A4 page.

4. Foreword

- Background information about the placement period – the course and the part the placement period plays in the course.
- A word of thanks

5. Table of Contents

- a list of chapters with headings and subheadings and page numbers
- clear layout

Headings and subheadings should not go further than 3 levels. Each level should be followed by sizeable paragraphs and not just a few lines of text. Page numbering starts on the introduction page but as this page may be physically preceded by several pages it is possible that the Introduction begins on page 7, for example.

6. List of Appendices

The list of appendices includes the numbers and the headings of the appendices. No page numbers are given.

7. Introduction

The introduction to the Placement Assessment contains the following elements:

- location and period of placement
- Learning outcomes of the internship
- personal objectives of the trainee
- set up of the internship
- possible special circumstances
- an overview of the main parts of the report

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8. The Body of the report The body contains :

1. The institution analysis
2. Progress Report 1
3. Progress Report 2
4. The Contribution assignment.

Each section is introduced with information regarding period, responsibilities and activities. An evaluation of the particular period comprises the conclusion. Last of all, the student carries out the Contribution Assignment.

9. The Conclusion and recommendations

After your internship, what conclusions can you draw with regards to your future plans of your career. What do you want to do, what do you not want to do and why ?

10. Referencing

A complete alphabetical list of literature should be included, do not forget to include personal communication sourcing in the text.

11. Appendices

Suitable appendices may be included in the Placement Reports if they provide further clarification of the contents of the report. They may consist of maps, company organisation diagram, company documentation, the supervisor assessment and written work produced by the student.

Appendix 8: Assessment Rubrics: Institution Analysis

Criteria	Excellent (8.5-10)	Good (7-8.4)	Sufficient (5.5-6.9)	Insufficient (1-5.4)
<p>Institution Analysis (20%)</p> <p>Clear overview is given of the placement company's mission and objectives.</p>	<p>It becomes clear that the student has conducted <i>thorough</i> research on the company's mission and what they stand for (not just what they do). The information regarding this is relevant (student is <i>selective & provides a clear description</i>)</p>	<p>It becomes clear that the student has conducted <i>good</i> research on the company's mission and what they stand for (not just what they do). The information regarding this is relevant and clear.</p>	<p>The student describes the company's mission and objectives, but <i>somewhat lacking</i> depth. More research could have been conducted. Information provided is <i>fairly</i> relevant.</p>	<p>Not much research is evident. The student briefly mentions the company's mission and objectives.</p>
<p>The internal organisation*</p> <p><i>* (if the company is a subsidiary or branch of a larger organisation, the report describes the branch in the first place, and then in brief the way in which it fits into the organisation as a whole)</i></p>	<p>The structure of the company is described <i>excellently</i>. Followed by a detailed description of the placement department. Personnel and leadership style is described in great detail and with reference to relevant theory. <i>Excellent</i> examples are provided to support the conclusions.</p>	<p>The structure of the company is described <i>clearly</i>, followed by a clear description of the placement department. HR, personnel and leadership style are dealt with and reference to relevant theory is made. <i>Good</i> examples are provided to support the conclusions.</p>	<p>The structure of the company is given <i>briefly</i>, followed by a description of the placement department as well as personnel and leadership style, this is <i>mostly</i> applied by relevant theory. <i>Merely</i> a few examples are given.</p>	<p>The structure of the company and placement department are given, but <i>not in much detail</i>. <i>Some</i> theory is applied when describing this as well as the personnel and leadership style, but this is not done clearly and <i>hardly</i> any examples are given.</p>

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<p>The explanation of the company's external network</p>	<p>Thorough research has been conducted in order to identify the internal organisation and external factors of the organisation. A PESTEL is applied specifically to the organisation and clear conclusions are drawn as to what opportunities and threats this has. The PESTEL is completed by the use of extensive sources.</p>	<p>The internal organisation and external factors of the organisation have been well researched. A PESTEL is applied specifically to the organisation and mostly relevant conclusions are drawn from this. The sources used for completing the PESTEL are good, but not that extensive.</p>	<p>The internal organisation and external factors of the organisation have been researched, but this could be more extensive. A PESTEL is applied specifically to the organisation and merely a few conclusions are drawn from this, some of which may not be very relevant. Hardly any sources have been used to complete the PESTEL, yet it is based on facts.</p>	<p>The internal organisation and external factors of the organisation have hardly been researched, merely a few examples are given. A PESTEL is applied, however irrelevant conclusions are derived from this. No sources have been used to complete the PESTEL.</p>
<p>Description of the company's marketing communication.</p>	<p>The student clearly describes the market, as well as buyers, suppliers and the competition of the organisation. The student makes use of models, e.g. stakeholder map & Porter's five forces, and this is applied clearly and in detail.</p>	<p>The student describes the market, as well as buyers, suppliers and the competition of the organisation. The student makes use of models, e.g. stakeholder map & Porter's five forces, and this is applied (could be more extensive).</p>	<p>The student describes the market, as well as buyers, suppliers and the competition of the organisation very briefly. The student makes use of models, e.g. stakeholder map & Porter's five forces, but applies this very briefly and/or incorrectly.</p>	<p>The student describes the market, as well as buyers, suppliers and the competition of the organisation very briefly. The student makes use of models, e.g. stakeholder map & Porter's five forces, but applies this very briefly and/or incorrectly.</p>
<p>Description of the company's marketing communication.</p>	<p>The marketing communications of the company is described comprehensively. (Advertising, Public Relations, Personal Selling, Sales promotions, direct and online marketing are all described). The description includes correctly identifying why certain choices in marketing have been made, which marketing communication seems to work best and how this is identified by the company.</p>	<p>The marketing communications of the company is described well. (Advertising, Public Relations, Personal Selling, Sales promotions, direct and online marketing are all described). Why certain choices in marketing have been made, which marketing communication seems to work best and how this is identified by the company is described, but could be more extensive.</p>	<p>The marketing communications of the company is described, although could be more extensive (Advertising, Public Relations, Personal Selling, Sales promotions, direct and online marketing are all described). Why certain choices in marketing have been made, which marketing communication seems to work best and how this is identified by the company is roughly described.</p>	<p>The marketing communications of the company is described briefly. Why certain choices in marketing have been made, which marketing communication seems to work best and how this is identified by the company is not or hardly described.</p>

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Business model canvas, value creation of the organisation.	The student completes the business canvas model <i>concisely</i> and leading to a <i>clear understanding</i> of the companies' place in the industry.	The student completes the business canvas model <i>well</i> and leading to an <i>understanding</i> of the companies' place in the industry.	The student completes the business canvas model <i>sufficiently</i> , leading <i>somewhat</i> to an understanding of the companies' place in the industry.	The student is <i>unable</i> to complete the business canvas model, it is either <i>incomplete</i> or <i>lacking</i> depth.
Mark and Notes Institution Analysis	Mark (scale 1-10)	Notes:		



Appendix 9: Assessment Rubrics: Progress Reports - Placement Assessment

Criteria	Excellent (8.5-10)	Good (7-8.4)	Sufficient (5.5-6.9)	Insufficient (1-5.4)
Progress Reports (40%) Placement objectives were clearly formulated	Objectives are SMART with <i>clear and detailed</i> actions to take. A <i>strong and clear link</i> to the competencies is made and it is evident that the student is aiming <i>high both in complex and independent work</i> .	Objectives are SMART with <i>clear</i> actions to take. A <i>clear link</i> to the competencies is made and the student is aiming to improve <i>gradually</i> .	Objectives are <i>somewhat</i> SMART with actions to take. A <i>link</i> to the competencies is made, but this could be stronger and more clear. The student is aiming to improve <i>slightly</i> .	Objectives do not adhere to the SMART requirements. Link to competencies is <i>lacking</i> and improvement points are <i>missing or weak</i> .
Analysis of achievements as related to the objectives & student's reflection on competencies.	Student provides a <i>critical and relevant</i> reflection on what he/she has learned and achieved, also relates this to the competencies. A lot of relevant examples are given and reflection methods are used (critical incident, STARR)	Student provides a <i>clear and relevant</i> reflection on what he/she has learned and achieved, this is related to the competencies. Some relevant examples are given and reflection methods are used (critical incident, STARR)	Student provides a <i>relevant</i> reflection on what he/she has learned and achieved. Some or hardly any relevant examples are given. Reflection method is used (critical incident, STARR).	Student provides a reflection, but this lacks relevance and detail. No examples are given.
Description of tasks and activities performed during the placement (relation to practice)	A clear description of the tasks is given, supported by concrete examples. There is evidence of a clear and detailed relation to theory.	A clear description of the tasks is given, occasionally supported by examples. There is evidence of clear relation to theory.	A description of the tasks is given, supported by few examples. There is evidence of relation to theory, although this could be more explicit.	A description of the tasks is given, although not supported by (clear) examples. There is hardly any evidence of relevant relation to theory.
Communication and intercultural skills	The tasks described show a <i>high</i> level of complexity as well as working independently.	The tasks described show a <i>fairly high</i> level of complexity as well as working independently.	The tasks described show a <i>level of</i> complexity as well as working <i>somewhat</i> independently.	The tasks described <i>somewhat</i> show a level of complexity as well as working <i>somewhat</i> independently.

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Initiating and/ or marketing products and services	The student <i>clearly</i> describes examples of his/her contribution in initiating and/or marketing of products and services.	The student <i>describes</i> examples of his/her contribution in initiating and/or marketing of products and services, although this could have been more explicit.	The student <i>roughly</i> describes examples of his/her contribution in initiating and/or marketing of products and services, although this lacks detail.	The description of the students contribution in initiating and/or marketing of products and services, is <i>missing or lacking</i> explanation.
Outlook on future professional life	Student gives a <i>clear and thorough</i> description on his/her future professional life, drawing conclusions based on <i>critical reflection</i> and current industry prospects. The future outlook shows a <i>direct link</i> to the added value and relevance of the placement period.	Student gives a <i>clear</i> description on his/her future professional life, drawing conclusions based on reflection and current industry prospects. The future outlook is derived from the added value and relevance of the placement period.	Student gives a description on his/her future professional life, drawing conclusions based on reflection. The future outlook is <i>somewhat derived</i> from the added value and relevance of the placement period.	The description on the students' future professional life is <i>missing or lacking explanation</i> . The future outlook <i>cannot be directly</i> related to the added value and relevance of the placement period.
Mark and Notes	Mark (scale 1-10)	Notes:		
Progress Reports				



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Appendix 10: Assessment Rubrics: Contribution Assignment

Criteria Contribution Assignment (30%) Envisioning the future scenario of the organisation.	Excellent (8.5-10) The student envisions a clear future scenario for the organisation, based on extensive internal and external analysis (<i>clearly accounts</i> for implications on the relationships, networks and chains of the organisation has/will have). It is realistic and shows depth of ideas and originality.	Good (7-8.4) The student envisions a <i>fairly clear</i> organisation, based on a <i>good</i> internal and external analysis (<i>accounts</i> for implications on the relationships, networks and chains of the organisation has/will have). It is realistic and shows depth of ideas and originality.	Sufficient (5.5-6.9) The student envisions a future scenario for the organisation, based on internal and external analysis (<i>somewhat accounts</i> for implications on the relationships, networks and chains of the organisation has/will have). It is realistic.	Insufficient (1-5.4) The student fails to envision a (realistic) future scenario for the organisation. It is either missing or clearly not based on research.
Analysing and formulating improvement points in regard to business and organisational processes.	It is evident that the student has observed his/her surroundings. The improvement points are <i>feasible</i> and formulated <i>comprehensively</i> and <i>show creativity and efficiency</i> . It is evident that the student has a <i>clear idea</i> on how to start with implementation and all propositions take sustainability into account where possible.	It is evident that the student has observed his/her surroundings. The improvement points are <i>fairly feasible</i> and formulated <i>comprehensively</i> . The student has <i>an idea</i> on how to start with implementation and all propositions take sustainability into account where possible.	The improvement points are <i>formulated well</i> . The student <i>somewhat</i> has an idea on how to start with implementation and <i>most propositions</i> take sustainability into account where possible.	No process is described or it is not described clearly, thus showing lack of research and effort. No improvement points or weak improvement points are described. The student does not show that he/she has an idea on how to work on the improvement points within the organisation.
Mark and Notes	Notes:			
Contribution Assignment				

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Criteria Structure, layout and writing (10%)	Excellent (8.5-10)	Good (7-8.4)	Sufficient (5.5-6.9)	Insufficient (1-5.4)
Structuring of the report. Language use and readability. Design and layout. Use of supporting figures and tables.	Report is structured logically. Exceptional vocabulary range, accuracy and correct and effective word usage.	Report is structured logically. Good vocabulary range and accuracy of usage.	Structure of report is sufficient. Ordinary vocabulary range, mostly accurate.	Structure of report is insufficient. Limited vocabulary; usage is inaccurate.
Mark and Notes	Mark (scale 1-10) Notes:			
Placement Report Structure				
GRADE PLACEMENT REPORT Institution Analysis (20%) Progress Reports (40%) Contribution Assignment (30%) Structure, layout and writing (10%)				

* if one of the assessment criteria is marked with an insufficient fail, the Placement Assessment cannot be awarded a pass. The placement report and the mid-term and final assessment cannot be compensated, thus all elements have to be a 5.5 or higher.

Date: _____

Signature NHL-Stenden supervisor: _____

Appendix 11: Mid-term Assessment Rubrics: Company Supervisor Assessment

As a company supervisor, we would like to ask you to please complete the assessment below. There are three tables with criteria namely, knowledge, skills and attitude. Please indicate whether you think the criteria is excellent, good, sufficient or insufficient, preferably we ask you to motivate your choice in the 'comments' column.

Please give a mark for each criteria (from 1 to 10, 10 being the highest). The mark for knowledge, skills and attitude can be added up and divided by 3, which results in the grade for the mid-term assessment. We ask you to please complete a similar assessment at the completion of the internship. Both assessments are crucial in determining whether the student has fulfilled all the necessary requirements for the programme.

We thank you in advance for completing the assessment and discussing it with the student.

Criteria for knowledge	Excellent (8.5-10)	Good (7-8.4)	Sufficient (5.5-6.9)	Insufficient (1-5.4)	Comments
Level of knowledge the student has of the tourism industry, needed to perform his/her job					
The student has up to date knowledge of Human Resource Management practices					
The student knows about management and organisational processes					
The student has insight in financial processes					
The student is aware of the legal aspects of the company's operations					
Mark scale (1-10)					

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Criteria for Skills	Excellent (8.5-10)	Good (7-8.4)	Sufficient (5.5-6.9)	Insufficient (1-5.4)	Comments
During conversation the student shows the capability of clearly and convincingly stating his/her ideas					
The student has a vision on responsible tourism and demonstrates this accordingly.					
The student can produce clear and correctly written material					
The student can communicate clearly in writing internally and externally					
The student comes up with innovative and efficient solutions (problem solving).					
The student can manage projects					
The student thinks and acts out of the company's interest					
The student is able to manage his/her time and prioritize his/ her work					
Mark scale (1-10)					

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Criteria for Attitude	Excellent (8.5-10)	Good (7-8.4)	Sufficient (5.5-6.9)	Insufficient (1-5.4)	Comments
The student makes use of his/her knowledge of the Tourism Industry on the job					
The student has a positive critical attitude					
The student is capable of working as a team member					
The student can both give and receive feedback					
The student works independently and shows initiative					
The student sticks to agreements					
The student is motivated for, enthusiastic and dedicated to his/her tasks					
The student is interculturally sensitive					
The student seeks opportunities to act morally responsibly and gives suggestions in terms of the needs of the company and its stakeholders					
Mark scale (1-10)					

Grade mid-term assessment (Grade knowledge, Grade Skills, Grade Personal Attitude +3)	
---	--

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The intern's strong points are:

The intern's weaker points are:

How could these weak points be improved?

Date:

Signature of Company Supervisor: _____

Date:

Signature of the Intern: _____



Appendix 12: Final Company supervisor assessment

Once more we ask you to please complete the assessment below.

There are three tables with criteria namely: knowledge, skills and attitude. Please indicate whether you think the criteria is excellent, good, sufficient or insufficient, preferably we ask you to motivate your choice in the 'comments' column. Please give a mark for each criteria (from 1 to 10, 10 being the highest). The mark for knowledge, skills and attitude can be added up and divided by 3, which results in the grade for the final assessment. These assessments are crucial in determining whether the student has fulfilled all the necessary requirements for the programme.

We thank you in advance for completing the assessment and discussing it with the student.

Criteria for knowledge	Excellent (8.5-10)	Good (7-8.4)	Sufficient (5.5-6.9)	Insufficient (1-5.4)	Comments
Level of knowledge the student has of the tourism industry, needed to perform his/her job					
The student has up to date knowledge of Human Resource Management practices					
The student knows about management and organisational processes					
The student has insight in financial processes					
The student is aware of the legal aspects of the company's operations					
Mark scale (1-10)					

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Criteria for Skills	Excellent (8.5-10)	Good (7-8.4)	Sufficient (5.5-6.9)	Insufficient (1-5.4)	Comments
During conversation the student shows the capability of clearly and convincingly stating his/her ideas					
The student has a vision on responsible tourism and demonstrates this accordingly.					
The student can produce clear and correctly written material					
The student can communicate clearly in writing internally and externally					
The student comes up with innovative and efficient solutions (problem solving).					
The student can manage projects					
The student thinks and acts out of the company's interest					
The student is able to manage his/ her time and prioritize his/ her work					
Mark scale (1-10)					

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Criteria for Attitude	Excellent (8.5-10)	Good (7-8.4)	Sufficient (5.5-6.9)	Insufficient (1-5.4)	Comments
The student makes use of his/her knowledge of the tourism industry on the job					
The student has a positive critical attitude					
The student is capable of working as a team member					
The student can both give and receive feedback					
The student works independently and shows initiative					
The student sticks to agreements					
The student is motivated for, enthusiastic and dedicated to his/her tasks					
The student is interculturally sensitive					
The student seeks opportunities to act morally responsibly and gives suggestions in terms of the needs of the company and its stakeholders					
Mark scale (1-10)					
Grade final assessment					
(Grade Knowledge, Grade Skills, Grade Personal Attitude ± 3)					

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During the internship the student has also been working on reports to reflect on their growth and link theory to practice. Furthermore, the student is asked to analyse the internal and external environment of the organisation and come up with a clear vision for the organisation based on all the factors affecting it. We also ask them to be observant on the organisational processes and see potential points to improve. The student is asked to present/discuss this vision and suggestion for improvements to you. Below two separate criteria are given and we would like you to comment on them, as these allow us to identify to what extent you feel that the student has reached the end level of the programme.

1. The student presents a clear vision for the organisation, based on the trends affecting the industry. The vision accounts for implications on the relationships, networks and chains the organisation has/will have. The vision is realistic and shows depth of ideas and originality.

Sufficient / Insufficient

2. Based on a business process within the organisation, the student is able to provide clear, logic and feasible improvement points and has a clear idea on how to implement this. Wherever suggestions allow it, sustainability is taken into account.

Sufficient / Insufficient

General appraisal (including employability and role best suited to in the tourism industry):

Date:

Signature of Company Supervisor: _____

Date:

Signature of the Intern: _____

Appendix 13: The Business Model Canvas

We advise you to use the **Business Model Canvas** (see below) in order to come up with a good conclusion. The Business Model Canvas provides you with a method to analyse a company and its business model. By simply investigating each component, the user should be able to see how the company performs and if there are opportunities to improve its performance. Have a look at the video, provided by its official website: http://businessmodelgeneration.com/canvas/bmc?_ga=1.32691706.573166403.14399990518

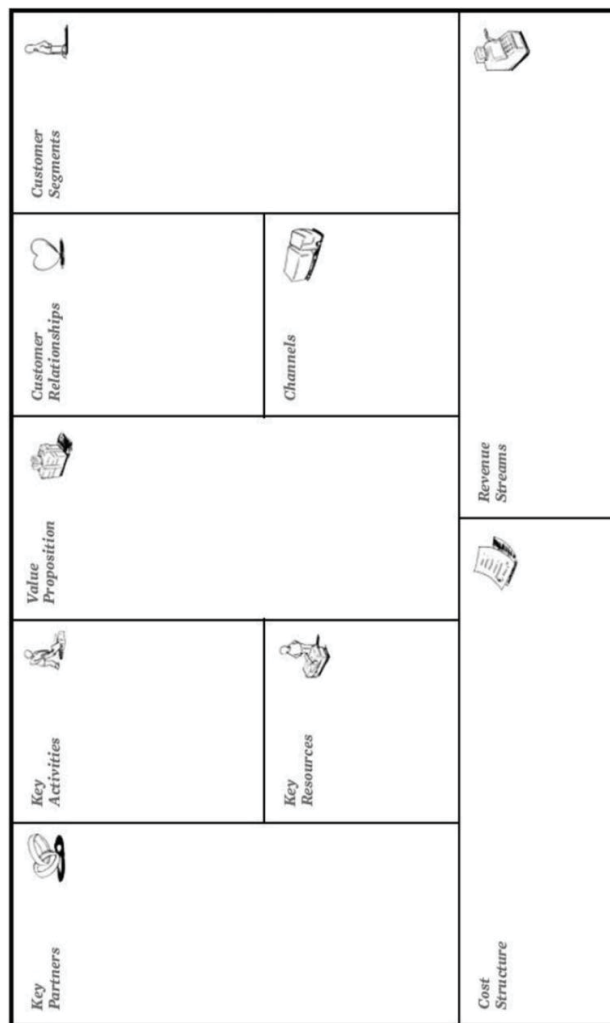


Figure 10 : The Business Model Canvas

Appendix 14 : Hand-in sheet for Graduation BA 2020-2021

Supervisor: _____

(inc. details of any changes in supervisor(s))

Second Assessors: _____

Student Name: _____

Relation Number: _____

Date: _____

Year of Graduation: _____

REQUIRED DOCUMENTS		TICK
1.	Signed cover page - Inc BOTH signatures	
2.	Placement Report - Institution Report - Progress report 1 & 2 - Contribution Assignment - Mid-term company supervisor assessment (Inc. signatures & grade) - Final company supervisor assessment (Inc. signatures & grade)	
3.	Placement Report Grading Rubric - Inc. Feedback & grade calculation - Inc. Signature	
4.	Final Dissertation	
5.	Dissertation Grading Rubric - 3 grading rubrics (2 individual and 1 consensus) - Inc. Feedback - Inc. BOTH signatures	
6.	Feedback and grade submitted via Blackboard (for both Dissertation and Placement Report)	
7.	Points for Internship & Dissertation sent to ProgressWWW	
8.	Ephorus Check	

File checked and approved : _____

Date : _____

Signature first assessor : _____

Signature second assessor : _____

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Appendix 15 : Graduation Request.

Tourism Management Exam Committee
 Mr. H. Wassens
 P.O. Box 1298
 8900 CG Leeuwarden
 The Netherlands
 Email: ec.l-t@stenden.com

Dear Members of the Exam Committee Tourism Management,

I hereby request the Tourism Management Exam Committee approve my graduation on the date given below. I hereby declare to have successfully fulfilled all the requirements of the programme BA Tourism Management.

Family name		First name(s)	
Address		Relation number	
Postcode		Phone number	
Place		e-mail address	
Country		Dissertation Supervisor	

Requested date of graduation	
Education	
Associate Degree / Bachelor Degree	

Do you think you can graduate with cum laude? (See TER for conditions) <u>Please add proof.</u>	Yes / No
Did you follow and pass the minor Event Management I and Event Management II?	Yes / No
Hereby you grant permission to publishing your thesis	Yes / No
Hereby you grant permission to publishing your thesis online	Yes / No
Any other remark:	

Date	Signature		
------	-----------	--	--