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Bachelor Leisure Management NHTV University of Applied Sciences

*Report of the extensive programme assessment
23-24 January 2018*

Utrecht, The Netherlands
April 2018
www.AeQui.nl
Assessment Agency for Higher Education

Colophon

Programme

NHTV University of Applied Sciences Breda

Bachelor Leisure Management

Location: Breda

Mode of study: fulltime

Croho: 30003

Result of institutional assessment: not applied for

Panel

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prof. dr. Ed Peelen, domain expert

Nicole Ferdinand PhD, domain expert

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Mark Delmartino MA, secretary

The panel was presented to the NVAO for approval.

The assessment was conducted under responsibility of AeQui VBI

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Summary

On 23 and 24 January 2018 an assessment committee of AeQui visited the Bachelor programme (International) Leisure Management at the NHTV Academy for Leisure in Breda. This four-year full-time programme of 240 ECTS consists of two variants: the Dutch-language Leisure Management programme and the English-Language programme International Leisure Management. Both variants share the same vision, aspirations and intended learning outcomes. As of year 2, the specialisation tracks preparing for specific graduation profiles are offered in either Dutch or English. Since 2014, the programme also caters for the track Attractions and Theme Park Management (ATPM), together with the NHTV programmes Tourism Management and Facility Management. For this assessment the committee has used the NVAO framework for extended programme assessment. The committee judges that each standard is of either good or satisfactory quality; the overall quality of the Bachelor programme (International) Leisure Management at NHTV Breda is **satisfactory**.

Intended learning outcomes

The intended learning outcomes of the leisure management programme are based on and guided by the national leisure management competency profile. On top of this profile, the programme has defined four competency domains which reflect the unique identity of NHTV. Each domain is linked to a number of competencies of the national profile. Both the competency model and the learning outcomes constitute an adequate basis for the programme but can be further operationalised as measurable (intended) learning outcomes that reflect the specific features of LM at NHTV. Moreover, while welcoming the programme's close cooperation with industry, the committee encourages the programme to also take into account the knowledge intensive character when further developing the curriculum contents. The committee also recommends making the own signature more explicit in the competency profile.

Curriculum

The committee considers that the professional orientation of the (International) Leisure Management programme has been strongly developed. The programme was already very practice oriented and the new curriculum brings this orientation to an even more comprehensive level. In terms of contents, the committee considers that the old curriculum was/is adequate and that the issues underlying the choice for a new curriculum are relevant. The build-up of the curriculum is logical and coherent, with plenty of opportunities for specialisation through the six tracks. While the outline of the new curriculum is clear, the panel noticed that there is still a lot of work

to be done in describing the curriculum components and in upgrading the Body of Knowledge and Skills. The committee thinks highly of the educational philosophy of NHTV and the didactic concept that underpins the leisure management programme. Moreover, it considers that this programme is really into student-centred education. The committee appreciates the approach adopted within the social innovation track to function as a kind of laboratory for educational experiments, which then trickle down to the other tracks. The admission procedure is adequate and well-documented. The committee appreciates the efforts of NHTV and the Academy to also cater for the needs of students with a secondary school degree that is not particularly preparing for higher education studies.

Staff

The committee considers that the Academy for Leisure disposes of sufficient staff including eight coordinators with adequate content, didactical and language qualifications to implement the programme. The Academy pays attention to professional development in particular: some staff are pursuing a PhD, others follow teaching or assessment qualifications. Staff members are open, accessible and enthusiast and operate as a professional community. Such teamwork constitutes a great strength for the programme and ensures that students are offered a truly student-centred experience.

Facilities

The committee considers that the current infrastructure is adequate. It fits the educational requirements of the programme and allows interaction among

students and between students and staff. In 2019, the Academy will relocate to a renovated building on the central NHTV campus. In line with the explicit policy at institutional and academy level that students are at the centre of all educational interventions, the tutoring and guidance services are of good quality. The committee considers that the distinctive value of tutoring lays in the individualized attention from coaches and lecturers, who look at the person behind the student number. This in turn ensures that there is a pleasant and informal atmosphere on campus.

Quality assurance

The committee considers that the Academy for Leisure is committed to quality and pursues this objective through an adequate quality assurance system. The committee noticed, moreover, that there is a dedication to continuous improvement among all stakeholders at the Academy. The bodies and individuals involved in quality assurance are competent. According to the committee this is not only a sign of individual capacity, but forms part of a wider quality culture within the Academy and the leisure management programme.

Assessment and learning outcomes achieved

The committee considers that the programme has an adequate assessment system that is based on the NHTV-wide testing framework. The programme's vision on assessment is aligned with its educational vision. Moreover, the programme pays ample attention to formative assessment and to providing systematic feedback to students. According to the committee, the Board of Examiners and its testing committee constitute an important and competent pillar in assuring the assessment quality of the leisure management programme. The committee furthermore established that each of the 15 theses it reviewed fulfils the requirements of a final bachelor product of professional orientation. The committee

agreed to the scores of the assessors and thought that the feedback in the evaluation forms was insightful. Moreover, leisure management graduates find a relevant position on the labour market that is commensurate with the level and object of their study. Notwithstanding these positive findings, the committee considers that there is room for improvement on individual aspects of assessment and on adjusting the graduation assignments to reflect the distinctive signature of the programme.

Recommendations

The (International) Leisure Management programme at NHTV has a considerable track record. The assessment committee considers that the recent changes leading up to the current programme have been for the better. While the Academy for Leisure and the programme can be proud of its achievements, there is nonetheless room for improvement. In order to bring the programme to an even higher level of quality in the future, the committee issues the following recommendations:

- to describe the programme framework (intended learning outcomes, curriculum structure and components, credits, etc.) in order to ensure accountability both internally and to external stakeholders;
- to operationalise the LM competency model in a set of measurable learning outcomes. In this respect, the programme may also consider designing a proper set of (verifiable) competencies that are based on the national profile but formulated in such a way that they reflect the distinctive signature of the Academy for Leisure;
- to enhance the programme's academic embeddedness by enlarging the BOKS and make the literature reflect the latest academic developments on leisure management;
- to design the new graduation assignment in such a way that the final product will reflect the signature of the programme.

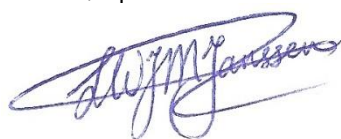
Overview

The judgements per standard are presented in the table below.

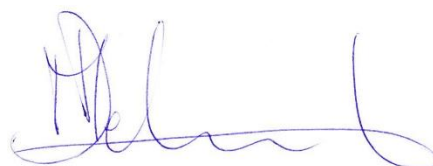
| Standard | Judgement |
|--|---------------------|
| 1. Intended learning outcomes | <i>Satisfactory</i> |
| 2. Orientation of the curriculum | <i>Good</i> |
| 3. Contents of the curriculum | <i>Satisfactory</i> |
| 4. Structure of the curriculum | <i>Good</i> |
| 5. Qualifications of incoming students | <i>Satisfactory</i> |
| 6. Staff: qualified and size | <i>Good</i> |
| 7. Accommodation and infrastructure | <i>Satisfactory</i> |
| 8. Tutoring and student information | <i>Good</i> |
| 9. Evaluation of the programme | <i>Good</i> |
| 10 Assessment system | <i>Satisfactory</i> |
| 11 Achieved learning outcomes | <i>Satisfactory</i> |
| Overall judgement | Satisfactory |

All standards of the NVAO assessment framework are assessed positively; the assessment committee therefore awards a positive recommendation for the accreditation of the programme.

On behalf of the entire assessment committee,
Utrecht, April 2018



drs. Lisa W.J.M. Janssen
Chair



Mark Delmartino, MA
Secretary

Introduction

This report concerns one bachelor programme in leisure management that is offered by the Academy for Leisure of NHTV in two variants: the Dutch-language Leisure Management programme and the English-Language programme International Leisure Management. Both variants share the same vision, aspirations and intended learning outcomes. As of year 2, the specialisation tracks preparing for specific graduation profiles are offered in either Dutch or English. The programme is rooted in the vision and educational philosophy of NHTV and its Academy of Leisure; key features of the programme are intensive cooperation with industry, personalised education putting students central in teaching the curriculum, and the conviction that a true leisure manager is essentially an Imagineer.

The institute

NHTV Breda is a university of applied sciences with about 7,000 students from over 100 countries. It was founded in 1966 as an institute offering bachelor's programmes in tourism and leisure. While these are still the core domains of its activities, NHTV currently also has degree programmes in Games, Media, Logistics and Built Environment. According to its educational vision 2014-2024, NHTV trains students to become graduates who are competent, qualified for the labour market, self-managing, (self-) responsible, creative and innovative.

Education and research at NHTV are organised through six Academies. The Academy for Leisure has a portfolio of professional, academic, bachelor, pre-master and master programmes in leisure studies, events management and Imagineering. Research-wise, it has professorships on topics such as Productivity in Leisure and Hospitality, Storytelling, Imagineering, and Business Development in Leisure.

The Academy has a long-standing cooperation with the Efteling, which has resulted in the creation of the Efteling Academy. It also participates in the Centre of Expertise Leisure, Tourism & Hospitality (CELTH), a joint initiative of NHTV with Stenden University and HZ University of Applied Sciences.

The programme

The (International) Leisure Management programme is a four-year full-time bachelor programme of professional orientation, amounting to 240 ECTS. It has two variants: the Dutch language Leisure & Events Management programme and the English-language programme International Leisure Management. The curriculum is organised thematically: subjects such as economics, management, communication and market research are delivered in content-related projects and assignments, rather than in separate topics.

Four elements make up the backbone of NHTV's vision of its leisure management degree programme: cooperation with industry, knowledge-intensive, Imagineering, and personalisation of education. Furthermore, internationalization is a crucial part of the strategy and the vision of future education and employment markets.

The regular programme takes four years. Depending on their secondary education degree (vwo, Abitur) students can opt for a fast track of three years. In year 2, all students opt for one study track, which is offered in either Dutch or English; some tracks have additional admission requirements:

- Leisure management (NL)
- Cultural venue management (NL)
- International event management (EN)
- International leisure management (EN)
- Social innovation (EN, with selection)
- Attractions and theme parks management (EN, with selection)

The curriculum is in a transition phase. In the current academic year 2017-2018, the new curriculum is offered in years 1, 2 and 4. Only year 3 is organised (for the last time) according to the old version.

The assessment

The NHTV Academy for Leisure assigned AeQui VBI to perform a quality assessment of its bachelor programme (International) Leisure Management. In close co-operation with the Academy for Leisure and the programme management at NHTV, AeQui convened an independent and competent assessment committee. A preparatory meeting with representatives of the programme was held to exchange information and plan the date and programme of the site-visit.

In the run-up to the site visit, the assessment committee has studied the self-evaluation report on the programme and reviewed a sample of the-

ses accepted during the last two years. The findings of the report and the results of the thesis review were input for discussions during the visit.

The site visit was carried out on 23 and 24 January 2018 according to the programme presented in attachment 2. During the preparation and the site visit, the panel has explicitly discussed and taken into account the several programme assessments in the cluster. The committee has assessed the programme in an independent manner; at the end of the visit, the chair of the assessment committee presented the initial findings of the committee to representatives of the programme and the institution.

In this document, the committee is reporting on its findings, considerations and conclusions according to the NVAO framework for extended programme assessment. A draft version of the report was sent to the programme management in March 2018; its reactions have led to this final version of the report.

Intended learning outcomes

The profile of the Leisure Management (LM) programme offered by the Academy for Leisure is rooted in the educational vision of NHTV. The intended learning outcomes of the programme are based on and guided by the national leisure management competency profile. On top of this profile, the programme has defined four competency domains which reflect the unique identity of Leisure Management at NHTV. The LM competency model is relatively new; each of its four competency domains are linked to a number of competencies of the national profile, which serve as (intended) learning outcomes. For the ATPM track, 10 competencies of the three cooperating programmes were selected. Both the competency model and the learning outcomes constitute an adequate basis for the programme but can be further operationalised as measurable (intended) learning outcomes that reflect the specific features of LM at NHTV. Moreover, while welcoming the programme's close cooperation with industry, the committee encourages the programme to also take into account the knowledge intensive character when further developing the curriculum contents. The committee also recommends making the own signature more explicit in the competency profile. The assessment committee qualifies the intended learning outcomes as **satisfactory**.

Intended learning outcomes

Standard 1: The intended learning outcomes of the programme have been concretised regarding content, level and orientation; they meet international requirements.

Findings

The profile of the leisure management programme as offered by the Academy for Leisure is rooted in the educational vision of NHTV: in order to prepare students for the future international employment market, all study programmes develop a set of key qualifications which allow students to develop into versatile and broadly skilled professionals. NHTV graduates are competent and qualified for starter positions, self-managing and (self-) responsible, and creative and innovative. This institutional vision underpins the key features of the (International) Leisure Management programme: (i) cooperation with leading businesses and organisations from industry, (ii) a knowledge-intensive curriculum for students offered by an institution that develops multidisciplinary knowledge with partners; (iii) Imagineering as methodology for experience and process design; and (iv) personalisation of education to reflect the diversity of students preparing for sub-sectors of the leisure industry. The committee gathered from several discussions on site that the four key features form indeed the backbone of

the LM programme; while interviewees were referring extensively to industry, Imagineering and personalisation, there was less attention to the knowledge intensive character of the programme or to the relation between the AfL (NHTV) research lines and the education offered in the LM programme.

The intended learning outcomes of the leisure management programme are based on and guided by the national leisure management competency profile. This profile, which is reviewed regularly (the last time in 2013), has been created using the Dublin Descriptors and the Bachelor of Business Administration standard. While the national profile is offering a commonly acknowledged basis, it also leaves room for individual programmes to include their own specific profiles and competencies. For the ATPM track, 10 competencies of the three cooperating programmes were selected. The programme perceives the set of national leisure competencies as an adequate reflection of the skills, attitude and knowledge elements that today's leisure managers need to possess. Industry, however, found it hard to apply the individual competencies separately from each other in actual practice. Because everyday reality is more complex and intertwined than the isolated competencies in the profile, the programme

has defined four competency domains which are recognised in industry and reflect the unique identity of Leisure Management at NHTV. Each domain is linked to a number of competencies of the national profile.

The self-evaluation report and the discussions on site were very informative on the so-called 'LM Competency Model AfL', which was finalised in 2016. In this model, leisure experiences take centre stage because that is what the leisure management degree programme is all about: the ability to create and produce meaningful (international) leisure experiences geared to the target group and in keeping with the values of potential clients. The model features four components: leisure productions (knowledge of leisure and the leisure sector); running businesses (operate flexibly in a dynamic setting as business managers or independent professionals); design and marketing (the role of the experience designer in the concept phase to develop new concepts based on strategic input and own insights); and stakeholder management (partnerships to create value networks through new business models). The entire competency profile is held together by Imaginering (create a culture of innovation and engagement and design meaningful experiences).

Based on the written materials, the committee acknowledges both the set of intended learning outcomes and the LM competency model as relevant building blocks of the programme. The committee moreover understands from the discussions that the programme aims for an holistic approach to leisure management. However, the committee did not see the result of the – reportedly implemented integration of intended learning outcomes in the LM competency model i.e. measurable (intended) learning outcomes that reflect the specific features of LM at NHTV.

Considerations

Throughout the discussions, the assessment committee gathered that the exercise of merging the set of national competencies with the distinctive profile of the leisure management has been an

extensive endeavour involving students, lecturers, staff and industry. The resulting LM competency model looks adequate in catching the particularities of the NHTV programme profile. Moreover, in terms of intended learning outcomes, the underlying national competency set ensures that the final qualifications are formulated correctly in terms of content (leisure management), level (bachelor) and orientation (professional).

According to the committee, the programme now has two tasks ahead: first, to disseminate the model widely thereby indicating clearly what is the signature of the leisure management profile at NHTV. For a long time, Imaginering has been the unique selling proposition – and a distinctive feature of the programme. In the meantime, however, it has been internalised, it is part of the DNA of NHTV and has become mainstream at the Academy for Leisure programmes. Therefore, the programme needs to look for a new signature that is recognised by all stakeholders and permeates the profile, curriculum and graduation assignments. One guiding question could be: what defines the student who graduates the leisure management programme at NHTV? The discussions on site with various stakeholders did not yet reveal one obvious unique selling proposition. Two elements struck the committee as distinctive: the link with industry and the attention to personalised education.

Secondly, the committee considers that the competency model needs to be operationalised in a set of explicit (intended) learning outcomes which are measurable not only at the end of the four-year programme but also allow to demonstrate the increase in competence acquisition throughout the different phases of the curriculum. Given the development of the Academy's own competency model, the committee considers that the programme is strong – and distinctive – enough to design its own set of competencies that are of course based on the national profile but are formulated in such a way that they reflect the signature of the Academy for Leisure.

Furthermore, the committee noticed that internationalisation is both a key issue and a challenge for the programme. In full recognition of what the Academy is already doing in this field, the committee considers that the international dimension of the bachelor (International) Leisure Management can – and should – be more clearly integrated in the operationalisation of the programme’s learning outcomes.

Finally, the committee has noticed in the materials and during the discussion that over the last few years the programme has been developing in close cooperation with industry. Whilst considering this approach as good practice to ensure that the programme is relevant to industry, the committee is nonetheless concerned that such reliance on industry may divert the attention from

the knowledge intensive orientation of the programme. The backbone of NHTV’s vision of its leisure management programme is made up among other things of close cooperation with industry and its knowledge intensive character. Throughout the site visit discussions and in most part of the materials, the committee did not encounter much of the latter component, while according to the committee it constitutes an integral and essential part of the programme and its development.

Based on the interviews and examination of the underlying documentation, the assessment committee qualifies the intended learning outcomes as **satisfactory**.

Curriculum

The committee considers that the professional orientation of the (International) Leisure Management programme has been strongly developed. The programme was already very practice oriented and the new curriculum brings this orientation to an even more comprehensive level. In terms of contents, the committee considers that the old curriculum was/is adequate and that the issues underlying the choice for a new curriculum are relevant. The build-up of the curriculum is logical and coherent, with plenty of opportunities for specialisation through the six tracks. While the outline of the new curriculum is clear, the panel noticed that there is still a lot of work to be done in describing the curriculum components and in upgrading the Body of Knowledge and Skills. The committee thinks highly of the educational philosophy of NHTV and the didactic concept that underpins the leisure management programme. Moreover, it considers that this programme is really into student-centred education. The admission procedure is adequate and well-documented. The committee appreciates the efforts of NHTV and the Academy to also cater for the needs of students with a secondary school degree that is not particularly preparing for higher education studies. In this respect, the committee is concerned about the programme's intention to set a cap on enrolment because it raises concern about the viability of the six tracks.

Orientation

Standard 2: The orientation of the curriculum assures the development of skills in the field of scientific research and/or the professional practice.

Findings

The leisure management curriculum has always been practice oriented and this was already recognised in the previous assessment visit in 2012. The programme has been relatively unchanged for five years until the Academy for Leisure decided to prepare a thorough revision of the curriculum in 2015 and 2016. The new set-up, which was introduced in year one in 2016-2017 and discussed with several stakeholders including representatives of the professional field, has a strong connection with (international) industry.

The committee gathers from the materials and the discussions that the professional dimension of the programme is visible in the curriculum in different ways and at all stages. During the first two years, disciplinary knowledge that is relevant for leisure management is taught in an integrated way throughout different courses with a clear focus on the leisure management domain. Because practising in real-life situations is key for professional development, the transfer of professional skills occurs in interaction with real-life clients

right from the very start of the programme. Another novelty in the curriculum is that the third year consists of one or more placements in which the interaction between theory and practice is key. Students are away for the entire year but come back to the Academy every Monday for reflection and exchange of experiences. The minor programme in year four is under responsibility of the Academy's research program lines, and therefore fully aligned with these research lines: storytelling and consumer experiences; place making and events; Imagineering and creative entrepreneurship. The students work in groups on complex projects for real clients. The graduation trajectory has been adjusted in the new curriculum from a more 'classic' thesis to a graduation assignment that is closely linked to a specific need of an industry client.

Considerations

The committee considers that the professional orientation of the (International) Leisure Management programme has been strongly developed. The programme was already very practice oriented and the new curriculum brings this orientation to an even more comprehensive level. The committee is impressed by the way the professional orientation is present in all aspects of the programme – courses, assignments, placements –

as well as in the minds of its stakeholders: students, staff, examination board, programme committee, management and industry. According to the committee, the core business of the Academy for Leisure is education, and within this education they managed to develop a real professional community. Industry representatives indicated very clearly that they think very highly of this programme because it prepares students for what is needed in industry. In this regard, an important feature of NHTV students (and graduates) is their competency at strategical level, keeping the focus on what is needed by / important for industry.

Based on the interviews and examination of the underlying documentation, the assessment committee qualifies this standard as **good**.

Contents

Standard 3: The contents of the curriculum enable students to achieve the intended learning outcomes.

Findings

The self-evaluation report describes extensively the transition process from the 'old' to the 'new' curriculum. In terms of curriculum set up, a lot of staff from the Academy for Leisure have been involved. This has resulted in translating competencies from the national profile and the LM competency model into a curriculum blueprint, a Body of Knowledge and Skills and Attitudes (BOKS), into course modules with their respective learning goals, testing matrices and assignments.

The implementation of the curriculum is in full transition: only year one is currently offered for the second time and year three 'new style' is yet to be delivered. The information gathered by the committee therefore referred to both old and new curriculum. Several interviewees indicated that the old curriculum was not bad – on the contrary: students appreciated it very much – but that it required an overhaul to align it with the new vision and profile of NHTV and the Academy for Leisure.

The new programme is presented in appendix 4. The build-up as such is logical and coherent, with plenty of opportunities for specialisation through the six tracks that each focus on one particular aspect of leisure / event management. Although the outline of the new curriculum is clear, the panel noticed that there is still a lot of work to be done. Moreover, it was not possible to establish if each track is equally challenging and whether the curriculum as a whole is sufficiently challenging from an academic point of view.

The committee noticed that the literature that forms the basis for the BOKS was rather basic and consisted mainly of general management manuals and books on topics related to leisure management that were relevant as such but not necessarily reflecting state-of-the-art knowledge and developments in the field. The committee understands from the discussion that there is one generic BOKS for the entire programme, which is not further broken down per track. While the programme provided the committee with an extensive overview of the models and themes that are presented throughout the curriculum, the students interviewed seemed not equally knowledgeable about the literature and the models underlying the programme or the respective specialisation tracks.

Finally, the committee gathered from the discussion that internationalisation is a challenge, but also a crucial part of NHTV's vision on education and the Academy's objective to prepare students for the labour market. However, the committee noticed that notwithstanding the names of some specialisation tracks there was relatively little attention in the new curriculum to the international dimension of leisure and events management.

Considerations

Although it is too early to issue conclusions on the success of the new curriculum, the committee considers that the old curriculum was/is adequate and that the issues underlying the choice for a new curriculum are relevant. Moreover, the committee is satisfied that the development from old

to new curriculum has been a team effort involving all relevant staff and students; the transition is therefore not a mere paper exercise but constitutes an innovation that is 'owned' by the Academy for Leisure team.

Nonetheless, such change trajectory also requires evidence for external accountability and this part of the exercise still needs to be strengthened. The committee therefore advises the Academy for Leisure to produce a detailed description of the entire programme, including the curriculum components and their respective position within the different specialisation tracks.

The new curriculum has been set up taking into account the needs and expectations of the professional field. It is not clear, however, to what extent the revised curriculum contents have been informed by academic developments. Anyway, based on several discussions on site, the committee considers that the (new) curriculum can enhance its academic embeddedness. It therefore suggests that the programme enlarges the current BOKS and adjusts the literature to reflect the latest academic developments on leisure management. Moreover, the literature should not only cover the general domain of leisure management, but also focus on each of the six specialisation tracks in order to help students identifying what literature is relevant to their specific domain of study.

Based on the interviews and examination of the underlying documentation, the assessment committee qualifies this standard as **satisfactory**.

Structure

Standard 4: The structure of the curriculum encourages study and enables students to achieve the intended learning outcomes.

Findings

The self-evaluation report contains an extensive description of the educational philosophy that underpins the leisure management programme.

The committee noticed that student-centred learning has been and still is the leading principle in educational design at NHTV. Moreover, the programme has formulated ten design principles, which have been derived from the vision on education, the LM competency profile and from evidence-based learning theory. These principles relate to both programme level and the didactical set-up of curriculum components. Throughout the discussions, the committee has encountered examples of how each of these principles are accommodated in the everyday reality of the curriculum.

The committee also noticed that the overall programme structure both in the old and the new curriculum – is coherent and likely to bring students to achieving the envisaged competencies: a propaedeutic phase with basic knowledge, skills and attitudes; then a year of placement, coupling theory to practice; and finally a graduation trajectory with a specialist real-life group assignment (or a study period abroad) and an individual thesis assignment. The progress test is used to measure individual developments at regular intervals throughout the programme.

Personalisation of education is an important component of the programme; the committee has noticed throughout the discussions that this is a claim which the programme manages to deliver. Due to its size, the programme can organise six different specialisation tracks and within each track students feel comfortable to pursue their own individual interests. Students, moreover, are very satisfied with the small size of the classes, which contribute to acquiring the learning goals and create a pleasant environment. The positive atmosphere is also created in the learning communities the programme is increasingly using as a didactic instrument: in year one and two, students are taught the value of sharing and exchanging knowledge, experiences and success stories among each other and with the teacher and the client. In the learning path professional leadership there is attention to developing the right learning attitude and professional skills.

Overall, students indicate they are satisfied with the study load. The biggest pressure is in year one, notably in weeks when several deadlines come together. Moreover, the programme introduced the 'standard is standard' principle: students have to obtain 60 ECTS within their first year to continue their studies. Introduced in 2016/2017, the result from the first cohort shows that 66% of the students enrol in year two. Students indicated that this new principle, although causing stress, is also an incentive to work hard and be involved actively in group assignments.

Considerations

The committee thinks highly of the educational philosophy of NHTV and the didactic concept that underpins the leisure management programme. Moreover, the committee considers that NHTV, the Academy for Leisure and this programme are really into student-centred education. The discussions on site, including the testimonials during the open consultation hour, have provided plenty of evidence that education is the core business of this programme and that a student is not a number but a person despite the big number of students in the programme.

The committee appreciates the approach adopted within the social innovation track to function as a kind of laboratory for educational experiments, which then trickle down to the other tracks. Furthermore, the placement component within the programme is really strong, and this also applies to the variety of assignments with real-life clients. From a didactical point of view, the committee considers that the envisaged structure of the third year is particularly interesting with students coming back every week to the Academy to exchange experiences and reflect with the group on the placement.

Based on the discussions on site, the committee suggests the programme to continue monitoring the risk of freeloading in the group assignments. In this respect, the committee welcomes the pro-

gramme's growing attention to individual assignments, for instance in semester 4. Such individual tasks, which often have a research-based character, also prepare students for the final graduation trajectory.

Based on the interviews and examination of the underlying documentation, the assessment committee qualifies this standard as **good**.

Incoming students

Standard 5: The curriculum ties in with the qualifications of the incoming students.

Findings

The programme disposes of a clear admission process, which is in line with the requirements of Dutch law. Students with HAVO or VWO diploma with all profiles except Culture and Society are permitted. Moreover, students with a VWO-diploma or a bachelor's degree can opt for a fast track of three years.

In order to inform potential candidates, the Academy for Leisure organises several open days and open evenings; moreover, interested students can participate in orientation days. Several students indicated to the committee that the open days and orientation days eventually convinced them to enrol at NHTV.

Students who are insecure about studying at a university of applied sciences can follow a special NHTV trajectory, called MHBO Events. It is organised in cooperation with de Rooi Pannen, an MBO-education provider for marketing, leisure and events. Students who successfully finish the two-year programme at de Rooi Pannen obtain an MBO-4 diploma which gives admission to the three-year short-track programme.

Students who enrol on the programme are welcomed at the start of the year with a three-week programme called 'arrival at your destination'. During the first semester, students have weekly class meetings with a regular coach and choose

three (out of four) courses to train skills that fit their personal needs: time management, brain knowledge, presentation skills and information processing. Several students indicated they felt very welcome at the start of the year and – a few years into their programme are still benefitting from the personal skills training courses.

Until now there was no selection procedure; the programme focused on the self-selection of students by providing realistic information and self-tests. The committee learned that it is NHTV strategy to introduce a numerus clausus with selection procedures for all programmes. As of 2018-2019, there will be a cap on enrolment of 400 students for the LM programme.

Considerations

The committee considers that the admission procedure so far has been adequate and well-documented. It appreciates the efforts of NHTV and the Academy to also cater for the needs of students with a secondary school degree that is not

particularly preparing for higher education studies. The academy, moreover, goes at lengths to inform potential students to come to NHTV and to welcome the freshmen.

While the committee understands the rationale behind the decision for an institution-wide numerus clausus and the programme's strive for (higher) quality, it is nevertheless concerned that the combination of a selective admission procedure with the 'standard is standard' principle will jeopardise the possibilities of the so-called 'slow starters', i.e. good quality students who need more time to get acquainted with the topic and the requirements of higher education studies but eventually obtain equally good results.

Based on the interviews and examination of the underlying documentation, the assessment committee qualifies this standard as **satisfactory**.

Staff

The committee considers that the Academy for Leisure disposes of sufficient staff including eight coordinators with adequate content, didactical and language qualifications to implement the programme. The Academy pays particular attention to professional development: some staff are pursuing a PhD, others follow teaching or assessment qualifications. Staff members are open, accessible and enthusiastic and operate as a professional community. Such teamwork constitutes a great strength for the programme and ensures that students are offered a truly student-centred experience. The assessment committee qualifies the programme staff as **good**.

Staff

Standard 6: The staff is qualified and the size of the staff is sufficient for the realisation of the curriculum in terms of content, educational expertise and organisation.

Findings

In the self-evaluation report, the Academy for Leisure (cl)aims to be a great place to work for its staff, and that it focuses on personal development. The discussions with lecturers, also during the open consultation hour, confirm this claim.

The programme features eight coordinators: one for the Dutch and English-language propaedeutic phases and one for each of the specialisation tracks. According to figures provided in the self-evaluation report, the Academy features 117 employees (92 fte) of which 70% are involved in teaching; 83% hold a master's degree, while 15% have a PhD. Eleven percent of the lecturers are from abroad and many lecturers and researchers have extensive international experience; three professors are involved in education.

NHTV policy states that a professor is responsible for determining the course of his/her research theme and he/she bears responsibility for its general and methodological quality. The professor is expected to fulfil an active role in the educational program and has a role in curriculum innovation.

During the visit, the committee consulted a table with all teaching staff, their level of education, didactical and testing skills, language proficiency, domain of expertise and connections to industry. This table and the discussions show that the pro-

gramme has a sufficient number of staff with adequate competences (content, didactics and language) to implement the programme.

Lecturers indicated to the committee that there is room for personal development, with management motivating staff to do a PhD. Currently, several staff are involved in obtaining an assessment certificate (BKE), while members of the Board of Examiners and the Testing Committee should obtain a senior qualification.

The committee noticed that staff is working as a team, which facilitates the programme to develop and experiment with innovations. Moreover, the joint approach of staff to the curriculum overhaul has avoided freeloading as well as serious complaints about workload.

Considerations

The committee considers that the Academy for Leisure disposes of a professional staff with the academic and professional qualifications experience to implement the programme. It fully agrees to the statement by several stakeholders that staff is the essence of the programme because both lecturers and support teams are eventually delivering the quality that the programme, Academy and NHTV are striving for. In order to maintain such quality, staff has ample opportunities for personal development.

Furthermore, the committee encountered staff members who are open, accessible and enthusiastic. Moreover, staff is operating as a team, as a

professional community; this teamwork constitutes a great strength for the programme and offers a truly student-centred experience.

Based on the interviews and examination of the underlying documentation, the assessment committee qualifies this standard as **good**.

Services and facilities

The committee considers that the current infrastructure is adequate. It fits the educational requirements of the programme and allows interaction among students and between students and staff. In 2019, the Academy will relocate to a renovated building on the central NHTV campus. In line with the explicit policy at institutional and academy level that students are at the centre of all educational interventions, the tutoring and guidance services are of good quality. The committee considers that the distinctive value of tutoring lays in the individualized attention from coaches and lecturers, who look at the person behind the student number. This in turn ensures that there is a pleasant and informal atmosphere on campus.

Accommodation and infrastructure

Standard 7: The accommodation and material facilities (infrastructure) are sufficient for the realisation of the curriculum.

Findings

The committee convened at the Academy for Leisure, which has been located in these buildings since 2006. The Academy is somewhat distant from the main NHTV building and the city centre. The premises are adequate for the number of students and the type of education that is offered.

The building features a library and a canteen, as well as various open spaces such as the IMALab and the Performatory, and workspaces for students and classrooms that fit small groups of students. Classrooms are equipped with digital smartboards and high-speed Internet connection. Lecturers have offices per team, which are situated near the classrooms and workspaces.

The digital infrastructure has reportedly been enhanced over the past few years: students have access to information via N@tschool and through a personal portal.

The committee was informed that the Academy for Leisure will relocate to the central campus of NHTV in the summer of 2019.

Considerations

The committee considers that the accommodation and infrastructure is adequate. It fits the requirements of the programme and the number of students. Its set-up facilitates interaction among

students and between students and staff. Nonetheless, the committee understands the wish of the management to move to more centrally located premises that feature state-of-the-art facilities and will allow for more cross-disciplinary interaction.

Based on the interviews and examination of the underlying documentation, the assessment committee qualifies this standard as **satisfactory**.

Tutoring and student information

Standard 8: Tutoring and student information provision bolster students' progress and tie in with the needs of students.

Findings

The materials and discussions demonstrate that students are in the centre of the educational attention at the Academy for Leisure. Students indicated during the visit that already at the information days, the Academy manages to transfer a positive vibe about studying at NHTV. Students also appreciate the efforts of the Academy to make them feel welcome at the start of the programme.

Tutoring is well embedded in the first year of the programme through coach meetings. Moreover, students feel personally addressed by the staff in the small-scale teaching modes and in lectures featuring interactive discussion. Students indicated to the panel that at NHTV they are 'not just a student, but a personality' and that the pro-

gramme considers students to be 'junior professionals'. Individual testimonials from students who had experienced individual private and/or educational setbacks showed that student counsellors support students very effectively and look at the individual behind the student (number).

The committee learned that over the past few years, the Academy has been paying particular attention at helping slow progressing students to catch up, notably in the final phase of the programme. Currently, a lot of effort goes into preventing study delay and in informing students about the changes in the curriculum. The latter point is particularly timely, according to the committee, as several students indicated that they did not notice much about the new curriculum and the impact this may have on their own trajectory.

Considerations

The committee considers that the available information and guidance services are of good quality.

The strength – and distinctive value – of the tutoring and guidance offer is that these services are tailored to the individual student and delivered in line with the student-centered philosophy of the Academy and NHTV. Moreover, there is an informal and safe atmosphere for students, who feel at home in the Academy and respected by staff and clients.

According to the committee, the individual success stories and appreciations by students are very strong. They are the result of a deliberate policy of NHTV and the Academy for Leisure which place students at the centre of their educational interventions.

Based on the interviews and examination of the underlying documentation, the assessment committee qualifies this standard as **good**.

Quality assurance

The committee considers that the Academy for Leisure is committed to quality and pursues this objective through an adequate quality assurance system. The committee noticed, moreover, that there is a dedication to continuous improvement among all stakeholders at the Academy. The bodies and individuals involved in quality assurance are competent. According to the committee this is not only a sign of individual capacity, but forms part of a wider quality culture within the Academy and the leisure management programme. The assessment committee qualifies the quality assurance as **good**.

Findings

Quality assurance (QA) at the Academy for Leisure is part of the overall NHTV system and based on the Plan-Do-Check-Act cycle. Planning happens through several policy documents that have been written or updated over the past few years and which define the overall goals of (good quality) education. Lecturers are executing the policy by delivering courses, trainings and projects. After each semester, relevant stakeholders such as students, business partners or company supervisors check the quality of the courses and internships through surveys that are based on the quality goals set. The findings from these surveys are discussed with all stakeholders and its results are used to improve quality in case of deficiencies or maintain the elements that are good.

The committee spoke to several bodies and their representatives who manage the quality process, such as the quality team, the Board of Examiners and the degree programme committee. They invariably indicated that the Academy is taking quality assurance very seriously, a feature that the committee also noticed when reading the self-evaluation report, which contains many tables with individual survey results.

Given this attention to quality, the committee was surprised that not all programme documentation on the new/old curriculum was at hand in the self-evaluation report or during the visit. It suggests the programme to develop such curriculum-related descriptions in order to ensure accountability both internally and to external stakeholders.

Considerations

The committee considers that the Academy for Leisure has a clear commitment to quality which it achieves through an adequate quality assurance system. It has encountered a leisure management programme that is very proud of its achievements but at the same time remains open to its points of improvement.

Moreover, the committee has noticed that throughout the Academy there is a dedication to continuous improvement, and this at various levels: at the level of the Academy, it was decided to overhaul the curriculum, although surveys indicated that the old curriculum was still getting positive scores; when lecturers are informed about deficiencies, then they do not only correct these but also check formally and informally if the new approach entails indeed a quality improvement; students reported flaws in individual curriculum components (such as the organisation of placements) and follow-up on the alternative; the Board of Examiners is aware of the issue of free-loading in assignments and is currently looking for ways to overcome this problem.

The committee considers that all stakeholders involved in quality assurance are competent and dedicated to continuous improvement. This, according to the committee, is not only a sign of individual capacity, but also part of a wider quality culture within the Academy for Leisure.

Based on the interviews and examination of the underlying documentation, the assessment committee qualifies this standard as **good**.

Assessment and achieved learning outcomes

The committee considers that the programme has an adequate assessment system that is based on the NHTV-wide testing framework. The programme's vision on assessment is aligned with its educational vision. Moreover, the programme pays ample attention to formative assessment and to providing systematic feedback to students. According to the committee, the Board of Examiners and its testing committee constitute an important and competent pillar in assuring the assessment quality of the leisure management programme. The committee furthermore established that each of the 15 theses it reviewed fulfils the requirements of a final bachelor product of professional orientation. The committee agreed to the scores of the assessors and thought that the feedback in the evaluation forms was insightful. Moreover, leisure management graduates find a relevant position on the labour market that is commensurate with the level and object of their study. Notwithstanding these positive findings, the committee considers that there is room for improvement on individual aspects of assessment and welcomes the programme's current efforts in this regard. Similarly, the committee thinks that the quality of the theses can go beyond generic quality levels when the recently adjusted graduation trajectory takes on board the intended knowledge intensive orientation of the curriculum and reflects better the distinctive signature of the programme. The assessment committee qualified assessment and achieved learning outcomes as **satisfactory**.

Assessment

Standard 10: The programme has an adequate assessment system in place.

Findings

The leisure management programme is based on competency driven education. Competencies have been integrated in the various curriculum components and can be assessed in an integrated manner. Assessments are used to verify whether students have attained the desired level and to give students an insight in the level reached and their progress. The system consists of different assessment methods, both summative and formative.

To ensure that students actually develop knowledge, the progress test was introduced in 2016-2017. It is an extensive multiple-choice test (200 questions) that assesses the cognitive objectives of the curriculum. The progress test is taken four times per year, twice in a formative form and twice in a summative form. Both progress tests provide students with feedback demonstrating how they scored on the various learning outcomes of the programme.

In the programme's vision on assessment, authentic testing takes an important position: assessment is organised as close as possible to the industry, in the industry and for the industry's benefit wherever possible. Students often create professional products or carry out practical assignments. They mainly do so in team but there are also individual parts of assignments. The assessment of such assignments is conducted at group level, but also individually as each assessment has a mandatory individual component. Moreover, during placement and graduation phases, the student individually completes several assignments.

The committee noticed that feedback and formative assessment as a form of feedback is becoming increasingly important in the programme. Every form of assessment involves students receiving feedback in addition to the assessment.

During the visit, the committee spoke to representatives of the Board of Examiners and the testing committee. The leisure management programme has its own examination board, which has mandated the testing committee to ensure the quality of tests and assessments. The testing

committee also guides individual colleagues in the development of tests and the composition of assessment forms. The Board of Examiners and the testing committee made a competent impression and are well equipped for their tasks.

The self-evaluation report and the discussions on site revealed that because of the numerous group assignments, free riding behaviour of students is a concern that has full attention of the programme management and the Board of Examiners. The programme is currently attempting to reduce such behaviour by including a mandatory individual component in each group assignment that is also assessed individually.

Considerations

The committee considers that the programme has an adequate assessment system that is based on the NHTV-wide testing framework. Moreover, the programme's vision on assessment – including elements such as authentic testing is aligned with its educational vision. The committee appreciates the attention of the programme to formative assessment and to providing systematic feedback to students as an element of continuous improvement.

Furthermore, the Board of Examiners and its testing committee operate in line with their respective tasks and responsibilities. They constitute according to the committee an important and competent pillar in the quality assurance system of the programme.

Based on the sample of theses and their evaluation forms, the committee considers that thesis evaluation is performed adequately. Committee members mostly agreed to the scores of the assessors and thought that the feedback in the evaluation forms was insightful.

The committee has noticed that some components of assessment are not yet developed, are unclear or provide room for improvement. First and foremost, it is not clear to the committee how the programme establishes that the intended

learning outcomes have been achieved to the envisaged extent: the assessment of individual course components is based on individual learning goals, but there is no clear link between assessing these learning goals at course level and the fulfilment of the ten learning outcomes at programme level. Moreover, the programme being in transition, the committee did not see the full range of assessment tools: some tests will be run for the first time later in 2018, while other tests still need to be developed in view of their first run in 2018-2019. Based on the discussions on site, the committee is confident that also these assessments will reflect the vision of the programme and be in line with the overall NHTV testing system.

Based on the interviews and examination of the underlying documentation, the assessment committee qualifies this standard as **satisfactory**.

Achieved learning outcomes

Standard 11: The programme demonstrates that the intended learning outcomes are achieved.

Findings

The graduation trajectory consists of a thesis and a final competency exam. The latter component tests students in a holistic way on knowledge, skills and attitude regarding the leisure field as a whole and their preferred subject/sub-sector in particular. In the old curriculum, the thesis consisted of an individual piece of applied research. In the new curriculum, the students can choose between three different graduation assignments: a research assignment; an advice and design assignment; or an implementation assignment.

The committee has reviewed a sample of fifteen theses – representing both the old and the new curriculum submitted and accepted between 2015 and 2017. In each case the committee thought that the quality of the thesis was sufficient and reflected the requirements of a final product of professional orientation at bachelor level.

While quality and technical execution were adequate, the committee did not see the programme-specific signature in the theses. For an ambitious leisure management programme that distinguishes itself through Imagineering, this focus was not present in the final products. It struck the committee, moreover, that none of the theses (in the sample) had a high score: because grading was accurate, the committee wonders if the programme caters enough for excellency in the graduation trajectory.

Further to the discussions on site, the committee gathered that more attention will be paid to research skills training, to the graduation assignment and to the supervision trajectory in the future. The programme intends to create graduation groups as a form of community learning where students give and receive feedback on their work and advise each other.

The information materials and the discussion on site indicate that overall, students have a positive opinion on their ability to start as a leisure professional. According to an alumni survey, students think that at the time of graduation, they are least knowledgeable about/skilled in information and communication technology and financial subjects. Because this finding is in line with what leisure industry professionals have said, the new curriculum pays more attention to both subjects. On the other hand, thinking in a creative way, gathering information and cooperating are skills students have learnt most during their studies; these qualities are also acknowledged by the leisure industry professionals.

Considerations

The achievement of the intended learning outcomes is established by looking at the quality of the final thesis product and at the jobs young

graduates move into after their studies. The committee has established that each of the 15 theses it reviewed fulfils the requirements of a final bachelor product of professional orientation. In this respect, leisure management students eventually achieve the intended learning outcomes.

Furthermore, the information materials and the discussions have demonstrated that upon graduation leisure management students find a relevant position that is commensurate with the level and object of their study.

While the combination of both considerations definitely warrants a satisfactory judgement on this standard, the committee noticed that the ambition and signature of this leisure management programme is not fully reflected in the final product. The committee advises the programme to design the new graduation assignment in such a way that the final product will reflect the signature of the programme. Moreover, the committee found the quality of the theses to be adequate. The committee considers – and welcomes the programme’s intentions in this respect that by enhancing the knowledge intensive orientation of the curriculum contents, students will be in a position to demonstrate through the final product that they are effectively capable to work at a level that reflects the proper ambitions of the programme and the expectations of the professional field. Moreover, the committee is confident that the recently adjusted graduation trajectory will within two years lead to theses that will better reflect the programme’s distinctive signature.

Based on the interviews and examination of the underlying documentation, the assessment committee qualifies this standard as **satisfactory**.

Attachments

Attachment 1 Assessment committee

| Naam panellid (incl. titu- latuur) | Korte functiebeschrijving van de panelleden (1-3 zinnen) |
|---|---|
| drs. L.W.J.M. Janssen | Lisa Janssen treedt regelmatig op als voorzitter van visitatie-panels namens AeQui |
| prof. dr. E. Peelen | De heer Peelen is partner en medeoprichter van ICSB Marketing and Strategy; daarnaast is hij bijzonder hoogleraar content marketing aan de Universiteit van Amsterdam en academic director van de Amsterdam Advanced Graduate School (in oprichting). |
| N. Ferdinand PhD | Ms Ferdinand is senior lecturer Events Management aan Bournemouth University. |
| F.F.M. Reimer | Mevrouw Reimer is operations manager bij LivStyle Entertainment / ID&T Groep |
| J. Hahn | Joris Hahn studeert B Bedrijfseconomie aan de RUG |

All panel members have signed a declaration of independence prior to the assessment, the declarations were sent to NVAO.

Attachment 2 Program of the assessment

Tuesday 23 January 2018

- 12.30 Arrival committee
- 13.00 Internal consultation committee
- 14.00 Managing Board and Management
- Hein van Oorschot, President Executive Board NHTV
 - Arend Hardorff, Director Academy for Leisure
 - Margreet Toonen, Management Team Academy for Leisure
 - Ewout Sanders, Management Team Academy for Leisure
 - Moniek Hover, Professor Storytelling
- 15.00 Industry
- Rachel Xiang Feng, Consultant Touristic and Leisure Development, Professor SHNU Shangai
 - Frens Frijns, CEO 013 Pop Venue
 - Gert-Jan van den Nieuwenhof, General Manager B-to-B at Ahoy Rotterdam
 - Riemer Rijpkema, Director Branch Organisation CLC / Vecta
 - Olaf Vugts, Director Imagineering at Efteling
- 16.00 Alumni
- Anke van den Broeck (2013), Brabant C
 - Janneke ten Caten (2017), YURR Studio
 - Koen de Lepper (2017), Plopsa De Panne
 - Nika de Jong (2017), Groenhuysen
 - Tim Veldman (2014), NextNovate
 - Valentijn van der Wal (2016), ArtFX Events
- 16.45 Internal consultation committee
- 17.15 Short feedback and closure of day 1

Wednesday 24 January 2018

- 09.00 Arrival committee – consultation information table
- 09.30 Lecturers
- Olaf Ernst, Lecturer Stakeholder Management – Coordinator Graduations and Final Exams
 - Patrick van der Gaag, Lecturer Business Administration – Coordinator Propaedeutic Phase
 - Dorothe Gerritsen, Lecturer Event Marketing – Coordinator International Events Management track
 - Jacco van Mierlo, Lecturer Community Design – Chairman Curriculum Committee
 - Youp Selen, Lecturer Process Design – Coordinator Social Innovation track
 - Bart Stadhouders, Lecturer Storytelling and Change Management – Coordinator ATPM track
 - Fiona Verspoor, Lecturer Accounting and Finance

- 11.00 Showcase: The Challenge
Created and performed by Daniëlle, Emiel, Jesse & Stevie (fourth year students)
- 12.00 Students
- Dex Buijs, year 1, LM (Dutch)
 - Vince Smolders, year 1, ILM track (English)
 - Lene Lilledal, Norway, year 2, SI track (English)
 - Tina Shtereva, Bulgaria, year 2, IEM track (English)
 - Tara Jonkers, year 2, ILM track (English) - member programme committee
 - Wietske Hertogh, year 3, CVM track (Dutch)
 - Mike Veroude, year 3, ATMP track (English)
 - Amber van der Laar, year 4, ILM (English)
- 13.00 Lunch
- 13.45 Exam Committee
- Thomas van Velthoven, Chairman Exam Committee
 - Maaïke van de Sande, Secretary Exam Committee – member Programme Degree Committee
 - Monique Schulte, Chairman Testing Committee
 - Ilse Cornelissen, Member Testing Committee
- 14.45 Walk-in time – four people made use of this opportunity
- 15.00 Internal consultation meeting
- 17.30 Feedback and closure of site visit

Attachment 3 Final qualifications

The Leisure Management programme features a LM Competency Model: Leisure Experiences take centre stage in the model, which consists of four competency domains: Leisure Productions, Running Businesses, Design & Marketing, Stakeholder Management. The model is held together by Imagineering, the academy's distinctive feature.

The competency model is linked to the ten national leisure management competencies, which constitute the guiding principle of the LM programme at NHTV:

1. Developing a vision of society and the role of leisure therein
2. Developing new strategies for the public and/or the private sector
3. Creating and marketing meaningful leisure experiences
4. Directing within networks
5. Organising, managing, analysing and improving business processes and organisations
6. Applying HRM in the light of the organisational strategy
7. Analysing and implementing financial and legal aspects in the creation of leisure products and services
8. Developing, implementing and evaluating process of change
9. Self-directing competency
10. Social and communicative competency

Attachment 4 Overview of the programme

The Leisure Management curriculum consists of four years. As of year 2, students choose among following tracks:

- Cultural Venue Management (Dutch)
- Leisure Management (Dutch)
- International Leisure Management (English)
- International Events Management (English)
- Social Innovation (English – upon selection)
- Attractions & Theme Parks Management (English – upon selection)

The curriculum is in a transition phase. In the current academic year 2017-2018, the new curriculum is offered in years 1, 2 and 4. Only year 3 is organised (for the last time) according to the old version. What follows is an outline of the curriculum as it is offered in 2017-2018.

Year 1

Leisure (10 ECTS)

Productions (10 ECTS)

Professional Leadership (6 ECTS)

Languages (4 ECTS)

Guest Experience Management (6 ECTS)

Business Innovation (6 ECTS)

Human Capital (6 ECTS)

Management Game (4 ECTS)

Languages (4 ECTS)

Professional Leadership (2 ECTS)

Progress Test (2 ECTS)

Year 2

Quest (18 ECTS)

Playground (8 ECTS)

Languages (4 ECTS)

Project Stakeholder Management (22 ECTS)

Deep Dive Public and NGO sector (2 ECTS)

Languages (4 ECTS)

Progress Test (2 ECTS)

Year 3

Leisure (6 ECTS)

Research (3 ECTS)

English (4 ECTS)

Creative Leadership (2 ECTS)

Placement (40 ECTS)

Competency exam (5 ECTS)

Year 4

Minor (30 ECTS)

Graduation project (25 ECTS)

Competency exam (5 ECTS)

Attachment 5 Documents

Educational Experience for a Life in Leisure, Self-evaluation Leisure Management, NHTV AfL, 2017.

Materials put at disposition during the site visit, organised along the following themes:

- General Information NHTV + Academy for Leisure: annual reports, internationalisation, etc.
- Propaedeutic phase
- Minors
- Study Manuals
 - Year 1 new competency profile
 - Year 2 new competency profile
 - Year 3 new competency profile
 - Year 4 new competency profile
- Tracks Leisure Management
 - International Leisure Management
 - International Events Management
 - Cultural Venue Management
 - Social Innovation
 - Attraction & Theme Parks Management
- Overview Lecturers AfL 2018
- Plans regarding the new campus
- Quality Team
- Testing Committee
- Library
- Business Desk

Materials provided in digital format:

- LOLTM (2013). *National Leisure Management Profile 2013*.
- NHTV (2015). *NHTV: steering a clear course. Positioning NHTV*.
- NHTV (2017). *Creating Professional Value. Strategy 2018-2021*.
- NHTV (2014). *Education@work 2014-2024. Educational Vision of NHTV Breda University of Applied Sciences*.
- NHTV (2016). *Strategy, Education and Research NHTV. NHTV testing framework*.
- NHTV (2015). *NHTV Quality Assurance System for Education*.
- NHTV (2015). *Basic and Senior Examining Qualification at NHTV Proposal BKE/ SKE*.
- NHTV (2016). *Regulations pertaining to Boards of Examiners NHTV*.
- NHTV (2017). *Regulations on Degree Programme Committees NHTV*.
- NHTV (2014). *ATPM Study Programme Profile*.
- NHTV (2017). *ATPM Study Guide 2017-2018*.
- AfL, NHTV (2015). *Minutes meetings with the industry*.
- AfL, NHTV (2016). *Leisure Management Competency Model AfL*.
- AfL, NHTV (2012). *Verslag Imagineering – Bijzonder kenmerk*.
- AfL, NHTV (2015). *Overview of the Body of Knowledge and Skills per semester*.
- AfL, NHTV (2015). *Design assignments semester 1, 2, 3 & 4 and year 3*.
- AfL, NHTV (2017). *(I)LM Evaluations – Summary of evaluation results of stakeholders over the past years*.
- AfL, NHTV (2017). *Education Guidebook Leisure Management 2015-2021*.

- AfL, NHTV (2017). *NSE Results for (I)LM. Summary of results of National Student Survey over the past years.*
- AfL, NHTV (2017). *Fact sheet - organisation Leisure specific minors.*
- AfL, NHTV (2017). *Visie op onderzoekend vermogen en onderzoekende houding.*
- AfL, NHTV (2017). *Het nieuwe derde jaar.*
- AfL, NHTV (2017). *Onderwijsvisie en Programma Track in social innovation 2017-2022.*
- AfL, NHTV (2017). *Improvement matrix Year 1.*
- AfL, NHTV (2017). *Professionalisation @ AfL2017-2021.*
- AfL, NHTV (2017). *Induction programme new employees AfL.*
- AfL, NHTV (2017). *Quality care at AfL – Organisation, procedures, instruments.*
- AfL, NHTV (2016). *Testing Policy Plan (International) Leisure Management 2016-2019.*
- AfL, NHTV (2017). *Manual Progress Test 2017-2018.*
- AfL, NHTV (2017). *Handbook Graduation Assignment Process (new style).*
- AfL, NHTV (2017). *Handbook Thesis assignment 2017-2018 (old style).*
- AfL, NHTV (2017). *Assessment models graduation assignments (3 versions).*
- AfL, NHTV (2017). *Course outline CE3 (final) exam (new style).*
- AfL, NHTV (yearly). *Annual evaluation planning.*
- Dam, van A. (2016). *Imagineering in jaar 1 en 2, AfL NHTV.*
- Bouwer, J (2017). *Final Report: Integration of Business Ethics in all NHTV Curricula: Activity 2b of NHTV Strategic Plan 2013 – 2017.* NHTV.
- Round Table LM (2017). *Co-creating Events & Designing Experiences, NHTV.*
- Want, D. (2017). *Report employee survey Academy for Leisure.* Rotterdam: Integron BV.

Graduation Projects of NHTV Leisure Management students with following student numbers:

- ILM 120212
- LM 131274
- LM 132892
- LM 131908
- LM 120388
- LM 123093
- LM 133669
- ILM 131086
- LM 120692
- LM 102967
- ILM 122857
- ILM 120252
- ILM 131164
- ILM 123422
- ILM 131033