



# Stenden SouthAfrica

**Prospectus 2012**

**A guide to the Bachelor of Commerce in  
Hospitality Management Degree programme**

*This study guide has been published as accurately as possible, although changes can occur following decisions of the Exam Committee. Such changes are published on the public Groups drive.*

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## **Registration**

Company Registration No. 2002/009834/10

Department of Education Registration Certificate No. 2002/HE10/001

SAQA Qualification Registration ID No. 63710

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Stenden South Africa is a Private Higher Education provider wholly owned by Stenden University in The Netherlands.

## **Preface**

Dear Student,

Welcome to Stenden South Africa! By enrolling for the B. Com Hospitality Management Degree you have chosen a career path that offers great prospects for your future. The hospitality industry is exciting and dynamic, but also challenging and not for the faint hearted. It is however definitely a career path that very few come to regret. Over the next three years we will do our very best to facilitate you in developing your skills to allow you to develop into a successful future hospitality manager that our industry so desperately needs. As we aspire to be the best hotel management school on the African continent, we expect a great amount of effort and commitment from you too. We have formalised this in a 'Commitment to Excellence' that you will find in the beginning of this prospectus. This commitment is a direct translation of the many industry interactions we have nurtured over the last 25 years and can be seen as a 'recipe' to success in addition to our internationally renowned curriculum.

Stenden South Africa is an international campus with many different nationalities in our student body. You will meet many different 'Grand Tour' exchange students and perhaps choose to study for a period at one of our other campus sites yourself. Through our 'Real World Learning' approach that incorporates Problem Based Learning, Work Based Learning in our state of the art My Pond Boutique Hotel, and internships in a wide range of leading hotels, we will prepare you to hit the ground running in whichever situation your career will take you.

You will further find that we are a small campus with engaged staff that is available to support you throughout your studies and that is open to learn how it can best facilitate you in your journey. I would invite you to make use of this environment and make it a goal to go beyond what is expected of you. Our SRC (student representation council), SIFE Team (students in free enterprise) and the many sporting teams and committees offer but a selection of the many opportunities available to you to develop your leadership and management

capabilities whilst you study at Stenden. Throughout all these activities, please don't forget to enjoy yourself as well. Studying in Higher Education is a special time that will be gone before you know it!

I wish you all the best in your studies and look forward to your journey!

**Dr. Wouter Hensens**

**Academic Dean & General Manager**

### **Be Early**

1. We make sure we are present before the agreed time for all meetings to show respect to the people we are meeting with.
2. We plan our activities early so that we can complete our work in time.
3. If we need to excuse ourselves, we do so early.
4. If we have made a mistake, we communicate this directly and honestly.

### **Be Prepared**

1. We are prepared during office hours to engage with other people. This means that during these hours, we are well presented in dress and grooming. When in uniform, our self presentation is immaculate.
2. Before we engage in any learning activity, we have familiarized ourselves with what is expected of us for that activity.
3. We know our responsibilities by having read the prospectus and all other publications regarding our curriculum.
4. We read our email daily and respond in 24 hours.

### **Be Excellent**

1. We greet each person we meet with a smile and are courteous to all we meet. We make an effort to get to know the people in our environment.
2. We speak a language we all speak: English.
3. We treat each person with respect and dignity, regardless of nationality, race, sex, religion, or social- economic status.
4. This dignity and respect is reflected in all our communications, also email, which we consider a formal communication medium.
5. We resolve conflict, when it arises, in a mature manner focusing on a 'win-win' for both parties.
6. We take responsibility for our campus environment; we keep it clean and neat at all times and encourage others to do the same. When we encounter garbage, we pick it up. We leave crockery and cutlery in the restaurant to

ensure there is plenty for all at all times. We do not disturb others with our noise.

7. We recognize that we are here to learn and that our curriculum only provides one part of this learning experience. We therefore seek and accept constructive criticism as a means to improve.
8. We are proud of our school and its image. When we are unhappy about something we bring this to the attention of the person responsible and do not share our frustration with others.
9. We recognize that our behavior is visible at all times, also off campus and in our private time.
10. We take responsibility by addressing inappropriate behavior of others.

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## **1 General information Stenden SA**

### **1.1 Introduction.**

Stenden SA is registered with the Department of Education as a private higher education institution under the Higher Education Act, 1977, and according to registration Certificate No. 2002/HE10/001, to offer the Bachelor of Commerce in Hospitality Management. This is a three year degree programme to the value of 414 credits. The programme is registered with SAQA with the qualification ID number 63710.

The curriculum offered at Stenden SA is based on the Dutch Bachelor of Business Administration (BBA) International Hospitality Management at Stenden University in The Netherlands. This degree has been around for over 25 years and has been voted best hotel management school in The Netherlands for multiple years in a row and can be considered one of the top hotel management schools in Europe. During its latest major revision in 2005 it was restructured as per the end profile in which all recognised hotel management schools in The Netherlands participated. Additionally this programme is benchmarked annually through advisory boards and with other hotel management programmes.

The major difference between the B. Com at Stenden SA and the Dutch BBA can be summarised as follows:

Year 1: Same outcomes - application (e.g. Law) to South Africa.

Year 2: Same outcomes - application (e.g. Law) to South Africa.

Year 3: Semester 1; Same outcomes - application (e.g. law) to South Africa.

Year 3: Semester 2; B Com Industrial Placement/BBA elective semester.

Year 4: BBA 10 month industrial placement.

Additionally the program was benchmarked with the University of Venda (SA) and the Hospitality Education Providers South Africa (HEPSA). From this benchmark additional focus has been placed on the culinary sciences competence.

From the background of the programme and the benchmarks performed, Stenden South Africa feels confident that it offers a curriculum that equips learners for both a National as well as an International career in the hospitality industry.

### **1.2 Principles of organisation and structure of the education.**

#### **Views on subject matter division**

Stenden SA realises the aims of its educational programmes in phases. These phases lead to a gradual development of the desired professional competences. In the Foundation Phase (first year), the focus is on Service Management in general and hospitality service management in particular. Within this phase, attention is focused on the operational aspects of the hospitality industry. In the Post-Foundation Phase (2nd, 3rd and 4th year), the focus is on management. The focus on management shifts from operational, through tactical to strategic management.

Our training is characterised by:

- phases and modular learning (completed units);
- Real World Learning: a thematic-interdisciplinary approach;

- Real World Learning: integration of industry (practice) and theory;
- Problem Based Learning (PBL);
- English as the language of instruction.

The Education's educational programme has been divided into semesters. These semesters represent the thread of the educational programme and move from "operational to strategic". Within each year there are four modules with themes chosen to match the year theme. These modules offer a good opportunity for interdisciplinary organisation.

The problems forming the basis of the students' learning are extracted as much as possible from important themes in the hospitality industry.

Real World Learning: integration of theory and industry (practice) is vital for the professional preparation of our students. This integration can be seen in our Problem Based Learning sessions and in the practical training. Throughout the three years many opportunities are presented for practical training including Industrial Orientation at the Stenden South Africa Learning hotel: My Pond or another learning company experience.

Therefore we differentiate between "theory" and "practice" modules. The practice modules include a large practical training component.

### **English as language of instruction**

The ability to communicate in and understand English is necessary in the hospitality field. Please refer to the admission policy (paragraph 2A.4) for more information.

### **Organisation of Professional Preparation**

The integration of theory and practice is one of the principles of our educational policy and is vital for the professional preparation of our students. This integration can be seen in our Problem Based Learning sessions and in the practical training. During the first two and a half years many opportunities are presented for practical training including Industrial Orientation and Work Based Learning Orientation on campus as well as in The My Pond Hotel or partner hotels of Stenden SA. The last 21 weeks of study are taken up by a practical training during the Industrial Placement. Students have many opportunities for labour market orientation and preparation for their future field.

### **Relation between school contact hours and self-study**

Stenden SA strives to have students develop an active study attitude by collecting information themselves and processing it into knowledge. To achieve this, one of the principles of the programme is an effective relationship between the hours of school contact with a lecturer/tutor and self-study. Our guideline is that one school contact hour should generate 2 to 3 hours of self-study. The theory modules are based on 10 to 20 school contact hours per week spread over five working days. This results in 20 to 30 hours of self-study per theory week. These results in 40 hours and 4140 study load hours per academic year.

To promote an active study attitude, it is essential to choose the appropriate teaching methods and educational tools for each situation. The educational methods (didactic methods) should motivate our students to perform sufficient self-study. In addition, our library needs to be attractive and provide a good range of teaching tools to enable the student to collect the information required.

To develop an active study attitude, it is also important for students to reflect from time to time, on their activities and place their studies in the perspective of their future career. To facilitate this we have created Self-

Management Activities that will stimulate our students to reflect on the development of their personal competences that will enable them to become competent professionals. During these activities, a personal coach is assigned to each student.

### **1.3 Teaching functions and working methods**

#### **Teaching functions**

Teaching functions indicate the elements of teaching required to optimise the learning process. Stenden SA extracted these functions from the desired learning process in PBL and aims to realise the various teaching functions as well as possible. The teaching functions provide a structure for our lecturers for developing their teaching plans and play a major role during the evaluation of the organisation and realisation of the modules.

In addition to the four main functions described in this section, the functions of motivating, having the education fit with the student's initial situation (prior knowledge), and providing insight in learning goals are essential elements necessary for a students' successful study. These functions remain activated during the complete educational process and optimise the quality of the realisation of the four main functions.

Offering students practical problems from important hospitality themes motivates our students. A motivating introduction, in both the module book and the introductory module lecture, supports this function.

One of the most important criteria for the development of PBL tasks is the requirement that the task fits with the initial situation of our students. The required initial situation of our students for each module is clearly stated in the module book. In order to make the professional perspective of the subject themes clear to our students, the module objectives have been extracted from the desired competences. These objectives are outlined in the module book.

#### **Orientation**

Orientation is the first educational function: to give students a first introduction to and exploration of tasks and information. The students start to understand the essential knowledge elements. Discussing the task activates the student's present knowledge and leads them to formulate their study objectives after they have analysed, structured and reviewed the information from different points of view.

#### **Practical training**

The second educational function concerns having students practice the use of new information and feedback. In relation to PBL, this means that the students explain, in their own words, the new information based upon the learning objectives as formulated during the previous meeting. Their fellow students determine, during or after the report, whether or not they have reached the same insight, or faults or misunderstandings prevail. Correct and additional information is available to the tutor in the tutor instruction manual.

#### **Assessment**

The third educational function is to assess the study results of students and determine whether these results meet the module standards. A variety of assessment methods is used (e.g. assignments, written tests and presentations). Stenden SA organises these assessments in the last week of each module and in the Progress test. The module book contains the objectives of and requirements for the module examination, the study credit structure of the examination, the evaluation criteria of the module task(s) and the pass norm.

## **Feedback**

The fourth educational function is to give feedback to students based upon their test results. Students learn to what degree they have mastered the various parts of the subject matter and decide how to continue their study process. In PBL feedback is given on the personal, professional and content related competences of students.

## **Educational Work Forms**

Stenden SA has chosen a variety of educational work forms: meetings of the PBL group, lectures, interactive working methods, role plays and small group assignments during the module.

The PBL meetings determine the material for self-study. The various lecture methods, such as module lectures (introduction of the module and orientation on the module theme), formal lectures (structuring difficult subject matter) and responsive lectures (structured discussion of subjects based upon student's written questions and handled by a subject lecturer), are meant to support the gaining and processing of subject matter. Interactive working methods include for example the Economics and Research workshops, Practical Training, the teaching of modern foreign languages, and Computer Skills. The lecturer's role during interactive working methods is to give instructions and feedback on the training.

A module assignment is a task extracted from the main module theme preferably performed in groups of two students. There is a large variety of module tasks, ranging from a paper to an oral presentation.

## **1.4 Organisation of Stenden SA**

### **Identity**

Stenden SA is educating young people to be Hospitality Managers who will perform as broadly educated enterprising professionals with an international orientation in hospitality companies and institutions. Our training enables our graduates to perform their job in hospitality organisations in an innovative way that will open new horizons. Its strategic intent is captured in a vision, mission, and values:

#### ***Vision***

Stenden SA is the undisputed #1 Hospitality Management School in South Africa serving to make it a better World.

#### ***Mission***

Stenden SA educates learners in a value driven manner to become exemplary leaders of industry, unleashing potential in its students, staff, and surrounding communities.

#### ***Values***

Stenden SA provides education in a community in which people with different ideological/ religious/ philosophical backgrounds feel at home and within which all are encouraged to contribute to and bear responsibility for the world in general and mankind in particular.

### **Service**

Stenden SA aims to be a teaching, innovative and initiating organisation that tries to realise its responsibility within society. The Education has an international orientation and is in the process of becoming an internationalised institution. In our opinion internationalisation can only succeed if there is also an ongoing

process of inter-culturalisation: gaining knowledge, understanding and respect for the variety of cultures within our Education.

Our goal is to integrate professional practice into the education and we therefore aim to maintain close contacts with the hospitality industry. Our Education has an Advisory Board consisting of people from hospitality organisations.

The service character of our programme allows us to train young people to become managers who empathise with their clients and do their work with an actively helpful attitude.

## **Education**

Our educational programme is characterised by a problem based, modular and thematic structure. Within this structure, the lecturer stimulates the students' learning. After analysing a given situation, students, more or less independently, collect the knowledge and skills required to solve the problem. The programme consists of:

- A general component with the integration of working fields as its central theme;
- An in depth study of Hospitality Management;
- An elective programme offering choices for broader orientation or further specialisation

## **Care for and by students**

As a service organisation, we want to play a 'model role' when it comes to caring.

We actively support organisations representing student interests such as student associations and the Students' Representation Council (SRC). Individual student counselling is provided during the student's school career.

We offer our students an opportunity to realise their own responsibility in service processes together with personal and social education. As co-producers of our service, our students help determine the quality of our education. Students are involved in developing the structure and contents of the educational programme.

## **Care for and by lecturers**

Stenden SA offers its staff opportunities for education and development. We attempt to provide optimum working conditions. As colleagues, we consider each other a customer (guest). Consequently, when providing mutual services, we use the same standards to judge the quality of our services as external clients do; these qualities include: our willingness to provide a service, reliability, problem solving skills, our care for and commitment to the human being and the world in general and in particular our care and commitment to our customers (guests), the students.

### *1.4.1 Structure*

#### **Board of Governors**

Stenden SA is governed by a Board of Governors that is composed of:

1. Mr Adrian Gardiner – Chairman / Owner of Mantis Collection
2. Mrs Louise Swanepoel – Town counsellor and community representative
3. Dr. Renier Mornet – Retired Dean, Hotel School of Witwatersrand
4. Drs. Klaas Wybo van der Hoek – VP Executive Board Stenden University
5. Mr. Leendert Klaassen – President Exective Board Stenden University
6. Dr. Robert Coelen – VP International of Stenden University
7. Mr. Sybert Liebenberg – CEO Eastern Cape Tourism

## Management Board

The management board is responsible for the day to day running of the institute and presently consists of three members:

1. Dr. Wouter Hensens, General Manager / Academic Dean, carries final responsibility of the daily management of the Campus
2. Mr. Alroy Taai, Deputy General Manger, and Student Counsellor, is responsible for all support services, administration, community relations and community development.

## Academic Advisory Board

This Committee is responsible to advise on academic matters and the standard of the programmes and all aspects of programme management and planning for each specific programme.

1. Dr. Reinier Mornet                      Retired Dean, Hotel School of Witwatersrand
2. Drs. Klaas Wybo van der Hoek              VP Executive Board, Stenden University
3. Dr. Robert Coelen                      VP International, Stenden University
4. Mr. Clive van Oudtshoorn              General Manager, Radisson Blu Hotel Port Elizabeth
5. Mr. Thulani Xhali                      Alumnus Stenden South Africa, General Manger My Pond Hotel
6. Mrs. Hannah Sadiki                      Provincial Director, Standard Bank of South Africa
7. Mr. Eduard van Zyl                      General Manager, Courtyard Hotel Port Elizabeth
8. Mrs. Diane Quinn                      Business Development Consultant, Tourism Enterprise Programme
9. Mr. Gavin Chowles                      Fedics complex Manager, The Boardwalk
10. Mr. Peter Myles                      Tourism Specialist, Kyle Business Projects
11. Dr. Craig Thompson                      Dean IHM, Stenden University
12. Mrs. Carleen Arends                      Assistant Director for Tourism, Nelson Mandela Bay Municipality
13. Mr. Stefan Lourens                      Group Operations Manager PE Hotels
14. Dr. Wouter Hensens                      Academic Dean / General Manager Stenden Suoth Africa, Secretary

## Exam Committee

The Exam Committee is responsible for decision making on selection of students, exemptions, examination, and graduation. It consists of the following members:

1. Mr. Leon van Achterbergh, Senior Lecturer / Chairman
2. Mrs. Ronel Bartlett, Education Office Support Manger / Secretary
3. Mr. Radu Mihailescu, Senior Lecturer / Member

## Academic Staff – Full time employees

Name	Qualification	Institution	Contact Details @ stenden.ac.za
Wouter Hensens General Manger / Academic Dean	Phd. Business Management	Nelson Mandela Metropolitan University, Port Elizabeth	Wouter.hensens 046 6042239
Alroy Taai Deputy General Manger	BA Psychology, Higher Diploma in Education	University of the Western Cape, Cape Town	Alroy.taai 046 6042223
Leon van Achterbergh Senior Lecturer	Masters in Hospitality Administration (MHA)	Ecole Hoteliere de Lausanne, Switzerland	Leon.vanachterbergh 046 6042215
Karen Hecht	B.Com Hospitality Management	Stenden South Africa, Port Alfred	Karen.Hecht 046 6042247
Nelisa Butuma-Zigana	B. Tech Food and Beverage	Cape Peninsula University of Technology, Cape Town	Nelisa.zigana 046 6042247

Megan Walwyn	B. Tech Management	Cape Peninsula University of Technology, Cape Town	Megan.walwyn 046 6042247
Juliet Chipumuro	Masters in Business Administration	Azaliah University New Mexico, USA	Juliet.chipumuro 046 6042204
Rene Oosthuizen	M. Tech Public Management	Port Elizabeth Technikon, Port Elizabeth	Rene.oosthuizen 046 6042245
Mr. Radu Mihailescu	M.Com Economics	Nelson Mandela Metropolitan University, Port Elizabeth	Radu.mihailescu 046 6042202
Ms. Pumza Sixaba	B.Tech Business Administration	University of Johannesburg	Pumza.sixaba 046 6042216
Mr. Jacques de Klerk	Bsc. Conservation Ecology	NMMU Saasveld	Jacques.deklerk 042 2311525
Isaac Mabindisa Part Time	Phd. History	University of Albertina,	Isaac.mabindisa
Ilona Jonker	Bachelor of Business Administration	Stenden University, The Netherlands	Ilona.jonker 046 6042232

Mr. Kevin Aitchison	Bachelor of Arts; Post Graduate Diploma: Enterprise Management	Rhodes University	Kevin.aitchison 046 6042200
Mr. Dayallan Naidoo			Dayallan.naidoo 046 6042210
Mr. Thulani Xhali	Bachelor of Commerce Hospitality Management	Stenden SouthAfrica	Thulani.xhali 046 6244626

#### Education Support Office - Full time employees

Name	Designation	Contact Details
Mrs. Ronel Bartlett	Education Support Office Manager	Ronel.bartlett 046 6042214
Mrs. Kathy Ord	Librarian	Kathy.ord 046 6042228
Mrs. Ethel Koopman	Library Assistant	Ethel.koopman
Ms. Sonja Koekemoer	ICT Coordinator	Sonja.koekemoer 046 6042203
Tamlyn Paterson	Grand Tour and Public Relations	Tamlyn.paterson 046 6042223
Mrs. Lindy Thurgood	Guest Relations	Lindy.thurgood 046 6042200
Mr. Gavin Timm	Administration Assistant	Gavin.timm 046 6042219

### Marketing and Support Staff – full time

Name	Designation	Contact Details
Mr. Nigel Bottell	Head of Marketing	Nigel.bottell 021 7944430
Ms. Laurie Deutschmann	Marketing Assistant	Laurie.deutschmann 046 6042237
Mrs. Roz Binge	Marketing Agent (part time)	<a href="mailto:Roz.binge@telkomsa.net">Roz.binge@telkomsa.net</a> 011 7043021
Mrs. Debbie Axe	Executive Assistant	Debbie.axe 046 6042200

### Community Development

Name	Designation	Contact Details
Mr. Mzameli Dikeni	Community Development Coordinator	Mzameli.Dikeni 046 6042221
Mr. John Mabote	Community Development	John.Mabote 046 6042200
Mr. Mike Nakani	Driver	046 6042200
Mr. Gary Timm	Driver	046 6042200
Mr. Mzondeli Matthews	Driver	046 6042200

## Support Services – full time

Name	Designation	Contact Details
Ms. Bella Crabtree	Support Services Manager	Bella.crabtree 046-6042210
Mr. Bongani Bavuma	Campus Supervisor Wildlife	Bongani.bavuma 042 231 1515
Ms. Valencia Danster	Wildlife Support Services	042 231 1525
Mr. Michael Habana	Wildlife Support Services	042 231 1525
Ms. Patricia Habana	Wildlife Support Services	042 231 1525
Ms. Helezine Saterdag	Wildlife Support Services	042 231 1525
Ms Nqabakazi Ngculu	Housekeeper	046 6042200
Ms. Silvy Peyi	Housekeeper	046 6042200
Ms. Nosipho Mzimba	Housekeeper	046 6042200
Ms. Bukelwa Ngapi	Housekeeper	046 6042200
Ms. Sheila Lindani	Housekeeper	046 6042200
Ms. Phylis Ngiwa	Housekeeper	046 6042200
Ms. Gloria Budaza	Housekeeper	046 6042200
Ms. Sweetness Yonzi	Housekeeper	046 6042200
Mr. Mbulelo Puzi	Garden and Maintenance	046 6042200
Mr. Xam Luvuno	Garden and Maintenance	046 6042200

Ms. Jeanet Gema	Cook	046 6042200
Ms. Hilde Hani	Cook	046 6042200
Ms. Nozipho Lamani	Kitchen Assistant	046 6042200
Ms. Philande Thomas	Kitchen Assistant	046 6042200
Ms. Vuyelwa Maneli	Kitchen Assistant	046 6042200
Ms. Elicia maxazana	Kitchen Assistant	046 6042200
Mr. Oscar Nangu	Runner	046 6042200
Ms. Mluleki Mdambatya	Runner	046 6042200
Ms. Ivy Bavuma	Housekeeping Supervisor	046 6042200
Ms. Zukiswa Njecana	Kitchen Supervisor	046 6042200
Ms. Ivy Bavuma	Kitchen Supervisor	046 6042200
Mr. Michael Dixon	Grounds and Gardens Maintenance	046 6042200

### **Students Representation Council (SRC)**

The student representative council is chosen by the students for the students. The functions and responsibilities of this council are to represent students in all aspects of matters of the institute, advise students on institution matters, act in supervisory capacity, advise Academic Committee on student matters, report student matters to Academic Committee, is responsible for discipline in the hostel and act as hostel committee.

The Students Representative Council consists of the following members:

#### Executive Committee

SRC chairperson (must live on campus, South African student)

SRC vice-chairperson (must live on campus)

SRC treasurer (South African student)

SRC secretary (South African student, must live on campus)

Six members are respectively responsible for the following portfolios:

- i. Community service and fund raising
- ii. Student services and food provision
- iii. Sport, Leisure & Culture
- iv. Hostel management
- v. News Letter and General
- vi. Academic Affairs

Out of the nine members of the SRC, at least four members should be South African students with one member a first year student and one member a second year student. In addition there should be at least one representative from the Grand Tour students appointed for a semester at the time.

Each hostel has a student residence manager that is appointed by and reports to the SRC.

### **Student Committees**

Apart from committees that may be formed for the various portfolios of the SRC, the student body will find it necessary, from time to time, to form committees to:

1. Undertake activities of a short term nature, e.g., fund-raising; or long term nature, e.g., a sport and recreation committee; and
2. Undertake miscellaneous activities which would be to the advantage of the students and Stenden SA.

### **Health and Safety Committee**

The committee is responsible for health and safety issues on campus. The members of this committee are:

1. Mr. John Mabote - Chairperson
2. Ms. Bella Crabtree
3. Ms. Laurie Deutschmann
4. Ms. Sonja Koekemoer
5. Ms. Nosipho Lamani
6. Ms. Ivy Bavuma

### **Employment Equity Committee**

This committee is responsible for advising the management team on equal employment and development opportunities for all staff at Stenden South Africa.

1. Mr. Leon van Achterbergh - Chairman
2. Ms. Nelisa Butuma-Zigana – Vice Chairperson
3. Mrs. Ronel Bartlett - Secretary
4. Mr. Alroy Taai – Senior Management Representative
5. Mrs. Lindy Thurgood – Guest Relations Officer

6. Ms. Bella Crabtree – Catering and Housekeeping Supervisor
7. Mr. Oscar Nangu - Kitchen Assistant
8. Mr. Mzameli Dikeni – Community Development Coordinator
9. Mr. Mbulelo Puzi – Union Representative

#### 1.4.2 *Quality Control.*

Ensuring a good quality of education is an important issue within Stenden SA. Various methods are being used to facilitate this.

- Stenden South Africa as part of Stenden University has chosen to use the EFQM (European Foundation Quality Management) model to measure the quality of education.
- Stenden South Africa is subject to both South African (Council of Higher Education) and Dutch accreditation (NVAO, Netherlands and Flemish Accreditation Organisation). In addition, Stenden University took part in an international pilot project concerning quality control with the Hotel school in Lausanne, Manchester and Maastricht (2001). 'Care for education quality' is written in the education evaluation plan of Stenden SA and in a quality management plan.
- Stenden SA is subject to an internal audit from Stenden University Netherlands every two years, during which all elements of the programme are critically reviewed.
- The Academic Dean meets twice a year with its advisory board to seek input on its programme and programme execution.
- Students' opinions also play an important role. Students are actively involved in various education evaluations. The SRC President and SRC Academic Quality Director is included in the Academic Meeting twice per module and the SRC Executive meets with management every second week.

#### 1.4.3 *Full-time Education*

Stenden South Africa offers full time hospitality management education. Consequently, our students must be available full-time. Due to the nature of the hospitality industry, students may be scheduled for evenings and weekends particularly during industrial placement. In principle, one study week consists of 40 study hours and one regular academic year consists of 40 study weeks.

#### **Module evaluation**

Students can influence the form, contents and realisation of a module before, during and after completion of a module. During the module, the students and the tutor evaluate the PBL process after each PBL session. During and after completion of the module each PBL group gives its critical feedback using an evaluation form.

#### **Other evaluations**

Students are involved in various evaluations: the start questionnaire about their training expectations, the exit questionnaire when a student leaves school prematurely, the placement questionnaire concerning the preparation of the placement, and a questionnaire on the placement itself. In addition each module is evaluated halfway through (critical incidents) as well as a full evaluation at the end. We expect the students to complete these questionnaires in a serious manner in order to provide us with as much information as possible about ways in which we can improve the education. Management seeks to always reply to students on evaluations so that students know how their feedback is used.

### 1.4.3 Fees & Costs

As Stenden SA is a private provider, all operations are funded by student fees. As such we practice a strict policy with regard to student payments. The academic and other fees may be paid in its entirety before the 18<sup>th</sup> of January 2012, or may be spread over four periods. Each period will then need to be paid for the student to continue with the following module. Academic fees are the same for each year of study at Stenden SA.

**Note:** Only when payments have been received will a student be allowed on campus / in the modules

#### Option 1: Single Room with Meals – All fees quoted in ZAR

	Academic Fees	Accommodation Single	Meals	Other Expenses	Total
<b>Annual</b>	<b>44 500</b>	<b>25 000</b>	<b>18 500</b>	<b>8 500*</b>	<b>96 500</b>
18 January 2012	11 125	6 250	4 625	8 500*	<b>30 500</b>
18 April 2012	11 125	6 250	4 625	-	<b>22 000</b>
18 July 2012	11 125	6 250	4 625	-	<b>22 000</b>
18 September 2012	11 125	6 250	4 625	-	<b>22 000</b>

#### Option 2: Sharing Room with Meals – All fees quoted in ZAR

	Academic Fees	Accommodation Sharing	Meals	Other Expenses	Total
<b>Annual</b>	<b>44 500</b>	<b>18 500</b>	<b>18 500</b>	<b>8 500*</b>	<b>90 000</b>
18 January 2012	11 125	4 625	4 625	8 500*	<b>28 875</b>
18 April 2012	11 125	4 625	4 625	-	<b>20 375</b>
18 July 2012	11 125	4 625	4 625	-	<b>20 375</b>
18 September 2012	11 125	4 625	4 625	-	<b>20 375</b>

#### Option 3: Academic Services only – not staying on campus and BBA fees – ZAR

	<b>Academic Fees</b>	<b>Other Expenses</b>	<b>Total</b>
<b>Annual</b>	<b>44 500</b>	<b>8 500*</b>	<b>53 000</b>
18 January 2012	11 125	8 500*	<b>19 625</b>
18 April 2012	11 125	-	<b>11 125</b>
18 July 2012	11 125	-	<b>11 125</b>
18 September 2012	11 125	-	<b>11 125</b>

\* Year 1 expenses: *Applicable to first year students or new students. This amount includes a student card & name badge, uniform items, knife set, short courses (Preliminary wine and First Aid course), module books & text book, and credit for printing & stationery.*

*Note: In the second year the students are required to go on a field trip to Cape Town at the expense of R4000 payable by the sponsor.*

*Note: Grand Tour students may make 220 copies per semester, of which 200 are black and white and 20 color. B.Com students are charged a library deposit on their accounts and once the deposit is exhausted invoices will be issued.*

Refund Policy: Stenden South Africa has a refund policy in place, whereby students who wish to exit their studies for what so ever reason and who give one module notice will be refunded fees which have been paid in advance for the remaining modules of the year. The fees will be refunded to the original payer.

## **2 Education and Examination Regulations**

### **2A Education Policy**

#### *2A.1 Description of education*

Stenden South Africa offers a full-time, three-year course of 'Hospitality Management'. The course aims at fulfilment of management positions in organisations with service and hospitality as their essential function or as an important part of the complete organisation. Graduates receive a 'Bachelor Commerce in Hospitality Management degree'. Stenden South Africa is registered with the Department of Education as a private higher education institution under the Higher Education Act, 1977, and according to registration Certificate No. 2002/HE10/001, to offer the Bachelor of Commerce in Hospitality Management. This is a three year degree programme to the value of 414 credits. The programme is registered with SAQA with the qualification ID number 63710.

The course content is provided by the programme International Hospitality Management (IHM) of Stenden University Netherlands.

IHM acquired an accreditation of the NVAO in March 2006. The educational programme has been registered in the Centraal Register Opleidingen Hoger Onderwijs (CROHO, Central Register of Schools for Higher Education) under number 34411 full-time. Stenden University also offers a Masters degree in Hospitality Management.

For our study programmes, students can start twice per year, in January and July. All new students are expected to attend the Orientation Weeks, which start two weeks prior to the start of the first module of the programme. Orientation and introduction information is sent to all applicants who have been accepted.

## 2A.2 Account of the education

### **Dutch Hospitality Management Profile**

In the Netherlands Stenden University, Hotel School The Hague, the School for Hotel Management Maastricht, The Nederlandse Hogeschool voor Toerisme en Vrijetijdskunde (Breda) and the Saxion Hogeschool IJsseland (Deventer/Apeldoorn) are the universities offering Hotel Management programmes.

These Universities elaborated the domain competences in a national Professional Competence Profile for Hospitality Management (2004). This profile consists of a professional profile which gives a description of the professional or core tasks of the professional worker, and a competence profile in which the professional tasks have been translated into competences. Competences describe the knowledge, insight, skills, and professional attitude students should have acquired by the end of their studies to be adequately prepared for the professions they have been trained to perform. Therefore, competences are directional for the way the educational programme is to be organised.

### **Stenden SA- Hospitality Management Competence Profile**

Stenden University has developed its own educational competence profile, by adding two competences to the national profile. These competences are derived from the educational concept and the mission of Stenden and concern the intercultural and the value driven competences. The competence profile is directional for the development of the educational programme.

Below, you will find a short description of the competences. Please refer to the curriculum "Serving Success" for an extensive explanation and rationale, available at the educational consultant of our Education.

Twelve competences form the basis of the education programme of our Hospitality Management course:

1. Creating of 'experiences' by the granting of hospitality.
2. The development of a vision on changes and trends in the external environment and the developing of relations, networks and chains.
3. Analysing policy issues, and to translate these in policy objectives and policy alternatives and preparing for decision-making.
4. Implementation of Human Resource Management in view of the strategy of the organisation.
5. Setting up, managing and improving of company - or organisational processes.
6. Analysing the financial and legal aspects, internal processes and the company - or organisational environment in order to reinforce the correlation and interaction.
7. Developing, implementing and evaluating a change process.
8. Leading a company, part of a company, company processes or a project
9. Social and communicative competence (interpersonal, organisation)
10. The competence of managing oneself (intrapersonal, or professional)
11. Focuses his managerial and entrepreneurial behaviour - from his own outlook on life - on core values which contribute to the care of human beings and the world.

12. Effectively identify and handle cultural differences within an international team in hospitality management.

Explanation about the origin and formulation:

- Competence 1 is characteristic for the hospitality education programme and can be considered as being unique.
- Competence 2 to 7 make up the common basis for the education programmes of higher professional education, which grant the degree in Business Administration (BA) in the Netherlands and the B. Com in South Africa.
- Competence 8 originates from the domain competencies of the Bachelor degree of Commerce.
- Competences 9 and 10 are common domain competences in all domains of the sector for higher economic education programmes.
- Competence 11 and 12 are Stenden University specific.

Each academic year, students work on certain phase objectives, which ensure that the competences will be acquired after completing their studies.

Competence	Year 1	Year 2	Year 3	Graduation Outcome
1	1.1 Perform operational tasks independently in a hospitality organisation and develop a hospitable attitude.	2.1 Manage operational processes in hospitality services.	3.1 Analyse the organisational (hospitality) processes and develop a vision based on the results of the analysis, with regard to creating experiences by granting hospitality.	Creating 'experiences' by granting hospitality.
2	1.2 Understand external analyses and the relevance of these for the operational working processes and understand the importance of the developments of networks, chains and relations.	2.2 Anticipate, from an entrepreneurial attitude, changes and trends in the external environment and develop a vision with the aid of networks and relations.	3.2 To develop a vision about changes and trends in the external environment and the development of relations, networks and chains.	Develop a vision about changes and trends in the external environment and the development of relations, networks and chains.
3	1.3 Understand the relevance of the execution of policies at operational level and act accordingly.	2.3 Write policy plans at departmental level.	3.3 Analyse and design policy at organisational level.	Analysing policy issues and to translate these in policy objectives and in policy alternatives and preparing for decision making.

Competence	Year 1	Year 2	Year 3	Graduation Outcome
4	1.4 Understand the HRM responsibilities and authority, train and coach individual employees within the team.	2.4 Execute all relevant Human Resource Management tasks at departmental level.	3.4 Execute all relevant Human Resource Management tasks at organisational level in view of the strategy of the organisation.	Implementation of Human Resource Management in view of the strategy of the organisation.
5	1.5 Name and execute the company or organisational processes.	2.5 Design, control and improve the company or organisational processes.	3.5 Design, control and improve the company or organisational processes, based on strategic objectives and quality plans.	Setting up, managing and improving of company - or organisational - processes.
6	1.6 Describe the financial and legal aspects, internal processes and the operational -or organisational-environment and make simple analyses and internal reports with the aid of IT-applications.	2.6 Manage internal processes with instruments of management accounting, law, business administration and research.	3.6 Analyse the financial and legal aspects, internal processes and the operational - or organisational-environment in order to reinforce correlation and interaction.	Analyse the financial and legal aspects, internal processes and the operational - or organisational-environment in order to reinforce correlation and interaction.
7	1.7 Recognise the need for changes and distinguish the steps of a change process.	2.7 Develop, implement and evaluate a change process at departmental level.	3.7 Start a development line within an organisation in a creative and organisational sensitive way and achieve the goals set within the term of the change process.	Developing, implementing and evaluating a change process.

Competence	Year 1	Year 2	Year 3	Graduation Outcome
8	1.8 Distinguish and analyse markets and products within the hospitality industry.	2.8 Initiate and create products and services, anticipating the changing needs and wishes of the guests.	3.8 Show confidence in initiating and creating products and services, and able to cope with taking risks.	To initiate and create products and services in an independent and enterprising way.
9	1.9 Carry correct verbal and non-verbal business correspondence in two or more languages and communicate accordingly (IELTS 6.5).	2.9 Communicate in two or more languages at all organisational levels; design and write policy plans, inform, consult, create support, stimulate, motivate, persuade and express resolutions.	3.9 Adjust attitude to the social context in all types of communication and tune this communication to external parties as well.	Social and communicative competence.
10	1.10 Can describe the personal possibilities and pitfalls with regard to learning, result-oriented working, taking initiative, operating independently and flexibility.	2.10 Can in educational situations with coaching adjust personal development with regard to learning, result-oriented working, taking initiative, operating independently and flexibility, to the demands of the specific situation.	3.10 Can independently of others steer and regulate, in profession related situations, personal development with regard to learning, result-oriented working, taking initiative, operating independently and flexibility.	To steer and regulate personal development with regard to learning, result-oriented working, taking initiative, operating independently and flexibly.
	Can, through reflection and with coaching, describe personal competence development and which elements need attention.	Can develop a plan of action for the development of underdeveloped competences.	Can independently, on the basis of his plan of action, steer personal competence development.	Think, reflect and take responsibility for personal acting which indicates commitment and critical self-assessment.

Competence	Year 1	Year 2	Year 3	Graduation Outcome
11	1.11 Has knowledge of his values and of the universal core values which contribute to the care of human beings and the world.	2.11 Connect the universal core values to his daily (operational management) behaviour and to entrepreneurial action in the hospitality industry.	3.11 Apply the universal core values in his management (entrepreneurial) behaviour and into the culture of a company in the hospitality industry.	Focuses his managerial and entrepreneurial behaviour - from his own outlook on life - on core values which contribute to the care of human beings and the world.
12	1.12 Familiarises himself with the theme of intercultural society and can empathise with individual and intercultural diversity and people with various backgrounds.	2.12 Can create a link between ethical (intercultural and international) themes and the culture of an organisation and explain the added value of cultural or individual diversity.	3.12 Is willing and able to handle intercultural differences effectively and can explain why paying attention to the moral side of the business culture is an indispensable part of (intercultural) management.	Effectively identify and handle cultural differences within an international team in hospitality management.

*Note: The marked competences are the exit qualifications*

### **View on the relation between education and the field**

A lot of attention is paid to the practical and usable knowledge required for the hospitality field. Therefore each module has a supporter from the industry, who gives feedback and input to the content of the module. In addition to knowledge of the field, the professional should have the capacity to think and act in both an analytical and problem solving way. Furthermore, an important role is played by non-cognitive factors, such as perseverance, teamwork, creativity, willingness to work, and a capacity to reflect upon one's own skills and professional attitude. Educational institutions need to pay attention to such factors. Therefore, a problem and practice aimed approach is necessary, with objectives and study contents based upon the future professional performance.

### **View on future developments**

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

The modular organisation of Stenden SA's educational programme offers the opportunity to react flexibly to future developments in the field, and consequently will always offer an up-to-date educational programme.

### 2A.3 Views on learning and teaching

#### **View on learning and education.**

Stenden SA uses Problem Based Learning (PBL) in its courses. In Problem Based Learning, learning is thought to be the process of actively acquiring and processing information that changes the behaviour of the student in a relatively irrevocable way. This acquired knowledge, being of a cognitive nature, may also be of an affective or psychomotor nature.

We have chosen to use PBL and CBL (Case based learning) in our courses as this approach supports our view on learning and requires an active study attitude on the part of the students.

Our primary motive for choosing PBL is the fact that in PBL the individual student is responsible for what and how he/she learns. An educational system that compels students to study actively is generally more motivating than a system that does not encourage active study.

PBL changes a student's attitude towards studying that may lead to a lifelong increase in self-study and personal responsibility. During PBL sessions, students learn that their current knowledge is often not sufficient to address the problem they are confronted with. Through the PBL process, the students learn the problem solving process that will allow them to tackle problems in future (professional) situations.

The secondary motives for choosing PBL are:

- Social motive: Working on PBL tasks in small study groups stimulates the development of co-operation.
- Educational-didactic motive: The PBL method 'forces' students to develop personal discipline and an ongoing working rhythm.
- Educational contents and methodical motive: As opposed to the lecture/exam approach in which students often learn only specific significant information, the PBL approach stimulates gaining a broad array of knowledge by presenting a carefully chosen problem as a starting point. It promotes the integration of various disciplines. In addition to acquiring knowledge and skills, the PBL session gives the student the opportunity to practice and use the knowledge and skills gained.

#### **Didactic principles**

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

From a didactic point of view, the above is expressed in the educational objectives of the programme. The objectives describe:

- What problem definitions students should work on during the educational process.
- Which cognitive and social skills students should realise.

The primary conditions considered when organising educational situations are:

- Activation of the student's prior knowledge - refers to the starting position of the students;

- Relationship to the hospitality field - refers to offering students tasks in a context that resembles the future professional practice as much as possible;
- Active participation and application of knowledge by the students.

These three conditions are met in the problem-based approach to learning. Problem based education recognises and emphasises the interactive aspect of learning. Learning using a problem stimulates students to discuss study and use their knowledge. A well-formed learning arrangement contains tasks and assignments to be worked on in the PBL group, small groups, and other interactive didactic methods such as laboratory courses and tutorials.

Problem based learning meets the third condition when, during the process of learning, analysing the problem and acquiring knowledge takes place systematically and through established procedures.

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

- The knowledge a student has about PBL before he/she starts a study using this concept,
- The skills of the student for co-operation with other students in a PBL group with an alternating chair- ship;
- The social and communicative abilities of the counselling lecturers;
- The mutual co-operation of lecturers. Lecturers need to agree on the problems constructed, the realisation of the counselling task, and the assessment method of study results and programmes.

### **Role and responsibility of the students**

Students play an active role in Stenden SA's education. Aside from acquiring and processing information on a highly independent and active basis in PBL they are continuously challenged to reflect on the learning and group processes they have experienced. Students are frequently asked to contribute to the development, evaluation and direct and indirect quality improvement of our education by participating in the module planning groups for the development of educational programmes, panel discussions with student-evaluators, and Stenden SA's discussion and decision-making structure. The structure of the practical education and the organisation of our student counselling system stimulate our students to increasingly reflect on their personal attitude, skills and future choice of career.

### **Role and responsibility of the lecturers**

Problem based learning results in an essentially different role for our lecturers. In traditional instructive teaching, a lecturer's main task is to transfer knowledge while in problem based learning lecturers may be seen as managers of the educational process. Their activities consist of the four classic management functions.

- Together with colleagues, they determine the goals of the educational programme within the framework of Stenden SA's established (Education specific) objectives.
- They plan the students' learning activities according to the concept of problem-based learning.
- As student counsellors, they stimulate their students and control whether they perform an adequate amount of the learning activities.
- Finally, they check periodically to see if the set objectives have been met satisfactory.

The development, realisation and evaluation of the educational programme demand a lot of willingness to co-operate on the part of lecturers.

In the context of problem based learning, lecturers have five 'functions' to fulfil in order to realise their role as tutor in PBL sessions. They are designers of problems, stimulators, process controllers, assessors and subject

specialists. Stenden SA assumes, as a principle, that the skills to fulfil those five functions are united in one person.

#### 2A.4 Admission policy

Stenden South Africa has two intake moments per academic year: January and July. To be admitted to degree studies, a student must comply with the following requirements:

##### **University Entrance Certificate (NSC)**

In order to obtain a National Senior Certificate a student must obtain the following minimum requirements:

Four Compulsory Subjects:

1. First Language (English / Afrikaans etc) pass with 40%
2. Second Language (English / Afrikaans etc) pass with 30%
3. Maths or Mathematics Literacy pass with 30%
4. Life Orientation (two lessons a week) pass with 40%

Any three other subjects from the designated subject groups. One subject must be passed with at least 40% and the other two with at least 30%

Minimum requirements for HET (Bachelor's Degree)

Any four of the seven subjects taken for the NSC must be passed between at least 50%-59%. This scores a mark of 4 each.

Stenden SA entrance is a total of at least 35 marks. 30-34 marks qualifies an applicant for entrance at Dean's discretion.

Marks are made up as follows:

0-29%	= 1 mark
30-39%	= 2 marks
40-49%	= 3 marks
50-59%	= 4 marks
60-69%	= 5 marks
70-79%	= 6 marks
80-89%	= 7 marks (1)
90-100%	= 7 marks (2)

Other certificates / entrance requirements are:

- Senior Certificate (Grade 12) with at least a D pass in English and at least 2 years relevant industry experience;
- Senior Certificate (Grade 12) with at least a D pass in English and at least 1 successful tertiary academic year in a related field and a SAQA registered programme that counts at least 120 credits; or

- Another higher education qualification from a registered higher education institute.

Since English is the language of instruction, further criteria for this language are:

- South African Senior Certificate undergraduate applicants to Stenden SA must have achieved a pass or higher in English at Senior Certificate/Further Education and Training Certificate level.

For non-SA residents, the following criteria apply:

- An academic IELTS-test with Band score 6.0 and no sub scores under 5; visit the IELTS website for more information.
- A TOEFL-test of 550 (paper-based) or 213 (computer-based). The TOEFL is only accepted when the IELTS-test is not offered in the applicants' country of residence.
- Applicants who are native speakers of English or who have successfully undertaken secondary or post-secondary courses -for a minimum of two years- where English was the language of instruction are not required to submit an IELTS or TOEFL test score.

In exceptional cases, mature applicants who do not satisfy the requirements detailed above may be admitted if there is evidence that they possess the intellectual and technical abilities to complete the programme successfully. For this purpose, a mature applicant shall be defined as one aged 23 or more. Stenden SA will require that the candidate should write an entrance test in this case.

Students with previous hospitality training at one of the institutes that belong to the HEPSA (Hospitality Education Providers South Africa) and who train on the same level as Stenden SA may receive credits for one or more parts of the programme. Students will have to apply to the exam committee and will have to write a competency test. Each case will be treated individually and the decision to give exemption to one or more parts of the programme is to the discretion of the exam committee. It is not necessary for the committee to make the reasons for their decisions in this respect public. No student has the right to demand any exemption. Exemption may be partial and subject to the fulfillment of additional tests or assignments.

## 2 A4.1 International Students

International students who wish to enrol and register at Stenden South Africa must submit their highest academic qualification to SAQA for evaluation to ascertain whether the requirements for entry to Higher Education in South Africa are met – [www.saqa.co.za](http://www.saqa.co.za)

Each student should also write an essay about the following:

1. Why does the hospitality industry appeal to you?
2. Why do you think you would make a good manager in the hospitality industry?
3. Why do you want to study at Stenden SA?

Candidates will also have a personal or telephonic interview with at least two members of the Exam Committee. This interview will focus on:

1. The communication skills of the candidate;
2. The proficiency of the candidate in the English language;
3. The aptitude of the candidate towards the hospitality industry; and
4. The motivation of the student to study at Stenden South Africa.

The final decision about admission is made by the Exam Committee. Stenden SA has the right to accept/reject any application and will inform each applicant in writing of the outcome of the interview.

#### 2A4.2 Exemption policy

Students who want to apply for exemptions must send a request in writing to the Secretary of the Exam Committee. The request must be handed in together with proof of prior education and or prior work experience. Exemption can only be granted after admission to the programme.

#### **Certificate of Good Conduct**

Before students of other South African universities are permitted to study at Stenden SA, they may be required to submit a certificate of good conduct and a full official academic record.

The Institute may refuse the admission of a prospective student to Stenden SA if they have been found guilty of a serious criminal offence involving violence, dishonesty or any criminal action. Applicants must provide the full particulars of any criminal offence of which they have been found guilty.

#### 2A.5 *Stenden SA education and practical training*

#### **Function and objectives of practical training**

Integration of theory and practice is one of our main education policy principles. It provides students with better preparation for a professional career in the hospitality industry. The educational programme has a thematic structure rather than being a compilation of individual subjects. The year and module themes have a relationship with the future professional activities of our students. Problem Based Learning also contributes to the integration of theory and practice as it continuously confronts our students with problems from the hospitality industry. Industrial placement during the course allows the students to acquire knowledge, insight and skills relating to their professional performance in the industry. The students also acquire insight in social and (inter) cultural situations in relation to companies in the industry, and develop a professional attitude.

During the educational programme, there are many opportunities for internal and external practical hospitality management training.

Students will be placed in our restaurant facility for different kinds of F&B functions. 3<sup>rd</sup> year students are appointed as department managers, 2<sup>nd</sup> year students as supervisors / coaches, whereas the 1<sup>st</sup> years will be active in operational positions to refine their basic skills.

During the first semester of the first year, students will do Work Based Learning (WBL) in The My Pond Hotel in different departments.

The last semester of the programme consists of the industrial placement of 21 weeks (740 credits) performed during the third year. The business improvement project is an integrated part of the industrial placement and often consists of a research question from the placement company.

There are also guest lectures by individuals from the hospitality industry. The management of Stenden SA also organise company presentations and forums to help students choose a company for their industrial placement. The industry also represents itself through the selection of applicants.

## **The practical modules in the educational programme**

Students will be placed in the hotel learning facility (My Pond Hotel) for a number of weeks in their 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> year at an operational, tactical and a management level.

### *The first year*

In their first year, students are placed at an operational level in the modules 'Food & Beverage' and 'Rooms Division & Facilities'. During these modules, students work in the kitchen production process learning practical skills such as cooking and cutting techniques and the basics of hygiene and nutrition. They function in various restaurant formulas acquiring practical skills such as waiting techniques and the tasting and selling of wine and learn about nutrition and cost calculations. Students also work in the reception and housekeeping departments acquiring practical skills such as checking guests in and out, handling the telephone system, and cleaning rooms.

### *The second year*

In their second year during the module 'Performing daily operations' students work in the different departments of a hotel approved by Stenden SA for a week after which they will have the opportunity to assist a departmental manager of that hotel for a week. This industrial orientation can be done in a property selected by Stenden SA, though students are also invited to present properties they have contact with.

### *The third year*

During the first semester of the third year, students act as department managers and manage a department in the Stenden Restaurant. Practical skills are extensively practised such as the managing and coaching of first and second year students, managing the service process for the various guests, creativity, project management, human resource management, financial management, quality care and the balanced score card.

## **Coaching and assessment**

For practical training within the regular educational programme of Stenden SA, lecturers and practice supervisors are responsible for coaching and assessment. During the industrial placement the placement company also provides a practice supervisor. For information about assessment, please refer to the relevant paragraphs of the educational programme.

## **Preparations for industrial placement/self-management**

Throughout the first two and a half years at school, students prepare for their industrial placement and eventually the job market through a system of self-management. They discuss with their personal coach their experiences in the learning company, Industrial Orientation and company presentations. Through these discussions, the students acquire insight in their capabilities and interests and the endless job opportunities in the hospitality industry.

Students discuss the details of their 21 weeks industrial placement with the Senior Lecturer of year 3. Industrial placement is the final stage of the student's training and some students receive offers for permanent positions in their industrial placement company.

## 2A.6 *Internationalisation: Grand Tour®*

### **In general**

Within Stenden University, internationalisation plays an important role due to

- Intercultural competencies are an important part of professional skills;
- Gaining international experience can be a plus when applying for a job;
- International experience can be the beginning of international career plans;
- International experience provides you with insight into other cultures, it broadens your horizons,
- International experience gives you the opportunity for personal development.

### **Internal internationalisation**

Stenden SA demonstrates its internationalisation through its curriculum, the Exchange Programme for lecturers and students and the campus sites in various places around the world where our educational programme is on offer. With 'The Grand Tour®' we try to give a contemporary version of the 17th-18th century ideal on educating students in which it was thought that students would get the best education by travelling the world and studying in various localities. Our students are able to take the Grand Tour® and continue their education by attending classes at one of the campus sites offering our programme in various countries around the world. Stenden South Africa students can participate in Grand Tour in their second and third year of study. Students interested in studying a semester abroad in Bangkok, Bali, Doha, or Leeuwarden can contact the Education Support Office Manager, Mrs. Ronel Bartlett for more information.

### **Industrial placement abroad**

Some students choose to perform their industrial placement abroad. They experience foreign cultures and acquire knowledge of international Hospitality Management. Placement opportunities are available in a range of countries including Belgium, Germany, the United States of America, the United Kingdom, Austria, France, the Netherlands Antilles, China, Thailand, Indonesia, Jamaica and Aruba. A complete overview can be obtained from the Education Support Office Manager, Mrs. Ronel Bartlett.

## 2A.7 *Internationalisation*

The Stenden SA programme is for both South African and foreign students who want to take a Hospitality Management programme with an international orientation. All courses are taught in English.

### **2A.8 *Grand Tour® students hosted by Stenden South Africa***

The number of foreign exchange students studying at Stenden SA for a limited period is significant. Many activities are organised to guarantee a pleasant study time for these students. In principle, exchange students may follow all English modules of the Stenden SA programme from year 2. In addition Stenden SA offers several minors for Grand Tour students: Wildlife Management, Lodge Management, Entrepreneurship, Event Management, Humanitarian Assistance Management, Tourism Management, Advanced Wine Studies, International Human Resources Management, Change and Innovation and different Internships.

2A.9 Academic Calendar 2012

STENDEN SOUTH AFRICA - ACADEMIC CALENDAR 2012					
WK	MONDAY	FRIDAY		ACTIVITY	SU
1	02/01/12	06/01/12		Student Holiday	Holiday
2	09/01/12	13/01/12		Student Holiday	2.7
3	16/01/12	20/01/12		Student Holiday	2.8
4	23/01/12	27/01/12		Student Holiday	2.9
5	30/01/12	03/02/12		Orientation 1st, 2nd and 3rd Year students	sw2
6	06/02/12	10/02/12	1.1	06/02 Official opening Academic Year - All students	3.1
7	13/02/12	17/02/12	1.2		3.2
8	20/02/12	24/02/12	1.3		3.3
9	27/02/12	02/03/12	1.4		sw3
10	05/03/12	09/03/12	1.5		3.4
11	12/03/12	16/03/12	1.6		3.5
12	19/03/12	23/03/12	1.7	21/03 PH	3.6
13	26/03/12	30/03/12	1.8		3.7
14	02/04/12	06/04/12	1.9	06/04 PH	3.8
15	09/04/12	13/04/12	SW	09/04 PH	3.9
16	16/04/12	20/04/12		Student Holiday	4.1
17	23/04/12	27/04/12	2.1	26/04 B.O.G., AB, meeting Graduation, 27/04 PH Alumni Reunion	4.2
18	30/04/12	04/05/12	2.2	01/05 PH	sw4
19	07/05/12	11/05/12	2.3		4.3
20	14/05/12	18/05/12	2.4		4.4
21	21/05/12	26/05/12	2.5		4.5
22	28/05/12	01/06/12	2.6		4.6
23	04/06/12	08/06/12	2.7		4.7

24	11/06/12	15/06/12	2.8		4.8
25	18/06/12	22/06/12	2.9	16/06 PH	4.9
26	25/06/12	29/06/12	SW		sw5
27	02/07/12	06/07/12		Student Holiday	sw6
28	09/07/12	13/07/12		Student Holiday	sw7
29	16/07/12	20/07/12		Student Holiday	5.4
30	23/07/12	27/07/12		Orientation July Intake	5.5
31	30/07/12	03/08/12	3.1		5.6
32	06/08/12	10/08/12	3.2	09/08 PH	5.7
33	13/08/12	17/08/12	3.3		5.8
34	20/08/12	24/08/12	3.4		5.9
35	27/08/12	31/08/12	3.5		ssw
36	03/09/12	07/09/12	3.6		
37	10/09/12	14/09/12	3.7		
38	17/09/12	21/09/12	3.8		
39	24/09/12	28/09/12	3.9	24/09 PH	
40	01/10/12	05/10/12	SW	Cape Town Tour	
41	08/10/12	12/10/12		Student Holiday	
42	15/10/12	19/10/12	4.1	19/10 AB, B.O.G. meeting	
43	22/10/12	26/10/12	4.2		
44	29/10/12	02/11/12	4.3		
45	05/11/12	09/11/12	4.4		
46	12/11/12	16/11/12	4.5		
47	19/11/12	23/11/12	4.6		
48	26/11/12	30/11/12	4.7		
49	03/12/12	07/12/12	4.8	05/12 Prize Giving	
50	10/12/12	14/12/12	4.9		

51	17/12/12	21/12/12	SW	17/12 PH	
52	24/12/12	28/12/12		Student Holiday	
53	31/12/12	04/01/13		Student Holiday	

Re-writes of tests take place in the first week of each module on the Thursday and Friday. Students wishing to do a re-write must register with the module coordinator of the test by the Tuesday 12.00noon.

#### 2A.10 Study hours and times

1 <sup>st</sup> hour	8.00	–	8:45
2 <sup>nd</sup> hour	8.45	–	9.30
3 <sup>rd</sup> hour	9.30	–	10.15
4 <sup>th</sup> hour	10.15	–	11.00
5 <sup>th</sup> hour	11.00	–	11.45
6 <sup>th</sup> hour	11.45	–	12.30
<i>break</i>	<i>12.30</i>	–	<i>13.30</i>
7 <sup>th</sup> hour	13.30	–	14.15
8 <sup>th</sup> hour	14.15	–	15.00
9 <sup>th</sup> hour	15.00	–	15.45
10 <sup>th</sup> hour	15.45	–	16.30
11 <sup>th</sup> hour	16.30	–	17.15
12 <sup>th</sup> hour	17.15	–	18.00

#### 2A.11 General notes on word processing

Stenden SA requires that all student papers, reports, and minutes be typewritten (prepared using the computer). During assessment of various module tasks and the written assignment in the first year, points are given for skills in Word.

Computer labs are available for student use. The computer laboratory of the school uses the English version of the software programs. Instruction is given on Excel in the first study year. Students are expected to master Word and PowerPoint by self study. For this, books are available in the library.

B Curriculum Serving Success 2.0

## 2B.1 Organisation and Structure

### Curriculum structure

The three-year curriculum of Stenden South Africa consists of a foundation phase of one year, and a post-foundation phase of two years. All years of the programme are divided into two semesters of two modules each. The programme operated by our Education can be depicted as follows:

Year 1	Year 2	Year 3
Food & Beverage	Controlling & Evaluating	Strategic Hospitality Management
Rooms Division & Facilities	Planning	Hospitality Operations Management
Guest Experience	Performing daily operations	Industrial Placement
Resources	International Business Communication	

### Curriculum structure B.COM – BBA route for double degree

Students may decide to add a year to their studies and obtain a double degree:

- The South African B.Com; and
- The Dutch BBA (Bachelor's of Business Administration).

The Dutch BBA is an accredited professional degree in The Netherlands that is recognised worldwide.

When students select this route, they will enrol with Stenden University and replace their third year internship with a minor semester and additionally go on a 10 month internship. The minors may be done in South Africa, but also at any other site of Stenden University. The minors enable the student to gain more wide-ranging and in-depth knowledge of subjects that are of special interest to him / her. A current overview of minors open for students at the different locations is available on the Stenden SA Groups Drive. The 10 month internship generally has the same requirements as the 21 week B.Com internship, though through the length of the internship students may find opportunities for better positions in the respective hotels.

At the beginning of their fourth year the student will be enrolled in The Netherlands, the cost of which will be carried by Stenden SA. Upon successful completion of this last year the student will graduate with both a B.Com and a BBA degree.

The structure of the B.Com – BBA route is as follows:

Year 1	Year 2	Year 3	Year 4
Food & Beverage	Controlling & Evaluating	Strategic Hospitality Management	Industrial Placement
Rooms Division & Facilities	Planning	Hospitality Operations Management	
Guest Experience	Performing daily operations	minor	
Resources	International Business Communication	minor	

### Study load of the Hospitality Management Curriculum

The South African regulations require that students should do a minimum of 360 credits in order to obtain the B Com degree. The degree of Stenden SA exceeds this requirement as it comprises of 414 credits. A minimum of ten hours of learning activities equals one credit.

There are a minimum of 30 credits per module per academic year, and four modules per academic year. The study weeks are compulsory and a student cannot pass a year without successfully completing the study weeks, community hours and personal coaching assignments related to the career development programme. Also the student needs to pass the progress test. In the third year students do 21 weeks of industrial placement for 74 credits.

To pass a module, students have to obtain an average of 65% for the module and may not fail any sub-norms for which the pass mark is 55%.

All educational activities including lectures, PBL meetings, individual study, introduction lectures, self-management/personal coaching, industrial orientation, tests, writing module assignments etc. are included in the calculation of the study load and are therefore taken into account when determining the credits. The study load for the foundation year is 138 credits, and the study load for the post-foundation phase is 274 credits.

### Explanation of the overview of credits

Modules (majors)	see paragraph 2B.4 – 6
Industrial Placement	see paragraph 2B.7
Minors (only with B.Com – BBA route)	see Groups Drive
Progress test	see paragraph 2B.9
Career Development	see paragraph 2B.8
Elective Credits	see paragraph 2B.10.1

### 2B.2 Overview of the Stenden SA Hospitality Management Curriculum

Curriculum Elements	Credits	Hours
Guest Experience	30	300
Resources	30	300
Food & Beverage	30	300
Rooms Division	30	300
Progress Tests	1	10
Career Development	8	80
Elective Credits	9	90
<b>Total</b>	<b>138</b>	<b>1380</b>
International Business Communication	30	300
Planning	30	300
Controlling and Evaluating	30	300
Performing Daily Operations	30	300
Progress Tests	1	10
Career Development	8	80
Elective Credits	9	90
<b>Total</b>	<b>138</b>	<b>1380</b>
Strategic Management I	30	300
Strategic Management II	30	300
Industrial Placement (21 weeks)	74	740
Progress Tests	1	10
Career Development	3	30
<b>Total</b>	<b>138</b>	<b>1380</b>
<b>Credits B.Com</b>	<b>414</b>	<b>4140</b>
<b>Stenden IHM BBA (4 Years)</b>		

Curriculum Elements	Credits	Hours
Guest Experience	30	300
Resources	30	300
Food & Beverage	30	300
Rooms Division	30	300
Progress Tests	1	10
Career Development	8	80
Elective Credits	9	90
<b>Total</b>	<b>138</b>	<b>1380</b>
International Business Communication	30	300
Planning	30	300
Controlling and Evaluating	30	300
Performing Daily Operations	30	300
Progress Tests	1	10
Career Development	8	80
Elective Credits	9	90
<b>Total</b>	<b>138</b>	<b>1380</b>
Strategic Management I	30	300
Strategic Management II	30	300
First Minor	42	420
Second Minor	42	420
Progress Tests	8	80
Career Development	8	80
<b>Total</b>	<b>160</b>	<b>1600</b>

Industrial Placement (42)	168	1680
<b>TOTAL</b>	<b>168</b>	<b>1680</b>
<b>Credits B.Com</b>	<b>504</b>	<b>5040</b>
<b>ECTS BBA</b>	<b>240</b>	<b>6040</b>

### 2B.3 Enrolment for modules

All students will be automatically enrolled for their modules when fees have been paid. When a student requires redoing an entire module, he / she should notify the Education Support Office Manager of the changes in his route.

### 2B.4 Curriculum Year 1

#### Senior Lecturer Year 1: Mr. Radu Mihailescu M.Com Economics

Year 1 focuses on an Operational Level with an awareness focus on Service Management.

#### Modules offered in the first year with starting dates:

Orientation Weeks 30 January 2012

#### Semester 1

Food & Beverage (F&B) 06 February 2012 / 23 April 2012

Rooms Division & Facilities (RD) 06 February 2012 / 23 April 2012

#### Semester 2

Guest Experience (GE) 30 July 2012 / 15 October 2012

Resources (RE) 30 July 2012 / 15 October 2012

Modules are offered twice per semester and students will be divided into groups, however subject matter does not build on during modules within an academic year. Therefore it presents no problems for students that commence their studies in July.

#### Year 1 Module 1: Food & Beverage

<b>Study load</b>	300 Hours
<b>SA Credits</b>	30
<b>Desired entry level</b>	Admission policy Stenden SA
<b>Module objectives</b>	<p>After participating in this module, you are able to:</p> <ol style="list-style-type: none"> <li>1. Describe the concept of hospitality, the hospitality industry and a hospitality company (in general) and the structure and organisation of the F&amp;B department(s) (in particular).</li> <li>2. Demonstrate what is meant by functioning hospitably and socially sensitively in a hospitality organisation.</li> <li>3. Recognize own and others' core qualities and pitfalls, and use reflection / feedback in order to (allow others) develop as a professional.</li> <li>4. Describe specific terms, processes and products in the F&amp;B department in correct English.</li> <li>5. Demonstrate professional skills in executing (basic) standard operational procedures (SOP's) and the use of specific equipment within the F&amp;B department.</li> <li>6. Describe different production and distribution techniques and make appropriate choices, based on these techniques, regarding the production and distribution process.</li> <li>7. Provide guests with information on the production of food and beverages and help the guest with food and beverage choices.</li> <li>8. Compose a well-founded food &amp; beverage selection for various F&amp;B formulas.</li> <li>9. Compose well balanced (fixed) menus for guests of various (cultural) backgrounds and determine the nutritional composition of the menu and menu items.</li> <li>10. Understand the basic principles and processes of food &amp; beverage control.</li> <li>11. Execute different methods of cost accounting.</li> <li>12. Apply measures to prevent food contamination.</li> <li>13. Apply ISO (TQM) and HACCP quality systems.</li> <li>14. Handle receiving process, record keeping and inventory taking and just in time inventorying.</li> <li>15. Explain the logistical lay-out, organisation and classification of the F&amp;B department.</li> <li>16. Describe the legal regulations for founding and operating processes in F&amp;B.</li> </ol>
<b>Module content</b>	In the first year of International Hospitality Management a "physical" introduction to the world of hospitality is necessary. In the Food & Beverage module, theory and practice will

	<p>be integrated. This enables you to gain insight in the norms, values and processes used in the hospitality business or industry. The motto is: “we are ladies and gentlemen serving ladies and gentlemen”.</p> <p>An essential part of the curriculum is to learn and to apply knowledge and skills in practical situations. Subjects of and real situations within the hospitality industry will be the central points. In practical training you have to act in the front (restaurant, bar and convention rooms) as well as the back of the house (kitchen department). Instruction of technical – F&amp;B production and distribution - skills, training: “learning by doing” together with application of knowledge geared during the theoretical part of the module has to assure that you are able to perform independently.</p> <p>Professionally offering hospitality calls for in-depth knowledge, skills and an appropriate attitude. Central during the first year F&amp;B module is development of knowledge, (technical-) skills and attitude. Within this knowledge you must be able to carry out independently (basic) production and distribution techniques (SOP’s), comply with guest wishes and fulfilling (basic) F&amp;B cost calculations. Within the scope of attitude: being punctual, responsible, flexible hospitable and guest oriented; and showing involvement with the colleagues in activities and the organization are (the) important issues.</p>
<b>Educational methods</b>	PBL, lectures, workshops, guest lectures, practical instructions, practical training, Work Based Learning.
<b>Assessment</b>	Individual written module test, English presentation, practice participation (personal competences), technical competences, PBL participation, progress test, and a module assignment in wine and food pairing.

<b>Study load</b>	300 Hours
<b>SA Credits</b>	30
<b>Desired entry level</b>	Admission policy Stenden SA
<b>Module objectives</b>	<p>After participating in this module, you should be able to:</p> <ol style="list-style-type: none"> <li>1. Describe various international and national hotel chains and types on the basis of the contemporary organisational goals and star classifications.</li> <li>2. Describe the organisational structure of the hospitality organisation and to point out the difference between the different management tasks of Rooms Division in relation to the entire organisation.</li> <li>3. Name the most often used terminology, responsibilities and tasks of the Rooms Division Manager, Front Office Manager and Housekeeping Manager.</li> <li>4. Demonstrate professional skills in executing (basic) standard operational procedures (SOPs) and the use of specific equipment within the Rooms Division departments and facilities.</li> <li>5. Show hospitable behaviour and attitude towards guests which is characterised by: <ol style="list-style-type: none"> <li>a. Hospitable and commercial behaviour in various languages;</li> <li>b. Representative presentation; and</li> <li>c. Guest friendliness.</li> </ol> </li> <li>6. Apply the daily, weekly and monthly cleaning of the various facilities and gear these to a real hospitality situation in an operational work plan.</li> <li>7. Adequately apply cross selling and up selling in simple sales negotiations.</li> <li>8. Describe the concepts of yield and yield management.</li> <li>9. Apply modern information and communication technology.</li> <li>10. Analyse internal logistic processes on the field of hygiene, safety and security.</li> <li>11. Apply the methods of internal and external communication at an operational level in English.</li> <li>12. Mention the values which affect your managerial and entrepreneurial behaviour.</li> <li>13. Describe the occupation of the personnel in an operational housekeeping department in numbers, costs, and conditions of employment as well as in ergonomics.</li> <li>14. Translate occupancy percentages to organisational results, finances and turnover.</li> <li>15. Apply correspondence and telephone actions correctly in English.</li> <li>16. Apply the national or the international labour law in the Hospitality Industry.</li> <li>17. Understand the most important characteristics and issues in (contract) catering and the facility department.</li> <li>18. Identify and judge own filters and images with regard to people with another background.</li> <li>19. Apply food production and distribution skills</li> </ol>
<b>Module content</b>	<p>The essence of the module Rooms Division and Facilities is hospitality and service. In the Stenden SA partner hotels, hospitality is trained in a realistic company environment. The focus will be on the technical skills of the Front Office, Housekeeping and Facility departments. Special attention will be given to the development of communication skills with regard to the guests, employees and fellow students. In the Housekeeping department aspects such as cleaning, room maintenance and safety of the guest and employee will be at the core of the training.</p> <p>The module gives a good insight in the different daily processes and procedures in the Front Office and Housekeeping and supporting departments such as reservations and back office. Logistics problems will be practised on the basis of real situations within Stenden SA Hotel. Special attention is also given to the international 'hotel industry language': English and</p>

	<p>introduction to a second modern foreign language Spanish.</p> <p>The economical value of a good functioning Rooms Division department is very important for the hospitality industry. Hospitality however goes further and is of unmistakable value in the current society. For a future manager, know-how of the Rooms Division departments is essential to enable successful functioning in a successful 'hospitable' organisation. The trends and developments, influences and understanding for hospitality are indispensable in the (inter)national hospitality industry.</p>
Educational methods	PBL, lectures, workshops, guest lectures, consultation hours, practical training
Assessment	Written module assignment, role play, Work Based Learning and PBL participation, progress test; module test

<b>Year 1 Module 3: Guest Experience</b>	
<b>Study load</b>	300 Hours
<b>SA Credits</b>	30
<b>Desired entry level</b>	Admission policy Stenden SA
<b>Module objectives</b>	<p>After participating in this module, you are able to:</p> <ol style="list-style-type: none"> <li>1. Analyse and interpret consumer data using information technology.</li> <li>2. Operate within a hospitality company and apply basic hospitality skills.</li> <li>3. Understand the main elements of a marketing plan.</li> <li>4. Methodically perform limited research.</li> <li>5. Describe the factors that play a role in quality and describe the way in which quality can be improved.</li> <li>6. Demonstrate the ability to address a complex issue analytically.</li> <li>7. Recognise the wishes and needs of (international) guests from different backgrounds by their verbal and non-verbal communication and respond to these in an adequate way in various situations.</li> <li>8. Indicate which factors play a part in determining the sales price of a product or service.</li> <li>9. Describe the hospitality industry.</li> <li>10. Describe different aspects of managerial accounting: ratio analysis, cost-volume-profit analysis and cost approaches to pricing and are able to apply these aspects in hospitality situations.</li> <li>11. List the basic terms regarding consumer behaviour and the elements in the different theories on consumer behaviour.</li> <li>12. Describe the general communication model.</li> <li>13. Describe the consequences of the core values for own managerial and entrepreneurial behaviour.</li> <li>14. Apply methods and techniques to the process of service delivery in order to satisfy the guest.</li> <li>15. Minimise problems due to the cultural differences and cultures influences on people when they change their cultural environment.</li> <li>16. Verbally describe a hospitality experience, using formal English, making use of effective business communication and presentation techniques.</li> </ol>

	17. Apply food production and distribution skills
<b>Module content</b>	<p>The complexity of the daily interactions between the service provider, suppliers and guests makes hospitality management a complicated job, in which many different subjects are integrated with each other. This module will provide the first year students with the knowledge and skills necessary to be prepared to operate satisfactorily in the hospitality industry. Besides the skills to deal with changing guest attitudes, complaints or reflecting on ones behaviour, basic knowledge about understanding and writing the core of a marketing plan forms the content of this module.</p> <p>When you visit a hospitality company in order to observe and experience its way of serving, you have to be able to identify the different stages of the whole process. To assess the company's service, you need to recognise and apply certain hospitality dimensions and determinants. In so doing, you form an objective opinion.</p>
<b>Educational methods</b>	PBL, lectures, workshops, guest lectures, consultation hours
<b>Assessment</b>	Oral presentation, portfolio, short answer tests, Module assignment, participation, progress test.

Year 1 Module 4: Resources	
Study load	300 Hours
SA Credits	30
Desired entry level	Admission policy Stenden SA
Module objectives	<p>After participating in this module, you should be able to:</p> <p><u>HRM / Management</u></p> <ol style="list-style-type: none"> <li>1. Describe what a manager is, what he does, what roles he can play and which leadership styles there are.</li> <li>2. Explain the concept of HRM, and describe some HRM models and the difference between HRM and personnel management.</li> <li>3. Apply motivation theories in real situations and explain how the job and organisational context affect motivation and performance.</li> <li>4. Describe the elements of a personnel plan.</li> <li>5. Describe different techniques to plan personnel needs and apply efficient ways of recruiting and selection of new personnel and design an orientation programme for new employees.</li> <li>6. Identify the importance of a good policy concerning human resources and draw up quality criteria for the service delivery.</li> <li>7. Explain how a manager may influence the profitability of his company by influencing employee satisfaction; for example various elements involved in employee compensation: pay, incentives, and benefits.</li> </ol> <p><u>Intercultural Management</u></p> <ol style="list-style-type: none"> <li>8. Explain the concept of (company) culture and the concept of (universal core) values.</li> <li>9. Recognise your own norms and values, understand that these are culturally based and understand the different motives and visions of managing diversity.</li> </ol> <p><u>Bookkeeping</u></p> <ol style="list-style-type: none"> <li>10. Describe different aspects of financial accounting: balance sheet and income statement, simple bookkeeping cycle and VAT; and are able to apply these aspects in hospitality situations.</li> <li>11. Give an overview of general economics: producer behaviour, markets, economic system and consumer behaviour</li> </ol> <p><u>International Law</u></p> <ol style="list-style-type: none"> <li>12. Explain the management of private budgets: operational budgeting</li> <li>13. List the various sources and categories of law with particular reference to Contract Law.</li> <li>14. List the various legal forms of organisation and collaboration.</li> <li>15. Demonstrate awareness of the historical context of the EU, its institutions and legal system, and the relation between EU and domestic law.</li> <li>16. Demonstrate awareness of legal issues relating to the Four Freedoms, in particular, the freedom of workers and environmental law.</li> </ol>

	<p><u>English Communication</u></p> <p>17. Communicate in English, both verbally and written, in a correct manner, fitting the specific situation.</p> <p>18. Describe the role of information management in managing a company and its employees.</p> <p><u>PBL Support and communication</u></p> <p>19. Give insight into skills needed for working in a PBL setting and in future practice and to improve them during PBL.</p> <p>20. Apply food production and distribution skills</p>
<b>Module content</b>	<p>The module Resources focuses on the resources of any type of organisation, but the resources of the hospitality organisation in particular. These resources are the human resources, economic-financial, organisational and environmental aspects of management. Here you can think of the legal form of the organisation, the organisation of the different departments (management, organisational structure), but also of supporting systems in the field of administration and finance. The employees of the organisation may not be forgotten: they are one of the most important resources of an organisation (human resource management). Furthermore, an organisation should comply with statutory regulations, which have its influences on the organisation.</p> <p>Different trends and developments in the hospitality industry influence the way a manager operates and makes his decisions. For example, managing cultural diversity asks for a basic knowledge regarding attitude, behaviour, skills and image of the employees of different cultures. Modern managers should create circumstances under which all of their employees could be successful: modern managers, coach, guide and delegate the way to success. And especially in the hospitality industry, human capital is one of the most important resources: the employees are the 'personal touch'. The ageing of the population is an important social trend as well. This trend asks for a different approach in offering services.</p> <p>The financial function is moving, which means that financial managers should have a lot of knowledge and skills in order to keep producing an added value to the organisation. The module 'Resources' will provide you with the basic knowledge and skills regarding finances.</p>
<b>Educational methods</b>	Participation, Report, Oral Exam, Test
<b>Assessment</b>	PBL, Communication, Module Assignment, Module Test

2B.5 Curriculum Year 2

**Senior Lecturer Year 2: Mrs. J. Chipumuro MBA**

**Modules year 2 with starting dates:**

Orientation Weeks 30 January 2012

Semester 1

Controlling & Evaluating (CE) 06 February 2012 / 23 April 2012

Planning (PL) 06 February 2012 / 23 April 2012

Semester 2

Performing Daily Operations (PD) 30 July 2012 / 15 October 2012

International Business Communication (IBC) 30 July 2012 / 15 October 2012

Modules are offered twice per semester; however subject matter does not built on during modules within an academic year.

<b>Year 2 Module 1: Controlling and Evaluating</b>	
<b>Study load</b>	300 Hours
<b>SA Credits</b>	30
<b>Desired entry level</b>	Admitted to the Stenden SA main phase
<b>Module objectives</b>	<p>After participating in this module, the student should be able to:</p> <ol style="list-style-type: none"> <li>1. Interpret and analyse the various hospitality financial statements (balance sheets, income statements, ratios).</li> <li>2. Check, control and organise the hospitality departmental sources of all revenues, expenses and costs.</li> <li>3. Interpret and equally design effective control systems within hospitality operations.</li> <li>4. Execute investigations and research within hospitality operations using basic statistical tools.</li> <li>5. Collect and analyse data for management decision making.</li> <li>6. Assess the legal consequences of the non- or partial performance of a contract.</li> <li>7. Indicate how, in the legal sense, non-paying debtors are dealt with.</li> <li>8. Describe the ways in which the government raises funds through the levying of taxes;</li> <li>9. Determine why the application of each universal core value is relevant for him/her self, the society at large and the hospitality industry in particular;</li> <li>10. Demonstrate in both managerial and entrepreneurial behaviour and within the PBL sessions the ability to practice the universal core values.</li> <li>11. Motivate, train, and coach employees in different commercial F&amp;B functions.</li> </ol>
<b>Module content</b>	<p>"The key to a successful hospitality organisation is professional and efficient operations with universal core values as a foundation".</p> <p>The module focuses on the monitoring, control and evaluation of the daily activities of a manager within a hospitality organisation. As exemplified in the above quotation, success lies in the professionalism and efficiency with which the daily management decisions are focused on the core business without forgetting the general sustenance of people and the world at large.</p> <p>In this module, professionalism and efficiency will be supported by the managerial and entrepreneurial core values that have been derived from a lot of different sources. These core values include excellence in service and hospitality, creativity, teamwork, respect, integrity (authentic, reliable, and constructive), compassion/social benefit, joy/pride and personal and environmental responsibility.</p> <p>For the hospitality organisation to offer superior standards of service, constant monitoring, control and evaluation are thus called for. This is looked into through the review of the organisation's financial and marketing plans and the monitoring of key management and personnel performance indicators.</p>

	As clearly stated in the rationale for second year studies in the Stenden SA, “one important aspect is ‘control’ of the organisation” in which you should be able to consider and achieve the efficacy of the services offered by the organisation at the management level. For this to be made possible, you are called upon within this module not only to gain those requisite skills but additionally and very importantly acquire and be able to use the well tested self-management principles established by Covey. Success in self-management is an indisputable foundation stone in becoming a successful manager in today’s business world.
<b>Educational methods</b>	PBL, lectures, workshops, guest lectures, consultation hours
<b>Assessment</b>	Module assignment, short answer test, participation, progress test

<b>Year 2 Module 2: Planning</b>	
<b>Study load</b>	300 Hours
<b>SA Credits</b>	30
<b>Desired entry level</b>	Admitted to the Stenden SA main phase
<b>Module objectives</b>	<p>After participating in this module, a student should be able to:</p> <ol style="list-style-type: none"> <li>1. Interpret trends and developments and the way these can be translated into operations design and planning.</li> <li>2. Execute a variety of creative and problem solving techniques.</li> <li>3. Evaluate management decisions to the relevant stakeholders, including coping with moral dilemmas.</li> <li>4. Produce and analyse appropriate data for management decisions on operations and innovations.</li> <li>5. Construct guest/client relationship management programs and develop plans to implement these.</li> <li>6. Develop professional and personal capabilities to build up long term relationships with all stakeholders.</li> <li>7. Explain different types of internal processes of all departments and relate these to the service marketing concept of the company.</li> <li>8. Identify cultural barriers and cultural bias in the daily operations and demonstrate how to cope with these.</li> <li>9. Determine how to use new electronic ways in order to optimise e-commerce of the company (e-marketing, GDS etc).</li> <li>10. Reflect on his own influence on the service marketing concept of the company.</li> <li>11. Relate the (legal) consequences of innovations to company, employee and management development (programs).</li> <li>12. Explain the complexity of the daily operations (based on a real life case); distinguish the different topics in it and demonstrate a comprehensive solution.</li> <li>13. Execute project management techniques, including a feasibility study.</li> <li>14. Illustrate the transformation of a service environment into an experience environment and the inherent consequences for the daily operations.</li> <li>15. Exercise the appropriate techniques to forecast aspects of daily operations.</li> <li>16. Exercise the appropriate techniques to plan capacity, budgets and other resources</li> <li>17. Perform yield and revenue management calculations within the hospitality operations.</li> </ol>

	18. 18. Motivate, train, and coach employees in different commercial F&B functions.
<b>Module content</b>	<p>This module relates the constantly changing hospitality environment. In the first place there is the interculturalisation of societies as appearing in the diversity of guests but also in the different cultural and religious backgrounds of employees and other stakeholders (suppliers, shareholders). In the second place, the globalisation of products and services like the mergers of chains of hotels, the interrelationship between hotels, airlines and car rentals but also the distribution of services is growing. Next to these, the influence of information technology and the possibilities of computers and mobile phones (which make it possible to sell and buy 24 hours a day, worldwide and to individual customers) will continue in the decades to come. The growing individualisation asks for more individually oriented products, services and experiences. Service marketing concepts have to be adjusted to the dynamically changing wishes and needs of guests and employees. The main focus of this module is therefore: "looking from the outside world to the inside daily operations".</p> <p>This includes interpreting trends and developments and translating these into the operations design and planning. Dealing with all needs and wishes of all stakeholders often lead to conflicts. Coping with moral dilemmas (e.g. cultural bias, conflicting interests) will be part of this module.</p> <p>A manager must be able to reflect on his behaviour and decisions from both professional (service marketing concepts/formulas, financial targets, continuity of the company) as personal (ambitions, career planning, competencies, and talents/skills) point of view. The future manager must also be able to recognise the need for variability in service provision, being able to lead change and apply creativity in designing. This module will pay attention to the feasibility and implementation of renewal in a company.</p>
<b>Educational methods</b>	PBL, lectures, workshops, guest lectures, consultation hours, discussion forum, Revenue Management Workshops
<b>Assessment</b>	participation, progress test, written test

<b>Year 2 Module 3: Performing Daily Operations</b>	
<b>Study load</b>	300 Hours
<b>SA Credits</b>	30
<b>Desired entry level</b>	Admitted to the Stenden SA main phase. Successful completion of first year practice modules F&B and RD.
<b>Module objectives</b>	<p>After participating in this module, the student should be able to:</p> <ol style="list-style-type: none"> <li>1. Handle registration systems (IT) for auditing processes in different departments.</li> <li>2. Demonstrate different leadership styles.</li> <li>3. Apply the efficient way of selection, appraisal and give feedback to employees.</li> <li>4. Deal with different national and organisational cultures at work place.</li> <li>5. Motivate, train, and coach employees in daily situation.</li> <li>6. Distinguish the critical points of the (service) processes in different departments systematically.</li> </ol>

	<ol style="list-style-type: none"> <li>7. Illustrate managerial competencies in operational level, service processes and quality management.</li> <li>8. Indicate application of environmental issues in the hospitality industry.</li> <li>9. Apply the Occupational Health and Safety Act factors linked to the company's production process.</li> <li>10. Analyse health and safety issues in different departments related to external environments in a weekly overview.</li> <li>11. Audit and control Standard Operation Procedures in the hospitality industry.</li> <li>12. Decide whether the company uses outsourcing in various activities.</li> <li>13. Build up financial overview in a sense of profit and lost in the different departments.</li> <li>14. Develop internal and external marketing tools that can maximise revenue in the hospitality industry.</li> <li>15. Evaluate and implement processes of forecasting and actual performance of different departments in the hospitality industry.</li> <li>16. Demonstrate in his entrepreneurial behaviour- and in CBL- the ability to apply the universal core values in practise.</li> <li>17. Apply advanced cooking skills.</li> </ol>
<b>Module content</b>	<p>The module Performing Daily Operations is aimed at the development of managerial skills for the present hospitality industry. The module has been established around the theme "Creativity in Hospitality". This theme was chosen to stress that the operational presentation of hospitality without (paying attention to) creativity can hardly survive nowadays.</p> <p>The contents of the module concentrate on three major concepts hospitality, creativity, and personality. The concept hospitality refers to the areas of culture (such as ambiance, furnishing) and attention to the guest (quality care). Hospitality is also closely related to the current economic reality. The concept creativity refers among others to the development and execution of ideas in budgeting, economical aspects, personnel management and sales skills. The concept personality refers to communication skills, self awareness and the ability to coach and evaluate collaborators. The module assignment is based on the computer simulation 'HOTS'.</p> <p>The practical training / Work Based Learning is offered in a two week Industrial Orientation in a 4 or 5 star property where the student will work for one week operationally and spend one week assisting the manager of that property.</p>
<b>Educational methods</b>	PBL, lectures, workshops, guest lectures, consultation hours, practical training
<b>Assessment</b>	Module assignment, short answer test, participation and Progress Test

<b>Year 2 Module 4: International Business Communication</b>	
<b>Study load</b>	300 Hours
<b>SA Credits</b>	30
<b>Desired entry level</b>	Admitted to the Stenden SA main phase
<b>Module objectives</b>	<p>After participating in this module, the student should be able to:</p> <ol style="list-style-type: none"> <li>1. Apply the communication model Sender-Message-Receiver.</li> <li>2. Interpret verbal and non-verbal communication in an intercultural context.</li> <li>3. Understand basic aspects of the culture, values and moral opinions, history, geography, economy and gastronomy of the relevant country.</li> <li>4. Describe the hospitality organisation and the hotel chains of the relevant country.</li> <li>5. Communicate effectively in the departments of a hospitality organisation on the level of daily operations (mid-management level).</li> <li>6. Apply sales skills to guest encounters.</li> <li>7. Give an effective presentation.</li> <li>8. Conduct effective negotiations on the level of daily operations (mid-management level).</li> <li>9. Read and write a business letter and a report.</li> <li>10. Describe the application procedure from both the employee's and the employer's perspective.</li> <li>11. Handle the phases of an application procedure.</li> <li>12. Link core values (i.e. Joy &amp; Pride, Excellence in Service and Hospitality) to his daily behaviour on the mid-management level).</li> <li>13. Assess his daily behaviour in an international context.</li> <li>14. Motivate, train, and coach employees in different commercial F&amp;B functions.</li> </ol>
<b>Module content</b>	<p>The hospitality industry has become a global business, which is becoming increasingly important to almost all aspects of the hospitality industry. Hospitality managers and entrepreneurs who want to be successful will need to be aware of this global dimension and will have to look beyond the own region or country to the whole world. Being aware of the international character of the business requires knowledge, understanding and tolerance. A manager needs to know about the differences that may exist between cultures and apply this knowledge in building relationships. He or she also needs to know about universal core values which contribute to the care of human beings and the world itself.</p> <p>The increasingly international component of the hotel industry demands specific qualities of managers and entrepreneurs, such as dealing with different foreign languages, different customs, values and moral opinions. In order to be successful in such an environment a manager will need excellent communication skills, good command of foreign languages, intercultural sensitivity and moral judgement.</p> <p>The module International Business Communication focuses both on a second modern foreign language and on communication skills since English is the vehicle language of the curriculum. The program presents the major communication issues affecting hospitality business and linguistic skills in the modern foreign language. The content is strongly linked to the year theme: "Managing daily operations". Therefore the exercises and material for study are to be seen from the perspective of a hotel manager performing on a mid-management level in an international environment.</p>

<b>Educational methods</b>	Lectures, workshops, consultation hours
<b>Assessment</b>	Written and oral test, participation (incl. portfolio assignments), progress test (communication)

## 2B.6 Curriculum Year 3

### Senior Lecturer Year 3: **Mr. Leon van Achterbergh MHA**

In the third year, two compulsory modules are offered, Strategic Hospitality Management (SHM) and Hospitality Operations Management (HOM). These two modules are closely linked together by several ties, one of them the Bachelors Dissertation (BD). For that reason these two modules are always combined into one semester, which has to be considered as one entity.

The strategic semester is offered twice a year to allow students that have commenced their studies in July to continue without any gaps in their study progress.

After this first semester, students will go on an industrial placement of 21 weeks.

Orientation Week 30 January 2012

#### Semester 1

Strategic Hospitality Management 06 February 2012 / 23 April 2012

Hospitality Operations Management 06 February 2012 / 23 April 2012

#### Semester 2

Strategic Hospitality Management 30 July 2012 / 15 October 2012

Hospitality Operations Management 15 October 2012 / 30 July 2012

Internship August 2012 / January 2013

<b>Year 3 Module 1: Strategic Hospitality Management (SHM)</b>	
<b>Study load</b>	300 Hours
<b>SA Credits</b>	30
<b>Desired entry level</b>	Admitted to the Stenden SA main phase
<b>Module objectives</b>	<p><i>Strategic Hospitality Management</i> is one of two Capstone Modules in the semester, and focuses on the processes by which an organization manages the formulation and implementation of its strategy. The module introduces the basic concepts of Strategic Management as they apply to (hospitality) organizations, and provides an integrating framework within which students are required to apply concepts, theories, tools, and techniques learned. Thus, the module helps students to further acquire the knowledge, skills, and attitude needed for a managerial approach to running the hospitality organization in today's competitive environment. Scope is provided for students to learn how to analyze "Open Cases", as well as how to undertake the systematic, analytical processes for formulating solutions to problematic strategic issues relating to the organization.</p> <p>In particular, this module has four specific aims:</p> <ol style="list-style-type: none"> <li>i. To develop the student's ability to think strategically about a given hospitality/tourism organization, its business situation, how its strategies can be implemented and executed successfully, and how it can gain sustainable competitive advantage.</li> <li>ii. To facilitate the student's understanding of the different industry, and environmental, contexts and different competitive situations, and the strategic implications of these for the organization;</li> <li>iii. To build on the student's skills in conducting a company's strategic analysis;</li> <li>iv. To enhance the student's ability to effectively communicate the results of analyses and to provide appropriate recommendations based on such findings.</li> </ol>
<b>Module content</b>	<p>Six segments comprise the module, as follows:</p> <p><b>Understanding Strategy and Strategic Management</b> looks at the strategy process as a whole, and includes a comprehensive framework of the process around which this phase is structured. This part also includes discussion on the business model, value proposition, mission, goals, and strategic objectives.</p> <p><b>Strategic Analysis</b> looks at three distinct, but clearly related, approaches to strategy: market- or opportunity driven; resource-based; and competitor influenced strategic management. Part two includes a number of tools and techniques which help the student to understand the current competitive situation. It also looks at strategic positioning and competitive advantage, and includes discussions on strategic success, culture and values. Culture is an important topic as it helps to determine how strategies and changes are determined and implemented.</p> <p><b>Strategy Creation and Choice</b> describes and evaluates the different ways in which strategies are formulated and created. Several valuable planning models and techniques are discussed. Entrepreneurship and intrapreneurship are also mentioned.</p> <p><b>Strategy Implementation</b> evaluates the issues involved in strategy implementation.</p>

	<p>Organizational structures, resource management and the complexities of managing change are included.</p> <p><i>Contemporary Issues in Hospitality focuses on current, up-to-date issues that impact on modern management practices, as well as having consequences of a strategic nature, within the industry. Students will be required to support their expressed opinions on the issues being discussed, in addition to evaluating the implications for the hospitality industry.</i></p> <p>Student-led seminars will be the discussion platform for these issues.</p> <p><b>The Bachelor Dissertation is</b> an integrated part of the semester. A student is expected to satisfactorily complete a directed research project on a topic germane to the industry under the guidance of an assigned supervisor.</p>
<b>Educational methods:</b>	CBL, lectures, workshops, guest lectures and individual study.
<b>Assessment</b>	Module assignment, participation, progress test, presentation and tests

<b>Year 3 Module 2: Hospitality Operations Management (HOM)</b>	
<b>Study load</b>	300 Hours
<b>SA Credits</b>	30
<b>Desired entry level</b>	Admitted to the Stenden SA main phase
<b>Module objectives</b>	<p>The student demonstrates the ability to:</p> <ol style="list-style-type: none"> <li>1. apply the following operations research techniques (department audit, process analysis and productivity measurement) in a department of Stenden SA Hotel or another affiliated company ;</li> <li>2. apply the Balanced Score Card principles in order to become an excellent organisation;</li> <li>3. apply project management techniques for a possible hospitality project in Stenden SA Hotel another affiliated company;</li> <li>4. manage a department (POLC) in Stenden SA Hotel another affiliated company, setting clear goals, organising staff and other resources, coaching staff, providing feedback, controlling and evaluating the performance, maintaining and securing the ISO-9001 quality standards;</li> <li>5. manage effectively and productively cultural diversity;</li> <li>6. promote sustainable success in service business through value driven leadership;</li> <li>7. work effectively in a team.</li> <li>8. manage a department at F&amp;B functions of Stenden SA</li> </ol>
<b>Module content:</b>	Every student is held responsible for the operational management of a business unit, outlet or department for F&B functions catered by Stenden SA. Both the work experience in practice and the work-based learning experiences in school are aimed at enhancing relevant hospitality management competencies.

	In addition, students will work on their Bachelor Dissertation.
<b>Educational methods:</b>	CBL, skills labs, guest lectures, practical training and self-study.
<b>Assessment</b>	Module assignment, participation

<b>Year 3 Semester 2: Industrial Placement</b>	
<b>Coordinator</b>	Mr. Leon van Achterbergh MHA
<b>Study load</b>	740 hours (15% to be reserved for the project)
<b>SA Credits</b>	74
<b>Entry level</b>	Successful completion of Year 1 and Year 2 of the curriculum
<b>Module content</b>	<p>The industrial placement provides a way for the student to experience the major field of study prior to graduation. It is an excellent way to build on the knowledge and skills gained during the first 2.5 years of the curriculum. During this period the competencies as outlined in the domain competences and industrial placement objectives are assessed. Internships provide the student with a chance to put theory into practice and to gain "hands-on" experience that will be of benefit in a managerial role once he has graduated. The student is able to discover the complexity of real life situations, but also to appreciate the effect of his own behaviour and work.</p> <p>Further, it is a strategic avenue for the student to becoming employed by the company of his choice following graduation.</p> <p>The industrial placement also enables the student to establish an industry network.</p> <p>The 21-week internship is spent in leading hotel organisations or related organisations around the world.</p> <p>During the placement, the student will complete a project commissioned by the host company. For the project, the student will need to use the research skills he has developed during the writing of the dissertation in the third year. The project should include a problem statement, literature research, a description of the methods used and conclusions and recommendations for the company. At the end of the placement, a presentation of the project will be given for the Management of the host company.</p> <p>The projects provide additional information for placement mentors and lecturers on trends and developments in the industry which can be used in updating and revising the curriculum</p>
<b>Module objectives</b>	<p>After completing the industrial placement, the student is able to:</p> <ol style="list-style-type: none"> <li>1. Contribute to creating the hospitality experience within the organisational concept of the host company, in such a way that the process (at least) lives up to the wishes and expectations of (potential) guests.</li> <li>2. Follow changes and trends in the external environment and start the development of relations, networks and chains.</li> </ol>

	<ol style="list-style-type: none"> <li>3. Analyse the policy issues that are related to the project(s) commissioned by the host company, translate these issues into objectives and give recommendations for decision making.</li> <li>4. Implement the aspects of Human Resource Management that are relevant for the function (e.g. compliance with working conditions, training, appraisals, prevention of absenteeism, motivation of employees etc.)</li> <li>5. Independently improvise and anticipate in different situations, analysing the company or organisational processes that are at the base of these situations and come forward with ideas to improve these processes within the host company.</li> <li>6. Seek all relevant information when trying to understand problems or issues understand and draw logical and correct inferences from a wide range of business-related written and numerical information.</li> <li>7. Prepare for and deal with changes inside the organisation, maintaining a flexible and positive attitude. If applicable, implement change processes inherent to the project commissioned by the host company and guide this change process.</li> <li>8. Contribute to the development of new products and services in an independent and enterprising way.</li> <li>9. Demonstrate effective social competencies in dealing with guests, colleagues, subordinates, managers and other stakeholders.</li> <li>10. Communicate effectively (oral and written) at all levels in the common business language.</li> <li>11. To steer and regulate personal development with regard to learning, result-oriented work, taking initiative, operating independently and flexibly in the various situations that occur during the industrial placement.</li> <li>12. Apply the universal core values in own daily (operational management) behaviour and to entrepreneurial action in the hospitality industry.</li> <li>13. Effectively identify and handle cultural differences within an (inter)national team.</li> </ol>
<b>Educational methods</b>	Traineeship
<b>Assessment</b>	Completing traineeship, introductory meeting, four progress reports and one final report, competence assessments by host company, evaluation placement period. The project proposal is approved by the placement company, the Stenden SA placement mentor and a second assessor. The final project is graded by the company but the final grading rests with the placement mentor and 2 <sup>nd</sup> assessor.

## 2B.8 Career Development

### 2B.8.1 Career Development Programme

The career development programme supports the preparation for a future professional. The programme runs parallel to regular modules.

A student will learn more about his/her personal strengths and development points and how to manage oneself; will gain specific knowledge about the industry and finally prepare the start of an industrial placement/internship period in the fourth year. The programme activities are derived from or related to competence 10 of the Educational Professional Profile of Stenden SA which aims at managing oneself in a professional environment. The tangible product of this programme is a personal career portfolio.

#### Staff involvement in the Career Development Programme

- *Career development coordinator:* Mrs. Ronel Bartlett

- Personal coach: monitors student's progress and provides on a regular basis feedback on competence development and career portfolio.
- *PBL tutor* starts up and assesses career development programme activities, provides feedback on development in PBL.
- *Lecturers* give workshops on Covey and application training.
- *Senior Lecturer Year 3*: responsible for organizing company presentations, application procedures and the final match 'student-internship placement'.

### 2B.8.2 The career portfolio

Generally speaking, a portfolio is a carefully compiled document that includes all kinds of information about a person: the Stenden SA career portfolio consists of information which is obligatory for all students in combination with information which is chosen by the student him or herself. Therefore the career portfolio shows a student's competence development and a selection can be used as a showcase for application procedures.

### Expected attitude towards the Career Development Programme

A student should show personal engagement to carry out the Career Development Programme as it benefits his competence development.

### 2B.8.3 Assessment

All students receive a Career Development Kit; additional information can be found on the Groups Drive. The activities of the Career Development Programme count for 9 credits per academic year in study year one and two and 3 credits in year 3. The Personal Coach is responsible for assigning these credits.

In order to participate in the industrial placement procedures students must have rounded of the second year Career Development Programme and have a positive advice from their Personal Coach. All criteria for entering are listed in the module book Industrial Placement Stenden SA.

### 2B.8.4 Personal Coach

A Personal Coach is a staff member on campus who supports the students' professional and personal development, provides students with feedback and gives a helping hand where necessary. The Personal Coach knows the ins and outs of the course, has knowledge of the professional field students are trained for and knows the requirements that have to be met by a starting professional.

Three meetings are held between the student and their Personal Coach in the Foundation Phase:

- An introduction meeting in the first module;
- A progress meeting after the first semester; and
- A meeting in the final phase of the second semester or after the end of the semester.

The meetings in the Foundation Phase focus on:

- Adjusting (from pre-education) to a higher professional education and Stenden SA's educational system;
- Study skills, attitude towards education and study performance;
- Attitude towards working in groups;
- Course choices, moving up to the Post-Foundation Phase, and study advice;
- Personal review;
- Career planning;
- Personal thoughts about the structure and organisation of the training.

In the Post-Foundation Phase, a progress meeting is held each semester. The students prepare for the meetings using a reflection form. Participation in the meetings is compulsory; if a student has not participated, he/she may have to perform a replacement assignment.

The meetings in the Post-Foundation Phase focus on:

- The individuals' development during the training;
- A personal review;
- Career planning; and
- Preparation for choosing an industrial placement (visit to an alumnus).

The Personal Coach also acts as the primary contact for:

- Advice on general problems hindering study progress;
- Information about the organisation and curriculum;
- Advice about personal circumstances and illness.

For urgent problems, the Personal Coach refers the student to the Student Councillor, Mr. Alroy Taai. Students are urgently asked to contact Mr. Taai, or Dr. Hensens (Academic Dean) if:

- Their study progress is hindered by a long illness or other personal problems;
- They intend to leave the course prematurely
- They experience problems with their Personal coach.

Meetings are held by appointment only. The coordinator will start a student file with personal details, study results, and meeting notes. This information is strictly private and will not be handed to third parties without the students' consent.

Students who intend to leave the course prematurely are asked to schedule an exit interview with the Academic Dean.

### *2B.9 Progress test*

Progress tests are a form of testing to measure the study progress and knowledge development during the three theoretical years. The set questions in these tests reflect the level of the programme objectives. The tests help students gain insight in the strengths and weaknesses of their knowledge level.

The test consists of 200 questions, either true/false or multiple choice. Per study year, a minimum number of questions from every discipline or subject have to be answered. It is important to know that every incorrect answer will be subtracted from the total of correct answers.

For each study year, the year norm has to be achieved. If the year norm is achieved in the first test, you do not have to take any other tests during the year. However, we strongly recommend taking part in all three tests so that the individual knowledge level can be monitored and development areas identified.

The year norm is 65% of the minimum number of questions answered. It is not possible to achieve the year norm in advance. For example it will not be possible for you to get points in advance for the 3<sup>rd</sup> year test while still in the 2<sup>nd</sup> year.

## Norm per test

Norm	Minimum number of questions	Norm: correct minus incorrect: 30% (Correct: 65%)	Study credits
1st year	40	12	1
2nd year	70	21	1
3rd year	100	30	1

Please note: You need to sign in for each test in advance at the Education Support Office Manager's office. The sign in times will be published beforehand. After the closing date it will no longer be possible to sign in or participate in the test.

### Progress test schedule for 2012

All tests start at 13h30 and students have three hours to complete the test.

Test 1: Thursday 12 January 2012

Test 2: Thursday 29 March 2012

Test 3: Thursday 7 June 2012

All information on testing may be subject to change during the year. Changes will be communicated in advance.

### 2B.10 Elective Credits

The elective study credits system has been developed with the following objectives in mind:

- To let students choose an activity that supports their own personal development.
- To provide students with a flexible opportunity to practice and increase their competencies.
- To enable students to contribute to the well-being of the community.

During their education, students have to gain 9 study credits during the first and second year of their studies. This translates into 90 hours of work each year of which 60 hours should be worked within the organisation of Stenden SA (internal) and 30 hours need to be attained through community work (external). The student is personally responsible for planning and executing this work.

The following rules apply to elective credits:

- For each 10 hours of work, one credit can be earned. This excludes writing the evaluation report for the external credits.
- It is possible to connect different, unrelated activities that add up to 10 hours (or a multiple of 10 hours) to gain an elective credit.
- A student can gain more elective study credits (internal and external) than is obligatory.
- Extra points will be registered and will be added to the total amount of points. Students who perform extra activities for Stenden or the community can be rewarded with a certificate of commitment.
- Credits cannot be transferred to the next year.
- Part time jobs or any form of paid work are not considered for credits.

- A copy of the submitted forms should be included in the student's portfolio and will be discussed in the meetings with the personal coach.
- All activities must be approved before engaging in them. The activity should be approved by a lecturer, personal coach, the student counsellor or the academic dean.

### **Procedure for Elective Credits (internal and external)**

1. Print the 'Study Credits Form' from Groups drive: Students / Academic 2012 / Study Credits / Study Credits Form. Please use a new form for each activity.
2. Fill out the 'Activity Proposal' part of this form and have it signed by a lecturer, personal coach, student counsellor, or the academic dean.
3. Perform the activity and have the coordinator of the activity fill out the first part under 'confirmation'. Remember that you are an ambassador of Stenden SA.
4. Sign the form at the bottom including place and date and submit the 1 A4 evaluation report to your Personal Coach when it concerns an external activity.
5. Make a copy for your portfolio and submit the original to the Education Support Office Manager's office.
6. The credits overview will be updated during each study week (week after each module) and can be found under: Students / Academic 2012 / Study Credits / Credits Overview.

For your personal overview, you may use, in the same folder, the 'Portfolio Credits Overview Format'.

#### **2B.10.1 Internal Credits**

An internal study credit is gained with work done to assist the Stenden community and can be gained by:

- Activities in the executive board, committees and workgroups within SRC. The contact person is the Chairman of SRC.
- Planning cultural activities for students with cooperation of SRC.
- Marketing and PR activities for the Institute (e.g. open days, marketing). The contact person is the Marketing Department.
- Academic activities and activities such as functions, gourmet evenings etc. Contact person is the lecturer directly involved in the activity.
- Research projects for Stenden SA, or working as a research assistant to any staff member involved in research.
- Orientation for first years and (potential) new students.
- Projects for lecturers (discuss with individual lecturer).
- Working in or managing the Stenden SA Campus Bar.
- Any other activity that you think would add value to the Stenden community as well as to your personal competencies.

**Note:** *At least 25 of the 60 internal credits must be fulfilled by working in the Stenden Campus Bar.*

**Note:** *SRC Executive Board and Sife President and Vice President are excluded from the bar duty hours.*

#### **2B.10.2 External Credits**

An external study credit is gained with work done to assist the community whilst building your personal competence.

Students can choose activities that strengthen their personal competencies; they may not be paid for their work. The student consults his personal coach, decides which competencies he wants to practice and strengthen and on the basis of this he / she choose an activity. The student fills out the proposal form which needs to be signed

by the personal coach. After the activity has taken place, the student writes a report of 1 A4 and hands it in at his personal coach and includes a copy in his / her portfolio.

Currently Stenden SA is already involved in numerous community projects. Examples are the Stenden SA Entrepreneur Centre, Harris House, Child Welfare, and The Benevolent Society. Please contact the student counsellor, Mr. Alroy Taai for more information.

## **2C Study progress policy**

### *2C.1 Exam Committee*

Stenden SA has an Exam Committee. The Examination Regulations of Stenden SA and the Module Examination Regulations of Stenden SA describe the tasks and responsibilities of the Exam Committee.

The Exam Committee generally has a meeting every second week of the module though may deviate when there are urgent requests or no requests from students or lecturers.

The Exam Committee determines twice a year which students have graduated and which students have passed their foundation year.

### **Formal requirements requests**

1. Requests to the exam committee must be handed in to the secretary of the committee (Mrs. Ronel Bartlett) by email one calendar week before the meeting date.
2. Requests for the exam committee must be formulated and motivated in a clear lucid way.
3. Requests that do not meet or meet in full the provisions of section 2 will not be accepted. Also, handwritten request will not be accepted.
4. Requests to the Exam committee regarding a module must be in the possession of the Exam Committee 10 school days at the latest following the publication of the regular test opportunity result (not being a resit). A corresponding regulation is applicable to other exam sections.
5. A decision of the Exam committee is made known to the student, in writing or digitally, within 15 school days after the exam committee discussed the student's request in the meeting.

### **Determination of graduates**

Determination of students who have graduated takes place on Wednesday the 29<sup>th</sup> of February 2012.

### **Graduation ceremony**

The graduation ceremony for 2012 will take place on the 26<sup>th</sup> of April 2012 subject to change.

### **Dates of tests and hand-in moments of assignments**

The following rules apply for dates of tests, assignments and resits:

- Hand in moments for assignments are specified in each module book and will generally be at the end of week 8 of each module. Rewrites of module assignments must be handed in before the end of the following module.
- Tests will be organised at the Thursday or the Friday of the 9<sup>th</sup> week of the module, to allow students ample time for preparation. Rewrites will be possible in the first study week immediately after the holidays in the next module.

## 2C.2 Awarding and processing of study credits

The various educational activities programme of Stenden SA are awarded with credits. The Exam Committee has final responsibility for the awarding of credits. As soon as the results of examination parts are known, they will be published as temporary results, but no rights can be derived from these temporary results (refer to Module Examination Regulations).

The procedure below is used to award and process the credits.

- a. The (module) coordinator keeps track of the credits of an educational activity. The names of the responsible (module) coordinators are mentioned in the description of the individual educational activity.
- b. The (module) coordinator informs the Academic Dean of the credits when an educational activity has been completed.
- c. The Academic Dean instructs the Education Support Office Manager to process the marks and inform the student and his / her sponsor.
- d. After each module the Education Support Office Manager will send out the results of that module. At the end of the academic year, the Education Support Office Manager will send out the results of that year.

## 2D Module Exam Regulations Stenden SA, 2010

The purpose of the Module Exam Regulations (MER) is to regulate the general course of events concerning the (module) exams, in order to determine the study progress of the student and/or if the student can be admitted into the main phase and the graduation phase of the education.

The Article numbers refer to the Stenden SA Exam Regulations. The paragraph's under the articles form a detailed specification of the relevant article in the exam regulation. It is therefore wise to always first read the articles concerned in the Stenden SA exam regulations.

### Article 1 Glossary of terms used

Academic Calendar	An overview of all main academic activities in an academic year. This document is published on the Groups drive and included in the Prospectus: 2A.9
CBL	Case Based Learning
Internship procedure	Procedure a student must go through in order to get an internship company
PBL	Problem Based Learning.
Progress Test	A test at final level of the education which has a different pass standard for each study year
RPL	Recognition of Prior Learning: skills and knowledge developed and gained in a job or another education, training or course.
Regular chance	The module exam that closes a certain module period, belonging to the module followed in that certain period.

### Article 2 Participation to the exam

### *Article 2.1 Placements of students in the modules*

- par. 1 The Education automatically places the first year students for the modules to follow. This placement is binding.
- par. 2 Every student must let the Education Support Office Manager know ones annual planning of the modules in the next study year if it deviates from the regular year planning.
- par. 3 Students can follow a certain module only once each academic year.
- par. 4 Unless stipulated differently in the study route being followed or by the Exam Committee, students can be placed in a maximum of one module for each module period.
- par. 5 Students can follow a certain module twice at the most during their period of studies. If a student has still failed to pass a module after using all possible resits, the student can in some cases apply to the exam committee for a module replacement assignment (article 6.17). If that is not (or no longer) possible, the exam committee will decide on the principles of equity and fairness on what can be done in respect to the student.
- par. 6 The Dean places the students following a module in groups. This placement is binding.
- par. 7 A student who wants to change module groups has to submit a well-reasoned request to the Dean.
- par. 8 A student who because of force majeure is not able to attend a module from the start, can only be allowed to attend the module if one is able to start the module concerned at the beginning of the third week at the latest.
- par. 9 A student can be scheduled during functions of Stenden SA. If a student does not wish to yield to this, the student needs to submit a motivated request in writing to the exam committee.
- par. 10
- a. Students can do part of the education at one of the Stenden sites abroad (Grand Tour®)
  - b. Students who want to do the first module of the second year abroad must meet the following conditions:
    - at least three modules of the foundation year have been passed
    - the personal coach of the student must have delivered a positive advice
  - c. Students who want to do the second module of the first semester or (a module of) the second semester or study parts of the third year abroad, must have passed year 1 and have a positive advice of their personal coach.

### *Article 2.1.2 Grand Tour*

- Par. 1
- a. Students can do part of the education at one of the Stenden International Branch Campuses abroad (Grand Tour)
  - b. Students who want to do the first module of the second year abroad must meet the following conditions:
    - at least three modules of the foundation year have been passed;
    - the study career coach of the student must have delivered a positive advice;

- c. Students who want to do the second module of the first semester or (a module of) the second semester of study parts of the third year abroad, must have passed the foundation phase and a positive advice of their study career coach.
- d. Students who want to do the Grand Tour must have all fees paid up to date.

#### *Article 2.2 Following elective modules/minors*

If a student follows an elective module or a minor at a study program other than the one for which one is registered, the education and Exam Regulations of the own Education are applied.

### **Article 3 Institution and tasks of the exam committee**

#### *Article 3.1 Decision-making*

par. 1 The dean of the Hospitality Management education has been authorized by the Executive Board to appoint the members of the exam committee.

par. 2 The exam committee takes decisions concerning the implementation and the content of the education regarding a certain module, acting on the advice of the team leader and the module coordinator(s) concerned.

#### *Article 3.2 Appointing examiners & moderators*

par. 1 Examiners are lecturers with an academic degree at least two NQF levels higher than the level of students taught:

Year 1: B. Degree

Year 2: B Honours Degree

Year 3: Masters / Doctorate Degree

All first and second year exams are moderated internally whereas all third year exams are moderated externally at either Stenden University Netherlands or a registered institution of higher learning in South Africa with similar expertise (e.g. Rhodes University).

par. 2 At the start of each academic year the dean appoints the examiners for the students following educational programmes abroad.

#### *Article 3.3 Calculation of pass standard for module exams*

par. 1 In the module book is indicated how many points a student can acquire, how one can obtain them and the minimum standards a student has to meet in order to pass the module.

par. 2 A student has passed the module if one:

- acquired at least 65% of the maximum possible number of points and:
- for each component of the module exam described in the module book (with the exception of PBL, CBL , effective group work and participation at the practical department), has obtained a minimum score of 55% of the maximum possible score for that component of the module exam.

par. 3 The assessing criteria for each component of the module exam are given in the module book.

par. 4 To calculate the standard for each component of the module exam a fraction of half (0.5) and higher is rounded off upwards to the next higher whole number; is it less than a half it is rounded off downwards to the next lower whole number.

par. 5 When determining the number of points obtained for the module exam the score is rounded off upwards to a whole number of points.

#### *Article 3.4 Calculation of the pass standard for progress tests*

par. 1 For the first three years of the study the management determines a year standard for every year to be obtained in order to pass the progress tests of that specific year. This year standard equals an obtained correct-score of 65% of the minimum number of obligatorily test items that must be answered. In the first/second/third year the student has to respectively answer a minimum of 40/70/100 test items.

par. 2 Each year of the study course every student has to obtain at least the minimum of the yearly standard to qualify for the study points which have been linked to the tests of that year. The number of acknowledgeable credits is mentioned in the credits overview of the prospectus.

par. 3 Year standards can be obtained on each offered test moment in the concerning year.

par. 4 Year standards of a next year cannot be obtained earlier.

par. 5 When a student did not obtain the year standard of a year, one can try to obtain this in the following years.

#### *Article 3.5 Passing exams*

par.1 A student has passed his foundation year when he has passed all study parts of the foundation phase.

par.2 A student has passed the final exam when he has passed all study parts of the foundation and the post foundation phase.

par. 3 In case a student has been awarded an exemption for a study part, in scope of this article that part can be concluded to have been passed.

#### *Article 3.6 Awarding exemptions*

par.1 Exemptions are awarded by the exam committee.

#### **Article 4 Contents and scope of the exam**

No detailed specifications on the exam regulations.

#### **Article 4a Admission to the Post-Foundation Phase**

No detailed specifications on the exam regulations.

#### **Article 5 Granting exemptions**

- par. 1 If a student believes that one is entitled to an exemption of one or more exam components based on competences acquired elsewhere (RPL) one has to submit a request to the exam committee.
- par. 2 The request mentioned in par. 1 needs to be well-motivated and must be accompanied with the necessary proof of competencies acquired elsewhere.
- par. 3 The exam committee will analyse the request and will inform the student on the outcome.
- par. 4 The study points which are being exempted will be processed into the system according to article 3.6 of these Module Exam Regulations.
- par.5 For the request mentioned in par. 1 the student must use a standard form which is available on the Groups network drive and at the Education Support Office Manager's office.

#### **Article 6 The number of opportunities to take module tests and exams during each year of study**

##### *Article 6.1 Exam components*

- par. 1 The Hospitality Management study programme features the following educational units/exam components: module exam, progress test, career development, internship and other credits (refer 2B.10 in this study guide)

##### *Article 6.2 The module exam*

- par. 1 The module exam consists of one or more of the following parts: module assignment(s), active participation in PBL/CBL, effective group work, practice participation and module test(s).
- par. 2 In each module book is incorporated, where applicable:
- a. The maximum number of module points which can be obtained for the several components of the module exam;
  - b. The calculation of the standard, which indicates if a student has passed the module;
  - c. The criteria for (components of) the module assignment(s) and module test(s), active participation of PBL/CBL, effective group work and practice participation.

- par. 3 The student is given the opportunity to participate in the parts of the module exam of the module for which one has been scheduled.
- par. 4 If the module is done again all previously obtained module points for the module exam of this module are cancelled.
- par. 5 Announcements concerning the module exam communicated directly to the students concerned via email.

### *Article 6.3 Assignments and presentations*

- par. 1
- a. An assignment and/or presentation is intended to review whether a student has mastered a certain quantity of knowledge. Therefore the student is obliged to reflect about the assignment in ones own words.
  - b. Every result of an assignment and/or presentation must be unique in content and structure.
  - c. It is not allowed to take over the content of the work of others entirely or partially in the work out, without indication of the source.
  - d. the quantity of cited text cannot exceed the 5% of the total of the result of the assignment.
- par. 2 Par. 1 of this article is effective for presentations as well as for parts of the module assignment.
- par. 3 Every student has to individually keep a copy of every assignment handed-in, in writing or digitally oneself during the time the module has not been passed yet and for a minimum of at least half a year.
- par. 4 The module coordinator is responsible for the assessment of the components of the module exam, on the basis of the assessment criteria.
- par. 5 In the case of a group task each member of the group must be able to show that he/she has made a proportional part of the task.
- par. 6 In the case of a group task every group member is separately responsible for the total of the work handed in.
- par. 7 Every student is individually responsible for the correct handing in of an assignment at the right place. Force majeure is not applicable if problems have arisen because agreements made are not lived up to within a module assignment group.

### *Article 6.3a Module assignments*

- par. 1
- a. Groups that work on a module assignment and do not immediately contact the module coordinator if collaboration problems arise, cannot derive any rights from the problems that have arisen.
  - b. The module coordinator is authorized to dissolve a group if collaboration between the group members is no longer reasonably possible. When, according to the group, the module coordinator does not solve the collaboration problems, the group of students can contact the exam committee.

- par. 2 During the module, the module coordinator, the lecturer or the tutor must provide the students with feedback at least once on sections of the module assignment. This should preferably be done by providing feedback on sections of the module assignment that have been handed in or by means of a response lecture.
- par. 3 Unless stated otherwise in the module book, module assignments must be handed in at the Module Coordinator's Office at the last school day of the week before the last week of a module, 12 noon at the latest.
- par. 3a Every module assignment must also be handed in digitally.
- par. 4 To qualify for assessment, assignments must meet the following requirements:
- a. The assignment is handed in on time at the office of the Module Coordinator;
  - b. A copy of the assessment form has been enclosed with each section of the assignment;
  - c. Each component of the module assignment must be placed separately in a folder;
  - d. The folder has at least stated: title of the assignment, the date, the names, relation numbers and student numbers of the students, the module group of which the student is a member, the name of the module, the name of the tutor, the module period and the academic year.
  - e. The module assignment must be typed and clearly readable.
  - f. The module assignment must be clean, neatly presented and complete.
  - g. The standard for literature references is Harvard Business Style;
  - h. English language assignments must be written in British English.

*Article 6.3b Procedure on module assignments handed in too late*

If a student hands in the module assignment after the deadline at the office of the Module Coordinator, one should consider the following procedure:

1. The text "handed in too late" is written on the proof of handing in form by the Module Coordinator.
2. The student will be notified that the assignment will be assessed as soon as authorization has been granted by the exam committee;
3. The student will be notified that one must issue a request at the exam committee for an assessment within one school week after the deadline for handing in the assignment;
4. If the student's request does not reach the exam committee within one school week after the deadline for handing in, the assignment will not be assessed; it will be destroyed;
5. Within 4 school weeks following the deadline for handing in, the student will be notified by the exam committee. In case the exam committee decides to assess the assignment, it will be forwarded as per the usual procedure. In case the exam committee decides to not assess the assignment the student has to pick up his assignment and re-submit it as a re-write.

*Article 6.4a Active participation PBL and CBL for compulsory modules*

- par. 1 PBL-/CBL -meetings are always held, unless they are cancelled by school, even if the tutor is absent. In the absence of the tutor, the group writes down besides the usual minutes a report of the meeting in which they include the number of points every student oneself has intended to give for

his/her active participation plus motivation. This report must be handed in to the module coordinator who is for his part responsible for granting the points.

- par. 2 If it is not possible for a meeting to go ahead for reasons that can be attributed to the school and if the meeting has not been rescheduled or if no compensation assignment has been given, the student will receive for that meeting a number of points that equals the average of the number of points received for all attended sessions during the module for active participation.
- par. 3 No resits are possible for active participation.
- par. 4 Students must themselves indicate their presence by means of a signature on the list of presence.

#### *Article 6.4b Active participation in elective modules (B.Com-BBA route)*

- par. 1 The module book states the maximum of module points a student can obtain per PBL/CBL meeting, which standard is used and according to which criteria the module points for active participation are acknowledged.

#### *Article 6.5 Participation in practical classes / Work Based Learning*

- par. 1 For modules that include practical education, 100% attendance is compulsory for participation in the practical lessons.

See the practice regulations in the module book.

On force majeure during practice see article 14 of these regulations.

#### *Article 6.6 Tests in general*

- par. 1 A defining feature of a test is that it must be taken under exam conditions. This means that tests are taken under the supervision of one or more examiners of Stenden SA at a predetermined time and place and that it is subject to the stipulations of Articles 16a and 16b of the Exam Regulations.
- par. 2
  - a. The date, time of commencement, duration and place of a test is announced one week at the latest before the test.
  - b. Other than in cases of force majeure, the published test dates, duration and commencement times of the test are binding.
- par. 3 Additional regulations governing tests are announced via email to the students.
- par. 4 Test questions are asked in English.
- par. 5 Enrolment for tests is not required for regular module tests. For rewrites and the progress test, confirmation is required. The Education Support Office Manager or module coordinator will inform the students how this is to be done for each progress test or rewrite.

#### *Article 6.6a The Progress test*

- par. 1 The tests comprises out of 200 questions.

- par. 2 The test forms with the student's answers are read by the Test Service Office in The Netherlands.
- par. 3 Per study year a student can take a maximum of three tests.
- par. 4 There are three or four test moments per study year.
- par. 5 Within the boundaries of the published test schedule in the study guide the student is free in choosing the test moment(s).
- par. 6 Students taking a module on one of the other Stenden-sites or who are on internship abroad can take the test on one of these sites.

*Article 6.6b The Module test as a component of the module exam (module test)*

- par. 1 Various module test forms can be applied.
- par. 2 Resits for the module test can be taken.
- par. 3 The regular module test opportunity is offered during or at the end of the period in which a student takes a module. When the student does not participate in this regular module test opportunity, this opportunity expires.

*Article 6.7 Elective project (B.Com – BBA route)*

Students can replace one elective module/minor by a personal project. For that purpose they must submit a project proposal at the exam committee. The requirements for the project proposal can be obtained from the Dean.

*Article 6.8 Other credits*

For the regulations concerning the obtaining of other credits refer to 2B.10

*Article 6.8a Internal Services*

To obtain the credits for Internal Services all students are scheduled to work in the Stenden Campus Bar for at least 25 of those hours.

*Article 6.9 Career development*

- par. 1 Every student is assigned a personal coach on entering the programme. On regular times he/she has an interview with the coach concerning the study progress, the development of one's personal and professional competences and the student's career orientation. Students must prepare sufficiently for these meetings.
- par.2 On acquiring the credits for Personal coaching one is referred to the map Career Development Programme that has been presented. Part-time students are referred to the module book on personal coaching.
- par.3 Because a personal coach can be asked by the Exam Committee for study advice, students are expected to keep their personal coach informed on special personal circumstances.

*Article 6.10 The bachelor's dissertation*

- par. 1 Every student writes a dissertation in the third study year.

par. 2 For the dissertation the regulations for the module assignment apply without prejudice.

par. 3 The dissertation is an assignment done in pairs.

#### *Article 6.11 The industrial placement*

par. 1 Before a student can start his application for the industrial placement procedure he/she must meet the following conditions:

a. all study credits of the first two study years must have been acquired, with the exception of the second year progress test;

par. 2 A student doing an industrial placement without having acquired all study credits of the two foregoing study years cannot during or after placement derive rights from a regulation on study parts not passed.

par. 3 The internship is regulated by the Senior Lecturer of the third year. Students can by no means regulate an internship themselves, unless authorization in writing has been obtained from the Senior Lecturer of the third year. Students, who do not oblige to this, can derive no rights from the internship regulated by them.

par. 4 See for further rules governing the industrial orientation, the study guide, or the module book Industrial Placement

par. 5 The 'Business Improvement' Project is part of the industrial placement.

#### *Article 6.12 Re-sits*

par. 1 Active participation in PBL, CBL, effective group work and practice participation are not eligible for re-sits.

par. 2 The following parts of the exam or module exam are subject to re-sits: Module assignment, bachelor's dissertation, progress test, industrial placement (internship), and the module test.

par. 3 The re-sit dates of module assignments are mentioned in the academic calendar. The re-sit dates of tests are communicated to the students by email. These dates also apply to students who are on exchange or internship or who follow a module elsewhere.

par. 4 Not taking part in any test because of coinciding of test moments belongs to the risk of the student

par. 5 Students who participate in the internship procedures can file a request to the exam committee for a chance to do the second re-sit for a third year module on an earlier point in time.

#### *Article 6.13a Re-sits for the module exam of a compulsory module*

par. 1 A re-sit of (part of) the module exam has the same objectives as the original (part of) module exam.

par. 2 The re-sit of (part of) the module test of the module exam equals the original module test of the module exam. Deviations on this rule always have to be approved by the exam committee.

- par. 3 The re-sits for modules followed at Stenden SA must be settled at Stenden SA; a re-sit for a module followed at one of the sites of the Grand Tour must be settled at the site concerned.
- par. 4
- a. The student is entitled to a re-sit of the parts of the module exam for which this is applicable, once in the academic year in which a certain module was followed. The student can re-sit these parts of the module exam for which this is applicable only once in the following academic year.
  - b. For taking a re-sit for a test the student is free to choose the moment at which to take the re-sit within the re-sit time table: Each test may be redone during the first study week following the initial module, or the study week after the module following the initial module.
  - c. If a student has still not passed a certain module at the end of the academic year following the academic year in which the student followed that module, he/she must do the entire module again in a subsequent academic year.
- par. 5 If a student re-sits a module exam, the highest score per section counts and the student retains the other number of points that he has already obtained.
- par. 6
- a. The provisions of Article 6.3 and 6.3a, with the exception of paragraphs 2 and 3, and article 6.3b are fully applicable to re-sits of a module assignment
  - b. The provisions of article 6.7 are fully applicable to re-sits of a module test.
- par.7 On rewriting a module assignment the following must be handed in at the Module Coordinator's office:
- a) The original assignment with the feedback of the reviewer, including the filled out assessment form, unless the student did not participate the regular time;
  - b) The re-sit, including a not yet by the assessor filled out assessment form;
  - c) In case of a second re-sit also the first re-sit including the assessment form filled out by the assessor, unless the student did not participate in the first re-sit.
- If these requirements are not met the re-sit will not be marked.
- par. 8 Students can only collect assignments bearing their own name.
- par. 9 In case of a group task every member of the group is allowed to re-sit this task individually and let it be assessed.
- par. 10 It's the student's own responsibility to keep themselves informed on the re-sit dates.
- par. 11 For re-sit tests the student must register oneself by means of reply to the email sent out by the module coordinator.
- par. 12 When participating in a re-sit it is up to the student to check if the subject matter for that test has been changed.
- par. 13 In case a student after the second re-sit still failed a module it is under certain conditions possible to do a specific part of that module again. These conditions are:
- a. The student participated in the regular as well as in the second re-sit of the module;
  - b. The student has scored under the norm for only one part of the module exam;
  - c. The student has scored at least 65% of the maximum score on all the other parts of the module exam.

*Article 6.13b Re-sit of the module exam for minors (B.Com – BBA route)*

par. 1 Re-sit regulations for optional modules/minors is reflected in the concerning module book.

*Article 6.14 Retaking the dissertation*

For the re-sit of the dissertation the rules for the module assignment of a compulsory module apply without prejudice.

*Article 6.15 Module replacement assignment.*

par. 1 Students can be considered for a module replacement assignment (only once) under the following conditions:

- a. The assignment in question is for the last module to be passed.
- b. This module is among the compulsory post-foundation education programme and is not a module with practical education.
- c. The student must have taken the module and the accompanying module exam twice in the regular way.
- d. After taking the module for the second time, the student must have taken two re-sits for the module in question.
- e. The student must have obtained all other credits in his or her study programme.

par. 2 The nature and content of the assignment is determined by the module coordinator of the module concerned.

par. 3 The student is free to decide where to carry out the assignment and is entitled to use the school's facilities.

par. 4 To be considered for a module replacement assignment, a written request to that effect must be made to the Exam Committee.

par. 5 The student is entitled to regular feedback during the period that he or she is working on the assignment. The student is exclusively entitled to supervision during the school weeks.

- par. 6
- a. The assignment will be marked in terms of pass or fail. On handing out the assignment the criteria for assessing the module replacement assignment are given to the student in writing.
  - b. If the assignment is passed, the student receives the credits for the relevant module.
  - c. The result of the assessment is announced 3 school weeks at the latest after the assignment has been handed in.
  - d. Assignments will only be assessed during school weeks.

- e. The lecturer/assessor will inform the secretary of the Exam Committee without delay of the result of the assessment, who passes on the result to the Education Support Office Manager.
- par. 7            Re-sits are taken in the exactly the same way as the re-sit regulation for a module assignment.

*Article 6.16 Replacement of progress tests*

- par. 1            Under certain conditions a student can qualify for taking a progress exam instead of a progress test. This concluding exam consists of
- a) A complete progress test in addition to which per test item the answer is motivated which includes a literature referral according to Harvard Business Style;
  - b) Writing an essay;
  - c) Taking an oral test.
- par. 2            In order to be considered for this exam the following conditions must be met:
- a) On starting the application for the internship the student has not yet obtained a pass for the progress test of year 2
  - b) On finishing his internship the student has not passed one or more progress test(s);
  - c) The student must have participated in all possible test chances.
- par. 3            A request to be considered for taking the exam as mentioned under 1 must be directed at the Exam Committee.
- par. 4            The exam committee decides which lecturer will hold the exam.
- par. 5            When the exam is passed the student will be granted the study points for all the progress tests still to pass.

*Article 6.17 Retaking the internship*

The retake of an internship always takes place in South Africa.

*Article 6.19 Practical education through Work Based Learning*

Stenden South Africa respects the student's religious expression in clothing also during Work Based Learning. If a student makes these expressions recognizable, the following rules apply during Work Based Learning activities:

- a) The obligatory uniform is worn;
- b) The regulations for hygiene and security are observed;
- c) The expressions concerned fit in one of the known religious main streams;
- d) Expression concerned need to be issued before (four weeks) the beginning of the practice module to the Academic Dean. The Academic Dean will review the request after consulting with the industry partners involved.

**Article 7    Period of validity of exam sections**

No detailed specifications on the Exam Regulations.

**Article 7a Intellectual property**

No detailed specifications on the Exam Regulations.

#### **Article 8 Oral exam**

No detailed specifications on the Exam Regulations.

#### **Article 9 Determine the results**

##### *Article 9.1 General*

The final result of a module exam and the progress test results are sent to the students once per module / progress test and at the end of the academic year.

##### *Article 9.2 Module exam*

par. 1 A student has passed a module if he/she at least meets the standard.

par. 2 A student has not passed a module:

- a. if he has failed the norm of the module exam;
- b. if the module exam result has been declared null and void.

par. 3 No rights can be derived from provisional scores.

par. 4 If the result of a module exam cannot be published within 18 school days of the end of the relevant module period, the Exam Committee will inform the students as such, giving reasons.

##### *Article 9.3 Progress tests*

par. 1 Answers on the answer form handed in by the student are determinative for setting the test score.

par. 2 Students are permitted to keep issued test questions of the progress test.

par. 3 The provisional 'answer key' of the progress test is announced within one week after the test.

##### *Article 9.4 Result module exam*

par. 1 Students can review their exam papers and assignments by making an appointment with the module coordinator.

#### **Article 10 Right of perusal and storage period**

##### *Article 10.1 General*

par. 1 Following the announcement of the definitive result of the module exam, students have a right of perusal regarding (all parts of) the module assignment and the assessed forms, within two months after the last day of the test week in which (part of) the module exam was held, or – if not possible – at least ten school days (Saturdays not included) preceding a possible re-sit.

par. 2 Assessed assignments are kept in storage for the period of time that the relevant module has not yet been passed, but for a maximum of 5 years after the deadline for the second re-sit. The assignments are then destroyed.

- a. Module assignments belonging to a module that the student has passed are kept for at least 5 years following the last day of the module or the deadline/date for the re-sit. The assignments are then destroyed.
  - b. Module assignments belonging to a module that has not yet been passed after the second re-sit are kept for at least 5 years following the deadline/date for the second re-sit. The assignments are then destroyed.
- par. 5 Assessed assignments and tests are in principal not given to the student

#### **Article 11 Responsibility for module exams and assignments**

- par. 1 In case a test or assignment without being assessed gets lost beyond a student's control this course of events is determined by the exam committee. In addition the student together with the (secretary of the) exam committee agrees on a time and a form in which the (part of the) module exam can be redone.

#### **Article 12 Registration of the study results**

- par. 1 Study credits are administered by the Education Support Office Manager and approved by the Academic Dean. After each module, a printout from the student administrative system will be sent to the student and his / her sponsor displaying the results of that module. In addition an annual overview is sent out at the end of the academic year.
- par. 2 When the student decides to leave the study prematurely, results for exam components passed can be requested by the student. These can be withheld only when there are payments due.
- par. 3 The exam committee decides whether a student has passed examination at the end of his / her studies.

#### **Article 13a Cum Laude**

- par. 1 There is no cum laude arrangement for the foundation phase.
- par. 2 On graduating students receive the predicate 'cum laude' on their list of marks or their certificate if the following conditions are met in the post-foundation phase:
- a. all parts from the post-foundation phase, including the industrial placement, have been passed on the first attempt without re-sits;
  - b. the bachelor's dissertation done during the third study year must have been passed with a score of at least 80% of the maximum score to be obtained;
  - c. the business improvement project done during the internship must have been passed with an "excellent" (80% of the maximum obtainable score);
  - d. the student has achieved an average score of 80% over all modules.
- par. 3 The student, who believes to have obtained the right to the predicate 'cum laude', should apply to the exam committee. This request must be done at least one school week before the graduation ceremony.
- Par. 4 For students of cohorts before 2009, the old rules apply for a 'distinction': an average score of 75% over all modules and no re-sit assignment to be marked over 75%.

## **Article 14 Force majeure regulation**

### *Article 14.1 Invoking force majeure*

- par.1 A student can claim on the force majeure regulation if there is talk of circumstances that cannot be attributed to the student (force majeure). This is for the judgment of the module coordinator (in the case of educational activities within the module; see Article 14.4) or of the exam committee.
- par. 2
- a. A student's request to a module coordinator to be considered for the force majeure regulation for educational activities within a module can only be submitted after the last educational activity of the relevant module and must be in the possession of the module coordinator within 12 school days after the publication of the definite result of the regular test opportunity of the module exam (not being a re-sit of the module exam) at the latest.
  - b. The student's request to the Exam Committee to be considered for the force majeure regulation other than within a module (par. 2a) must be in the possession of the Exam Committee within 12 school days following the day on which the circumstance under par. 1 arose at the latest.
  - c. The request to qualify for the force majeure regulation must be settled at the Stenden South Africa campus site for modules done at Stenden South Africa and must be settled at a Grand Tour site for modules done at that site.
- par. 3 Once a student has taken a (progress) test or handed in an assignment, it is no longer possible to invoke force majeure regarding that test or assignment.
- par. 4 To be considered for the force majeure regulation while an assignment is being carried out, students must contact the (module) coordinator before the end of the period within which the assignment has to be handed in. The (module) coordinator will decide whether the student qualifies for the force majeure regulation and will make an arrangement with the student.
- par. 5 No rights can be derived from the consequences of a computer virus with regard to the force majeure regulation.

### *Article 14.2 Granting extra re-sits with force majeure*

- par. 1 Extra re-sits are not granted by the Exam Committee until the student has made use of all regular (re-sit) options other than the opportunity to which the force majeure situation applies, unless this is no longer possible within the academic year. In the latter case, the student can be offered the extra re-sit at an earlier date.
- par. 2 The Exam Committee is authorized to offer the extra re-sit in a different form. The extra re-sit must be equivalent to the original re-sit.

### *Article 14.3 Force majeure relating to educational activities*

- par. 1 Students can submit a request to the module coordinator for a compensation assignment relating to missed PBL/CBL meetings, presentations and so on if a force majeure situation has arisen.
- par. 2 In the request referred to in paragraph 1 of this article, the student must substantiate with documentary evidence the circumstance provided for in paragraph 1 of article 14.1. The student must also have met the following conditions:

- The student reported the absence on the same day to the Education Support Office Manager.
  - The absence is legitimate: at the discretion of the module coordinator or academic dean.
  - The student has participated in half of the total amount of PBL/CBL meetings of the module concerned. This demand is operated because those meetings do not only have the objective to let the student acquire knowledge, but also to let the student experience the process of cooperating, group participating, being chairperson, secretary and board secretary in a sufficient way.
- par. 3 The force majeure regulation will not be granted for students who have not met these conditions. Once the module coordinator has granted permission to use the regulation, he will decide, possibly under consultation with the relevant lecturer or tutor, the content and implementation of the compensation assignment.
- par. 4 The compensation assignment must substantively replace the missed section and be equal in terms of study load to that of the missed section.
- par. 5 Compensation assignments belonging to a certain academic year must be handed in during the same academic year and marked within 10 school days.
- par. 6 a. The module coordinator is responsible for arranging the assessment of whether the assignment meets the set criteria.
- b1. In the case of a compensation assignment for missed PBL/CBL meetings, the module coordinator still awards points for active participation which are in relation to the assessment of the assignment. The points cannot exceed the maximum possible points for one PBL meeting. This is in accordance with the PBL participation regulations (see the module book).
- b2. In all other cases, the module coordinator informs the student of the standard when issuing the assignment.
- par. 7 Students who are not in agreement with the assessment of a compensation assignment should follow the procedure described in Article 17.
- par. 8 Students can make up for a practical day that has been missed owing to force majeure under the following conditions:
- The student has reported his absence to the Education Support Office Manager before the shift commences at the latest, and
  - The student has submitted a request to catch up on the missed practical day to the module coordinator within two school weeks following the end of the relevant module period.

*Article 14.4 Force majeure regarding progress tests*

Has expired in view of article 14.1 par 2b

**Article 15 Facilities for physically or sensorial disabled students**

No detailed specifications on the Exam Regulations.

**Article 16a Rules governing the smooth progress of examinations (for students)**

Article 16 a of the Stenden SA exam regulations is applicable as is appendix 2 of the exam regulations “Rules for invigilators” with the exception of article 3.8 of these rules. Contrary to this article in order to proof having made and handed in the test a student must sign the attendance register when handing in the assignment.

*Article 16a.1 (Progress) tests*

par. 1 The student is obliged to confirm his / her attendance for the Progress test at the Education Support Office Manager’s office.

par. 2 Unless indicated otherwise in the issued exam papers, nothing is allowed on the table at which the student sits during the test, other than the test paper, the Education card, the answer forms, pen, pencil and an eraser. If students are allowed to use a dictionary, the dictionary must not be electronic or a translation computer.

par. 3 Students are obliged to switch their mobile telephones off before entering the exam location.

par. 4 The following requirements are set for the use of calculators during tests:

- The calculator must not be able to produce text on the display, but only figures;
- The calculator must not be programmable;
- The calculator must not be connected to the mains;
- The calculator must not be equipped with audio equipment, paper rolls, an alarm system and transmitting and receiving facilities;
- The calculator must not work according to a system other than the hierarchical algebraic method;
- The calculator may not be larger than pocket size.

par. 5 Students taking the (progress) test are obliged to completely fill in the answer form(s).

par. 6 When handing in the answer form(s) the student signs the attendance list and the invigilator initials a list alongside the student’s name indicating that the student has handed in the answer form.

par. 7 At the end of the test, the (main) invigilator completes a protocol on the course of the test, signs it and hands it in to the Education Support Office Manager who will send it to The Netherlands for computerised marking.

*Article 16a.2 Company presentations*

par. 1 Students in year 2 and 3 are expected to attend all company presentations as part of their Career Development programme.

**Article 16.b Irregularities**

*Article 16b.1 Irregularities during a (progress) test*

par. 1 In the event of unlawful actions on the part of students being established during a (progress) test, the invigilator will issue a written report on the matter to the secretary of the exam committee within 4 school days at the latest. The secretary of the exam committee will bring this to the agenda of the exam committee.

par. 2 The Exam Committee will give the student concerned the opportunity to verbally respond to the charge. The secretary of the Exam Committee will make a report which will be brought up in the meeting of the exam committee.

par. 3 During the settlement of the procedure, the result of the test of the student concerned will not be established or will be suspended.

*Article 16b.2 Irregularities during assignments*

par. 1 Students can only hand in (parts of) an assignment for one sole assignment. If the student again hands in (parts of) an assignment for another purpose, that will be deemed to be plagiarism of his / her own work.

par. 2 a. If, in the judgment of the assessor, the student has not adhered to the provisions of paragraph 1 of this article or the provisions of Article 6.3, paragraph 1 and 2, the assignment has been completed in an irregular manner.

b. The assessor will in that case report his findings to the module coordinator, who in turn will report his findings regarding the provisions of paragraph 2a to the secretary of the Exam Committee.

c. The student concerned will be heard by the secretary of the Exam Committee. The secretary of the Exam Committee will make a report which will be brought up in the meeting of the exam committee.

par. 3 The result of (parts of) the module examination of a student who, in the judgment of the module coordinator, has committed an irregular act, will not be established or will be suspended during the settlement of the procedure.

*Article 16b.3 Sanction for irregularities*

par. 1 a. If the Exam Committee finds on the basis of the available information that a student has acted in an unlawful manner for part of a module, at the most the result of the module exam of the relevant student can be declared null and void. The student will in that case not be permitted to re-sit the module during the current academic year (by means of a test and/or assignment) and will have to completely follow the module again in a subsequent academic year.

b. If the Institute Exam Committee finds that there has been an irregular act in an education unit other than a module, a sanction appropriate to the seriousness of the irregular act will be imposed on the basis of the Exam Regulations.

par. 2 In cases of fraud being committed by a student, the Exam Committee can deny that student the right to take one or more specified tests or exams at the institute for a period to be determined by the Exam Committee, up to a maximum of one year.

par. 3 In the event of irregularities occurring in the completion of a group assignment, the assignment can be declared null and void and the group members who were not guilty of the irregular act or not complicit in that act will be given the opportunity to carry out a new assignment.

par. 4 The exam committee can refer students who have acted in an irregular manner to the management of the institute for disciplinary measures.

## **Article 17 Objections and appeal procedure**

### *Article 17.1 Objections against exam committee decisions*

- par. 1 A decision of the Exam committee on a request is made known to the presenter of the request, either in writing or digitally, within 15 school days (Saturdays not included) after the exam committee ruled on it in her meeting. If solidly formulated this period can be extended with 5 school days (Saturdays not included).
- par. 2 The student may object when he / she feels not all evidence has been reviewed by the committee and ask the committee to review the case again. The committee will than seek the opinion of at least two other academic staff members and make a decision. This decision is final.

### *Article 17.2 Closed questions in a (re-sit of a) module test*

- par. 1 Students are entitled to issue objections against (the answer key of) test questions.
- par. 2
- a. Objections against the (answer key to) test questions must be submitted via email to the module Coordinator before the end of the fifth school day following the test at the latest.
  - b. For tests that are held during the study weeks at the end of the academic year, the objections must be submitted on the day on which the provisional answer key is issued.
- par. 3 It will be announced at least one school week before the test, if a different time schedule is applicable for handing in and handling of objections to the test.
- par. 4 Following the closing date, the relevant lecturers add their comments to the objections and can declare an objection well founded or unfounded. The Exam Committee bears ultimate responsibility for deciding whether a test question is cancelled or rescored.
- par. 5 Lecturers have a period of 6 school days to make their comments about objections put forward by students. For tests in the study weeks at the end of the academic year, there is a shortened period of 3 school days (not including the Saturday) for lecturers. The period for lecturers begins when the period for students referred to in paragraph 2 has elapsed.
- par. 6 Objections to and comments about the test questions can be freely called up by all students.
- par. 7 If within the set period the comments of a lecturer has not been added to a test question to which an objection has been made, the module coordinator of the module in question will decide after this period has passed whether the test question will be cancelled or rescored.

### *Article 17.3. The progress test*

- par. 1 Objections to (the answer key of) test questions of a progress test must be announced according to the instruction given on the test form.
- par. 2 In case a test objection is accepted it results in one of the following possibilities:
- a. the answer key for the item concerned is adapted or

- b. the test item will be cancelled
- par. 3 In case a test item gets cancelled the minimum amount of test items to be answered in the discipline concerned as well as the minimum amount of the total items to be answered are decreased with one. This means also that per cancelled item the pass norm is decreased with 0.3 points.

#### *Article 17.4 Other test forms*

Objections against tests other than the progress test or the module test with closed questions must be made known to the module coordinator within 6 school days. The module coordinator will then decide on the objection within 12 school days after the test and immediately informs the students of this decision by email.

#### *Article 17.5 Moderation*

- par. 1 All assessments are subject to moderation where a second assessor ensures the assessment criteria of the assessor have been applied in a fair and consistent manner.
- par. 2 Any discrepancies will be discussed between the assessor and the moderator where the moderators decision is final.
- par. 3 Assessment in year 1 and 2 will be moderated internally whereas assessment in year 3 will be moderated by an external lecturer.

#### *Article 17.6 The second opinion*

- par. 1 Students are entitled to a second opinion of a component of the module exam.
- par. 2 Students wishing to be considered individually or as a group for a second opinion on part of a module exam must make this request to the Exam Committee using the standard format. If the application for a second opinion is made by one student, whereas the assignment was done by two or more students, the altered result will only apply to the student who submitted the request. The other students can no longer be considered for a second opinion. They must however be informed about the second opinion request and must have co-signed the application form.
- par. 3 For consideration of the second opinion request a student must subject to the following procedure:
- a) Within 15 school days after publication of a (module) exam result, the student has a conversation on the assessment with first the assessor of the part concerned followed by the module coordinator. Assessor as well as coordinator signs the form after the conversation.
  - b) At the latest the request is handed in at the Exam Committee on the 15<sup>th</sup> school day after publication of a (module) exam result.
- par. 4 When making the application for a second opinion, the relevant assignment (if applicable) must be resubmitted (unaltered) to the Exam Committee accompanied by the original version containing

the feedback from the assessor. The Exam Committee will provide the assessor only with the assignment without previous comments and results.

par. 5 The Exam Committee appoints a second assessor, whose assessment is binding. The result of this second opinion must be known to the Exam Committee within 10 school days. The second assessor is someone other than the teacher/tutor who assessed the work at a previous stage.

par. 6 Making use of a second opinion can result in a student not (easily) being able to take the next possible resit. In that case, a new date for the resit will be determined under consultation with the Exam Committee.

### **Article 18 Hardship clause**

No detailed specifications on the Exam Regulations.

### **Article 19 Unforeseen circumstances**

No detailed specifications on the Exam Regulations.

### **Article 20 Introductory stipulations and title**

#### *Article 20.1 General*

par. 1 This module exam regulation becomes effective as of the study year 2009 and applies Hospitality Management students. Previous module exam regulations expire.

par. 2 These regulations can be cited as Module Exam Regulations Stenden SA, 2009.

## **3 Student Facilities & Services**

### **3.1 Information Services**

Stenden SA knows different information media. This guide is one of them. Furthermore the Stenden SA uses the following media:

- GROUPS; a shared drive on the computer network;
- Email; and
- Bulletin Boards.

Students are expected to read these media daily and both students and staff are expected to respond to communication within 24 hours during week days.

### **3.2 Student counselling**

You can contact our student counsellor with questions that relate specifically to your situation. Mr. Alroy Taai has multiple years of experience in coaching and counselling young people and can be contacted by email, phone, or at the office. Please refer to the staff list in the back of this document for details.

A student counsellor can provide information, advice, support or counselling for:

- study career questions (doubts about whether you have opted for the right study programme, a second study programme, advice about placements and optional modules)
- study skills and study planning
- personal problems (leaving home, fear of failing, coming to terms with bereavement, stress, relationship problems, etc.)
- study delays caused by special circumstances (Financial Support Scheme for the completion of studies)
- financial problems
- functional limitation and dyslexia
- conflicts, objections and appeals

Also, situations can arise in which you are confronted with undesirable behaviour at the campus or your placement organisation. Undesirable behaviour involves e.g. discrimination, aggression, violence, teasing, (sexual) assault and racism. The student counsellor has been appointed at Stenden SA as the confidential advisor for issues related to undesirable behaviour.

Please refer to chapter 5 for the contact details of Mr. Taai.

### **3.3 Disability & Study**

Please contact the Education Support Office Manager early in your studies if you suffer an impairment that may limit your studies.

### **3.4 Schedules & Module Books**

Schedules and module books are available latest at 8:00 on the Monday of the start of the module in the Library. Here you will receive your schedule and your module book for the new module. Schedules will also be placed on the Groups drive.

### **3.5 Registration of Study results**

All study results are administered by the academic administrator. The Education Support Office Manager also collects and holds the personal details of all Stenden SA students, receives the registration details of new registrations and is responsible for supplying relevant details about registered students to public authorities (the Ministry of Education, Culture and Science).

### **3.6 IT Services**

Stenden SA offers its students over 40 PC's on campus and Wireless internet capabilities around campus to ensure internet access through laptops. All lecture rooms are equipped with computers and projectors to facilitate PowerPoint presentations. Upon arrival each student will be assigned an account that features storage and email facilities. Stenden SA has a full time IT administrator that will gladly assist with any computer problems students may have.

Computers in the library are to be used for academic purposes only. Computers in the computer room may also be used for personal use and are accessible 24 hours a day.

To ensure high quality IT services, several rules and regulations must be followed by both students and staff. These rules and regulations are outlined under paragraph 4.5.

### **3.7 Library**

The Stenden South Africa library is equipped with all the necessary facilities for students to use during their studies. There are over 20 computers, over 4000 books, wireless internet (WIFI), copying facilities, newspapers, journals, magazines, and many other facilities to assist you with your studies. The library use is free of charge to all staff and registered students of Stenden South Africa.

The library is opened during weekdays from 8:00 to 20:00 during all modules and study weeks. During holidays it will be closed.

#### **Book loans**

A valid Stenden identification card must be produced when books are taken out or returned. If a card is lost, it must immediately be reported in writing to the library so that the unauthorized transactions may be prevented and so that a new card can be issued for the cost of the student. The cardholder is liable for any unauthorized transactions.

Different books will have different loan times. Some books may be loaned for a week, others for 3 days and others for 24 hours. It is the responsibility of the student to check when his/her books are due. One renewal will be allowed, unless another student has made a reservation. Fiction books will be loaned out for 2 weeks and one renewal of a further 2 weeks will be allowed.

Books with a "yellow-sticker" are only for reference in the library. This is to ensure that there is always a copy of a book available.

Other materials that are not available for loan are:

- Serials (journals, magazines, etc.)
- Reference Books
- Special collections
- Material that is put on the reserved shelf

A fine will be levied on all overdue books starting 24 hours after with a limit of the current purchase value of that book. When a student loses a book, he / she will be invoiced for the current value of that book. No books will be loaned to students who have not paid his/her library fines. Library fines must be paid in cash to the Librarian, who will issue a receipt and cannot be billed on the school fees bill.

Some main rules to keep the library a suitable place for study:

- Eating, drinking and smoking are not allowed in the library.
- Mobile phone use is prohibited in the library.
- Bags and bookcases, etc, may not be taken into the library.
- Noise levels should be kept to a minimum to allow other students the opportunity to read or study.

#### **Copyright and Plagiarism**

Stenden SA seeks to adhere strictly to international copyright rules and regulations. Students are expected to adhere to these regulations. Please refer to Article 6.3 par. 1 of the Exam Regulations and <http://www.whatiscopyright.org>

### **3.8 Hostel Facilities**

Stenden South Africa provides accommodation on campus, subject to availability. Most rooms are en suite, have ample living and studying space, and equipped to guarantee comfortable living. Single and double accommodation is available. As there is not enough accommodation on campus for all students, Stenden SA also provides accommodation off campus to students. This accommodation is within walking distance of the campus and features similar levels of comfort and security as the on-campus accommodation. It is regarded as part of the Stenden SA hostel facilities and falls under the same rules and regulations.

There are small lounges available for small groups that can be used. During functions the large public lounge / restaurant will be used.

Stenden SA serves three meals per day on times as determined by the operational department and the SRC, represented by the Food Committee. Students who live and eat on campus, should book for meals that they will not take, also during weekends.

The kitchen is not accessible to students except when they are on duty or when they do practical work, but facilities for beverages and snacks are available at all times in the dining room and bar. The restaurant can also be used for functions at which time wine and beer may be served. Students make use of the restaurant that is also used for training purposes. It is therefore important that students should keep the restaurant neat and clean at all times.

Laundry Services are available on campus, though this service may be outsourced to external parties. Detailed information on laundry services will be supplied in the orientation week.

The hostel gardens have beautiful views of the sea, marina and town. Braai facilities are available for student functions and can be organised through the SRC or with the campus supervisor.

We like to keep our campus clean and neat. For a large part of the year, the campus is home to most students and they would all like to live in a healthy, clean environment. It is therefore important that all work together on keeping the campus clean.

### **3.9 The Alumni Network**

The Alumni Network is the network for final year students and graduates of all Stenden SA study programmes. The purpose of the Alumni Network is to maintain structural contact between graduates (alumni) and Stenden SA study programmes. The Alumni Network ensures that alumni are kept informed about the most recent developments in the field of work, the study programme and the (career) developments of other alumni. On the other hand, the Stenden SA is kept informed of the careers of alumni and the developments on the labour market. This also gives the Stenden SA the opportunity to gain feedback about the education programme.

## **4. Student Rules & Regulations**

### **4.1 Introduction**

The Student Regulations set out your rights and obligations as a student.

Stenden SA reserves the right to make changes to the rules and regulations from time to time as deemed necessary and students will be notified by e-mail of such changes. Students are bound by the rules and regulations of each year and not only by those signed when they attended Stenden SA for the first time.

### **4.2 Compliance with regulations**



When students sign their Institute registration form, they subject themselves to the rules and regulations of Stenden SA, of which the Student Regulations form part.

All staff members and students share the responsibility of ensuring that students comply with the rules and regulations of the Institute.



Formal disciplinary measures may be implemented by the Academic Dean, the Deputy General Manager the Exam Committee, the Student Representative Council or any other disciplinary bodies, in accordance with the procedure prescribed in the Regulations for Student Discipline.

A student commits a transgression if he/she transgresses any rule of these regulations or any Stenden SA rule or regulation.

#### **4.3 Student Rules and Regulations Policy**

The complete student rules and regulations policy document is available on the Groups Drive:  Students  Rules and Regulations

#### **4.4 Students Rights**

Students rights are outlined in the student rules and regulations policy. The complete student rules and regulations policy document is available on the Groups Drive:  Students  Rules and Regulations

#### **4.5 Dress code**

How one dresses reflects personality, attitude and personal taste. In determining a dress code the pre-conceptions of people from the public have to be taken into consideration. Sloppy dress and poor hygiene standards are perceived by the public as indicative of poor service, low educational standards and a general 'don't care' attitude.

Uniforms are expected to be worn during guest lectures, functions, outings, work based learning, and any other event for which the management deems it important to provide a professional image of the campus and its students.

When students wear their uniform, they should be dressed in a professional way and keep up high hygiene



##### **Guidelines for professional appearance: Male Students:**

- Mobile phones are not permitted on the practice floor;
- Chewing gum and sweets are not permitted on the practice floor;
- Students are obligated to be in complete school uniform (pants, clean and ironed college blouse, tie and jacket;
- Students are obligated to have polished black shoes. Trainers, boots, platform shoes etc. are not permitted on the practice floor;
- Students should be clean shaven;
- Socks should be either black or navy blue and free of prints;
- The name badge should be placed on the left side of the shirt / jacket;
- Earrings, piercings and tattoos are not permitted;
- If hair is long it should be tied back;
- Extreme hair colour is not permitted;

- It is allowed to wear one watch and one ring per hand.

#### **Guidelines for Professional appearance: Female Students**

- Mobile phones are not permitted on the practice floor;
- Chewing gum and sweets are not permitted on the practice floor;
- Students are obligated to be in complete school uniform (skirts, clean and ironed college blouse and jacket);
- Students are obligated to have polished black shoes. Trainers, boots, platform shoes, ballerinas etc. are not permitted on the practice floor;
- A name badge should be placed on the left side of the shirt / jacket;
- Excessive make up piercings (tongue, one earring per ear) and tattoos are not permitted. Only one pair of small earrings;
- Long hair should be tied up and avoid extreme hair color (only natural or neutral colors);
- It is allowed to wear one watch and one ring per hand.
- Female students are required to purchase a black hand bag for formal outings. No coloured or beach bags are permitted.

During the orientation week, students will be briefed on personal hygiene and presentation whilst in uniform. Detailed information on self presentation is supplied on the Groups Drive:  Students  Rules and Regulations

#### **4.6 Health and Safety**

Stenden South Africa has an extensive emergency plan in place. This plan describes the principles of action in case of fire, accidents and other calamities.

In case of an emergency, please contact the campus manager. After office hours, the security guards on campus are in direct contact with police and ambulance services.

In terms of the Occupational Health and Safety Act, the general duties regarding health and safety of all students on campus are the following:

A person should

- Take reasonable care for the health and safety of himself and of other persons who may be affected by his acts or omissions;
- Carry out any lawful order given to him, and obey the health and safety rules and procedures laid down by Stenden SA, in the interest of health or safety;
- Report any (potentially) dangerous situation or accident to the Support Services Manager or to the health and safety representatives.
- In case of injury resulting in possible fracture to legs, back, or neck, or any accident resulting in an unconscious condition, or a severe head injury, the student is not to be moved until medical attention has been given by authorized personnel. If needed they will call emergency services and a doctor. The following staff members have first aid certificates:
  - Laurie Deutschmann
  - Bella Crabtree
  - Megan Walwyn
  - Mzameliki Dikeni

Common sense and personal interest in safety are still the greatest guarantees of your safety. We take your safety seriously and any wilful or habitual violation of safety rules will be considered cause for dismissal. Stenden is sincerely concerned for the health and well being of each student. The cooperation of every student is necessary to make this company a safe place in which to work.

### **Exits**

Make sure that you know where the nearest exit is to your workplace and where other exits are. Make sure that you know where the emergency exits are.

Make sure that you know about hazards near your workplace that require special steps to be taken in the event of, for example, a power cut or flood.

### **Emergency Instructions**

Follow these rules in an emergency:

1. Stop work and leave the building IMMEDIATELY when the fire alarm sounds or when you are instructed to do so!
2. Shut down any operations that may create additional hazards if left unattended, but only if it can be done without endangering yourself
3. Turn off computers, equipment, fans, etc., and close desk drawers.
4. Close windows, if it is safe to do so. Do not lock doors, but close them.
5. Follow instructions, avoid panic, and cooperate with those responding to the emergency.
6. Proceed to the designated or nearest exit. WALK, DO NOT RUN
7. Do NOT delay your exit from the building by looking for belongings or other people.
8. When leaving the building, go to a clear area well away from the building (the grass in front of the building or the grass behind the buildings where the soccer field is).
9. Do not obstruct fire hydrants or the responding fire/rescue workers and their equipment.
10. Do not move injured persons unless absolutely necessary
11. Do not re-enter the building until instructed to do so by your supervisor or fire/rescue worker.
12. Inform a member of the health and safety committee if you know of anyone who is not at the assembly point that should be there and if there are hazardous situations in the building that may aggravate circumstances

The above rules will be enforced. Periodic fire emergency drills may be conducted. Your life and the lives of others will depend on your cooperation.

Emergency plan:

In the case of emergency, it is the responsibility of the health and safety committee to:

1. arrange for evacuation of employees
2. render first aid
3. salvage and restore company operations

If you ever discover a fire:

1. Remain calm. Do not shout "Fire!"
2. Inform a member of staff.
3. The responsible person mentioned above will phone the fire brigade or dial "10111" and give the operator
4. the location of the fire, the floor, wing, and room number, if possible. SHOULD A MEMBER OF STAFF NOT BE NEARBY YOU SHOULD DO THAT YOURSELF

5. All persons should then proceed to the assembly point (grass in front of the building or grass at the back of the buildings where the soccer field is)
6. The health and safety officer or other member of the committee will then make sure that all persons are accounted for.
7. Confine the fire if possible.
8. Never enter a smoke filled room
9. Never enter a room containing a fire unless a back up person is present
10. Never turn your back on a fire, even if it appears to be out, be aware of possible re-ignition

Should a person's clothes catch fire:

1. Stop the person on fire from running
2. Drop the person to the floor or other horizontal surface to prevent flames and hot gas from rising to the head
3. Roll the person to extinguish the flames. Blankets can be used to cover the person and
4. exclude oxygen from the flames. You can also use water to extinguish the flames.
5. Immediately remove smouldering clothing and hot clothing that has adhered to the skin
6. Call for medical assistance

Explosives or suspicious device found on premises

1. Do not touch the device or try to investigate it
2. Immediately inform the health and safety officer or make alarm if the officer is not present
3. Notify the fire brigade and make sure that emergency services can get to the area
4. Make sure that all persons know that they have to evacuate the area immediately according to the emergency instructions
5. Prevent unauthorized persons to enter the area
6. In case of any other emergency, follow the emergency instructions

Should someone get hurt, follow the instructions in the safety rules and guidelines and report the incident immediately.



#### **4.7 Language Policy**

Stenden provides education for students from different nationalities and cultures who speak different languages. Our one common language is English. As such students and staff are expected to use English in all their communications to ensure all can understand and feel included.

#### **4.8 Residences**

Stenden South Africa offers rooms on or off campus to its students. To maintain a positive climate for study and relaxation there are rules and regulations which govern both on and off campus residences. Students will receive these rules during the orientation week and will have to sign for their acceptance of them as part of their contract with Stenden South Africa.

#### **4.9 Disciplinary Measures**

Disciplinary measures and processes are described in the student rules and regulations policy. This document is available on the Groups Drive:  Students  Rules and Regulations

## **PBL code International Hospitality Management**

### **Foreword**

Problem Based Learning (PBL) and Stenden SA International Hospitality Management (STENDEN SA): two terms for the same thing: education in the human dimension, in which students work together on solving a given problem. They learn from each other, they steadfastly follow the seven steps and immerse themselves in the sources: curious about new knowledge. The STENDEN SA staff member is the wise tutor: he or she supervises, supports and encourages. He or she bears responsibility and behaves in a manner befitting an excellent supervisor.

### **Introduction**

This sub-code is intended to provide STENDEN SA tutors with clear guidelines that STENDEN SA feels are important to PBL education. A distinction is made between five different aspects: a professional approach, contact with students, use of resources, use of instruments and, finally, being presentable.

### **Professional approach**

- As tutors, we recognise the importance of being present at tutor meetings according to the timetable. We do not leave others waiting, we are properly prepared and we call to cancel if we are unable to attend.
- If we miss a meeting, we personally make sure that we are informed of what was discussed.
- We are aware of the rules applicable at STENDEN SA and are completely familiar with the regulations applicable to PBL education.
- We keep the module coordinators informed of progress and the process of the module and other matters that are important to them. We thus create the conditions for optimum coordination of the various subjects, and a clear image of the performance of the PBL groups within the module is obtained.
- We ensure that the module is correctly concluded.

### **Contact with students**

- As tutors, we set an example for students with our attitude and behaviour. We behave, as we would expect them to behave.
- We adopt a careful approach to our responsibilities as tutors in respect of students and do not abuse our position.
- We arrive at the PBL meeting well prepared and on time. We take account of the availability of the room by monitoring the time during the meeting.

- If we want changes to be made to the timetable, we arrange this in good time with those responsible for timetabling.
- Prior to the module we agree a number of rules of play with the students so that everyone knows which behaviour is and is not accepted during the PBL meetings. We also discuss the consequences of not complying with these rules. For example students can be refused access to the meeting, they can be given a warning or points can be withheld from them. We also hold students accountable for unacceptable behaviour.
- As tutors, we actively listen to students so that we know what they expect from us and can act accordingly.
- We return to relevant questions if we are not immediately able to answer them. If we are not ourselves able to answer certain questions, we refer students to the right person.
- We evaluate the PBL meeting and our working method by asking students for feedback. When we come across problems, we look for solutions with the aim of improving the education.

### **Use of instruments**

- As tutors, we apply the seven steps and analysis methods consistently so that general agreement is reached on the way in which we give shape to PBL. The same applies to the use of the tutor instruction. We take this as the basis for steering and supporting students in completing their tasks.
- We adopt a careful approach to tutor instructions and make sure that students are not able to read the instructions. This means, for instance, that we do not leave them lying around in the classroom but store them properly.
- Use of resources.
- We leave classrooms neat and tidy for the next user.

### **Presentation**

In a number of situations, we set requirements for the personal presentation of students and teaching staff. It is the responsibility of the lecturer setting the task to determine the 'dress code', which then applies both to the student and the lecturer.