



## **Stenden University of Applied Sciences**

### **Leisure Management**

- Bachelor (full time)
- Associate Degree (full time)

### **Limited Programme Assessment**



# Summary

In November 2017, a NQA assessment panel conducted a limited programme assessment of the existing Bachelor and Associate Degree programmes in Leisure Management of Stenden University of Applied Sciences (Stenden) in Leeuwarden and in Emmen. The curriculum of the Associate Degree programme almost completely coincides with the first two years of the Bachelor programme. The panel assesses the quality of the programmes as **satisfactory**.

## Standard 1: Intended learning outcomes

Students of Leisure Management are educated to become leisure managers on a tactical level (Associate Degree) or on a strategic level (Bachelor). The educational programme is based on the national profile and competences. The Bachelor and the Associate Degree programmes' competences and the learning outcomes are related to the Dublin descriptors. The level and orientation of the programme fit within the national framework.

Leisure Management follows the profile of Stenden University which is distinguished by problem-based learning, internationalisation, applied research and sustainability. The panel advises the programme to work on the development of a more specific profile for leisure management. Leisure Management of Stenden can profile itself as the educators of a new generation of leisure managers, who know how to manage events and give a meaningful interpretation to leisure. The panel assesses standard 1 as **satisfactory**.

## Standard 2: Teaching-learning environment

The panel thinks Leisure Management is an example for other educational programmes because of the contents of the curriculum and the educational concept of design-based learning.

The Associate Degree programme coincides almost completely with the first two years of the Bachelor programme. The Associate Degree programme aims at students who are uncertain to follow a four year programme. This seems to work well as half of the graduates continue with the Bachelor studies.

The contents of the curriculum consist of courses with a focus on the subjects: management, value creation, leisure skills and work experience, including networking. In the third year students can choose from three specializations: Sport Management, Event Management, and Art and Culture Management. Students get into contact with the professional field through assignments, projects and internships.

From the start students learn how to do research and how to apply research methods in projects and assignments. The panel concludes students acquire a research attitude they can use well in their future work. Internationalization is essential for the leisure manager. The Bachelor programme is offered in Dutch and in English. The panel was impressed by the opportunities for international activities that are offered to both students and staff. In the curriculum the programme could make more use of intergrating Dutch and foreign students.

The panel is impressed by the educational concepts of problem-based and design-based learning. These concepts are utilized in group projects. Design-based learning is fitting for an educational programme in leisure management where creative and innovative solutions have to be found. On the other hand the panel feels more coaching can be useful at the beginning of the programme to prepare students for problem-based and design-based learning.

There is a very enthusiastic and committed team of lecturers. The workload of the lecturers is rather high, but they do not perceive it as a problem. The panel was impressed by the open space area in the Future Lab where students and lecturers can interact, but realises that it may be hard on lecturers to continually be available for students.

The panel assesses standard 2 as **good**.

### **Standard 3: Assessment**

The programme has a well-balanced test policy in place. There is a variety of tests and assessments that are suitable for checking whether the learning outcomes are realized. The panel is pleased with the balance of group work and individual work that is in line with the system of problem based learning. In tests and assignments realistic contexts are used. The panel appreciates the way the grading is done, based on rubrics. The marking is placed on-line so students and staff can check it. The feedback for students is organised well and much appreciated by students. The panel thinks the programme handles 'piggy-backing' very well.

The panel was impressed by the guarantees in the programme to assure the quality. Not only the Examination Committee and the Test Committee are doing a good job, but also the lectures and examiners discuss, internally and with other universities, how they are grading. The panel appreciates the benchmark with a university from Denmark.

The panel finds the systematic way the test policy is operationalized and the way it is supported by the quality assurance of assessment an example for other programmes.

The panel assesses standard 3 as **good**.

### **Standard 4: Achieved learning outcomes**

The panel concludes that the students that graduate from the Associate Degree programme and from the Bachelor programme have achieved the intended learning outcomes. The panel finds the Bachelor graduates well-prepared for the leisure industry. The Associate Degree programme has the 'Proeve van bekwaamheid' to complete the study. The panel advises the programme to include a more substantial final project for the Associate Degree students to show the students have mastered the intended competences and that they are ready to enter the professional field.

The theses for the Bachelor programme could be strengthened. The research proposal is checked by the coach and the second examiner. This could be done more rigorously because the quality of the thesis depends on the formulation of the research question. Also the methods used could be expanded on.

The panel found the marking of the theses a bit confusing. The panel advises the programme to pay more attention to clear markings in the appraisal forms. The panel is pleased with the four-eyes principle that is applied. It suggests to the programme to go even further by using external examiners.

The panel assesses standard 4 as **satisfactory**.



# Contents

<b>Summary</b>		<b>3</b>
<b>Introduction</b>		<b>9</b>
<b>Short outline of the programme</b>		<b>11</b>
<b>Standard 1</b>	<b>Intended learning outcomes</b>	<b>13</b>
<b>Standard 2</b>	<b>Teaching-learning environment</b>	<b>16</b>
<b>Standard 3</b>	<b>Assessment</b>	<b>23</b>
<b>Standard 4</b>	<b>Achieved learning outcomes</b>	<b>26</b>
<b>General conclusion of the study programme</b>		<b>29</b>
<b>Recommendations</b>		<b>31</b>
<b>Appendices</b>		<b>33</b>
Appendix 1	Programme for the site visit	35
Appendix 2	Documents examined	38





## Introduction

This report contains the assessment of the existing study programme in Leisure Management (full time) that is offered by Stenden University of Applied Sciences (Stenden). The part time AD program, that started in 2017, is part of the pilot 'Flexibilisering' and not part of this assessment. The assessment was conducted by an audit panel compiled by NQA on behalf of Stenden and in consultation with the Leisure Management programme. Prior to the assessment, the audit panel had been approved by the NVAO.

The report describes the panel's findings, considerations and conclusions. It also contains some recommendations for the study programme. The report has been prepared in accordance with the *Assessment framework for the higher education accreditation system of the Netherlands* (NVAO, 2016) and the *NQA Protocol 2017 for limited programme assessment*.

The site visit took place on 23 and 24 November 2017.

The audit panel consisted of:

- Prof. dr. E. Peelen (chair)
- N. Ferdinand PhD (domain expert)
- Drs. W.M.J.M. Roovers (domain expert)
- N.C. de Chauvigny de Blot (student member)

Drs. P. Göbel, external NQA-auditor, acted as secretary of the panel.

The assessment is part of a cluster assessment. To ensure alignment between separate audit panels, all panel members have received a similar instruction with regard to the assessment framework. Part of this instruction are the calibrated assessment criteria. Alignment is further guaranteed by creating sufficient overlap between different panels. Furthermore, also taking into account that every audit has an individual programme as starting point, the panel members that take part in several audits within an audit group can reflect on former and upcoming audit visits within the same audit group if this is relevant. Finally, alignment between panels is secured by employing, whenever possible, the same secretary and by the use of panel chairs that have been trained by Hobéon and NQA.

The study programme has provided the panel with a self-evaluation report. Its form and content comply with the requirements of the appropriate NVAO assessment framework and the NQA protocol. The panel studied the self-evaluation report as well as a sample of fifteen Bachelor theses and five final works from the Associate Degree programme completed in 2015-2016 and 2016-2017. The self-evaluation report and other materials have enabled the panel to reach a well-considered judgement. As a special feature, the panel wants to mention here that the visitation was organized by students of Leisure Management, with Tom as host. In this way the visitation was in line with the specific character of the programme. These conditions didn't influence the audit itself.

The panel declares that the assessment of the study programme was carried out independently.

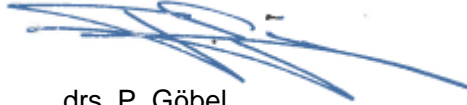
Utrecht, March 1, 2018

Panel chair-



prof. dr. E. Peelen

Lead auditor



drs. P. Göbel

## Short outline of the programme

The Leisure Management programme is part of the School for Leisure and Tourism Management, one of the seven Schools of Stenden University of Applied Sciences. The programme offers a Bachelor and an Associate Degree (AD) programme in Leeuwarden and an Associate Degree programme in Emmen. The Bachelor programme is offered in Dutch and in English. The Associate Degree is offered in Dutch only. In 2018 the name of the programmes will be changed into *Leisure & Events Management* which will, according to the programme, be more fitting and probably attract more international students. The Bachelor programme offers three specializations: Event Management, Sport Management and Art and Culture Management.

The Associate Degree programme coincides almost completely with the first two years of the Bachelor programme. Many students start in the AD programme and transfer to the Bachelor programme after completing their AD. In 2017 520 students are enrolled in the Bachelor programme and 119 in the Associate Degree programme.

In 2017 Leisure Management started a part time AD programme that is part of the pilot 'Flexibilisering'.

The School of Leisure and Tourism Management has a research tradition. The School participates in the European Futures Institute (EFTI) and the Centre of Expertise in Leisure, Tourism and Hospitality (CELTH).

The merger of Stenden and NHL will have no immediate impact on the School of Leisure and Tourism Management. The new teaching concept of design-based education that will be leading in the coming educational innovations, has already been adopted by other programmes within the School.



## Standard 1 Intended learning outcomes

*The intended learning outcomes of the programme have been concretised with regard to content, level and orientation; they meet international requirements.*

In this chapter the audit panel describes the findings, considerations and conclusions on the intended learning outcomes. The panel assesses this standard as **satisfactory** for the Bachelor programme and for the Associate Degree programme.

### Conclusion

Students of Leisure Management are educated to become leisure managers on a tactical level (AD) and on a strategic level (BA). The educational programme is based on the national profile and competences. The Bachelor and the Associate Degree programmes' competences and the learning outcomes are related to the Dublin descriptors. The level and orientation of the programme fit well within the national framework.

Leisure Management follows the profile of Stenden University, which is distinguished by problem-based learning, internationalisation, applied research and sustainability. The panel thinks the programme could be working on further development of the profile to make it more specific for leisure management. Leisure Management of Stenden can profile itself as the educators of a new generation of leisure managers, who know how to manage events and give a meaningful interpretation to leisure.

The panel concludes that the programme has good relationships with external partners of the professional field, e.g. the Advisory Board, and with international partners.

### Substantiation

#### *Profession and competences*

The National Professional Profile for the Leisure manager (2014) is the starting point for the development of the curriculum of the programme. As is mentioned in the *Critical Reflection* "leisure is a versatile and dynamic discipline that is subject to major changes, such as hands-off government, the leisure economy as vehicle for experience, the transformation of cities and regions and the attention to health and *quality of life*". The profession of leisure manager can therefore be characterized by a multitude of functions and perceived roles.

In the *Critical Reflection* the programme describes the Bachelor leisure manager as a manager "who, based on personal leadership, can create (sustainable) value for stakeholders and the broader national and international (leisure) community, for which and within which they develop and offer eventful and innovative leisure concepts. We train our students to become leisure managers who can act as 'linking pins' in multidisciplinary, international networks". The Bachelor graduate could be a cross-sectorial manager and networker with a strong vision of the creative industry. In the *Course Document* the programme defines the Associate Degree graduate as "a starting professional who works at a tactical level, in which he/she explains the connection

between operations, strategy, inside and outside the organisation". He/she could be an assistant manager who masters imagineering (creating meaningful experiences) and can manage assistant manager tasks within the experience economy.

Leisure Management addresses all nationally formulated professional competences in the courses. Of the ten competences for the leisure manager two are specific leisure management competences: 'creating and marketing leisure experiences' and 'directing in networks'. In the Associate Degree courses more attention is paid to the first competence. The focus in the Bachelor is more on the second competence. Bachelor students can specialize through minors, internships, research projects and the thesis.

The programme has translated the professional competences into learning outcomes for the Bachelor and for the Associate Degree programme. In a table in the *Course Document* the programme shows the relationship between Dublin descriptors (BA and AD), competences and learning outcomes BA and AD. It also connects these elements to the learning lines in the curriculum. The panel is pleased with this clear and thorough explanation.

### *Profile*

Stenden University has four distinctive pillars that can be recognized in the educational programmes: problem-based learning, internationalisation, applied research and sustainability. Leisure Management has incorporated these elements as distinctive for the programme as well. A survey shows that problem-based learning and internationalisation are recognized by students and alumni as a distinctive feature of the programme.

The panel discussed this profile with several stakeholders during the visit. It appears to be difficult to communicate these pillars as specific characteristics for Leisure Management. Although the discipline is still new and awareness and understanding of the meaning has still to grow, the panel suggests a profile that more clearly communicates the value of leisure for people during their life and for society. Leisure Management of Stenden can profile itself as the educators of a new generation of leisure managers, who know how to manage events and give a meaningful interpretation to leisure. Since Stenden already has an interest in the health domain (healthy ageing) it might also be interesting to focus on this area and to communicate this in the profile. Another feature that could be highlighted is the proposed stronger link with events management when the programme is rebranded as 'Leisure and events management'. Event manager was a common career goal for many of the current students and was a position held by a number of the alumni that were part of the audit visit.

### *Internationalisation*

The programme has a strong international footprint. It wants to be an international programme to educate leisure managers for an international professional career. It offers a Dutch and an English curriculum. Students can partake in international experiences through internships abroad, Erasmus exchange programmes and the Grand Tour (Stenden campus sites abroad). On an institutional level the programme has collaborations with foreign partners. With the Absalon University College in Denmark they carry out benchmarks on different themes, such as learning outcomes and teaching concepts. The panel applauds this initiative.

### *Professional field*

The programme wants to play a role in the region through certain projects. Therefore it has established good connections with professionals from the working field. The Advisory Board

discusses a variety of subjects, from the merger with NHL to the problems for students coming from mbo education. The Board is pleased with the Associate Degree programme which offers students from mbo who do not want to study for four years, another possibility. The panel thinks the Advisory Board offers the programme valuable insight in trends and industry developments, that can be used to adapt the curriculum.

## Standard 2 Teaching-learning environment

*The curriculum, staff and programme-specific services and facilities enable the incoming students to achieve the intended learning outcomes.*

In this chapter, the audit panel describes the findings, considerations and conclusions on the teaching-learning environment. The panel assesses this standard as **good** for the Bachelor programme and for the Associate degree programme.

### Conclusion

The panel thinks Leisure Management is an example for other educational programmes because of the contents of the curriculum and the educational concept of design-based learning.

The panel concludes that there is an interesting and valuable curriculum. The contents of the curriculum consist courses on management, value creation, leisure skills and work field, including networking. The panel agrees it looks like a rather complex curriculum, but still students understand it and recognize the structure. The four Stenden pillars can be recognized in the curriculum. The Associate Degree programme coincides almost completely with the Bachelor programme. The Associate Degree programme aims at students who are uncertain about a four year programme or do not wish to study further.

The panel is impressed by the educational concepts of problem-based and design-based learning. Especially design-based learning is fitting for an educational programme in leisure management where creative and innovative solutions have to be found. On the other hand the panel feels more coaching can be useful at the beginning of the programme to prepare students for the concept of problem-based and design-based learning.

From the start students learn how to do research and how to apply research methods in projects and assignments. The panel concludes that students acquire a research attitude that they can use well in their future work. The panel was impressed by the opportunities for international activities for both students and staff. In the curriculum the programme could make more use of integrating Dutch and foreign students to enhance internationalization at home.

The panel met a very enthusiastic and committed team of lecturers. The workload of the lecturers is rather high, but they do not perceive it as a problem. The panel was impressed by the open space area in the Future Lab where students and lecturers can interact, but realises that it may be hard on lecturers to continually be available for students.



## Substantiation

### *Programme structure and contents*

The difference between Associate Degree and Bachelor can be defined by three factors: context, degree of independence and degree of complexity. The learning context for an Associate Degree student is more structured. The Bachelor student is more independent than the Associate Degree student. Associate Degree students work on more clearly defined tasks that are less complex than those of the Bachelor students. The programme of the Associate Degree coincides almost completely with the first two years of the Bachelor programme. The description below follows the Bachelor programme.

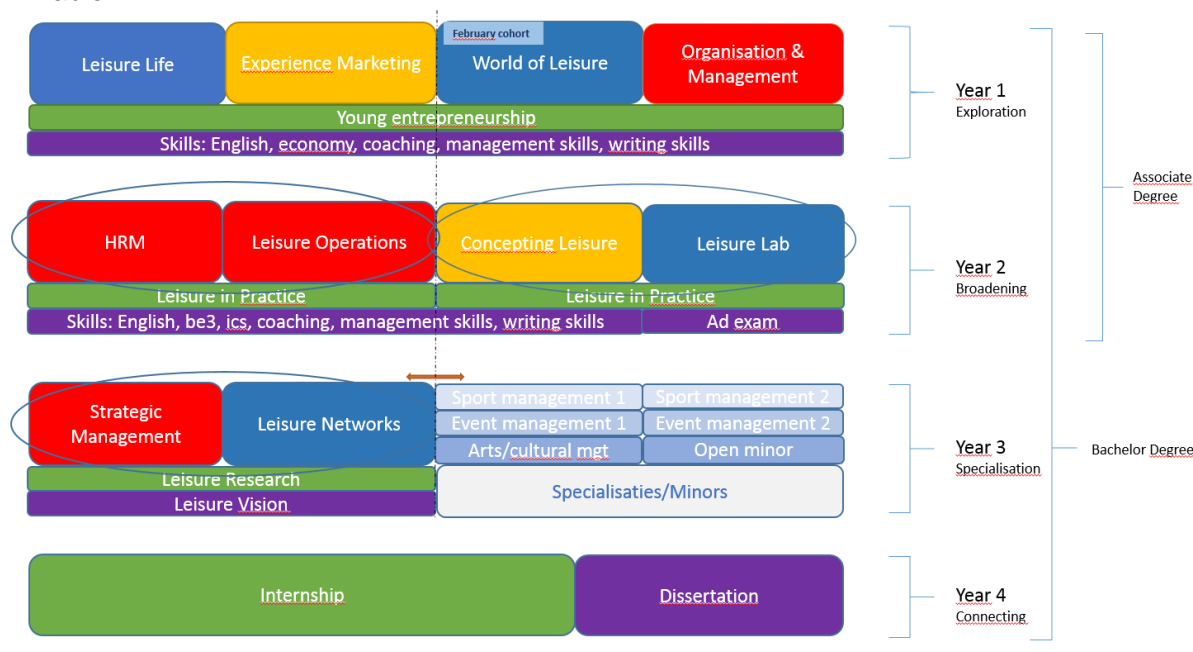
In the first 2.5 years a broad foundation is created as can be seen in table 1 (Course document, p.23).

Table 1

	<i>Jaar 1</i>	<i>Jaar 2</i>	<i>Jaar 3</i>	<i>Jaar 4</i>
<b>Red line (Management)</b>	Organisation & Management BE js Bedrijfsadministratie	HRM Leisure Operations BE Financing	Strategic Management	
<b>Orange line (Value Creation)</b>	Experience marketing	Concepting Leisure		
<b>Blue line (Leisure)</b>	Leisure Life World of Leisure	Leisure Lab	Leisure Networks Minors/specialisations	
<b>Purple line (skills)</b>	Management skills Study coaching English Writing skills	Management skills Study coaching English Writing skills Cultural sensitivity	Study coaching Writing skills (leisure vision)	
<b>Green line (work field)</b>	Young Entrepreneurship	Leisure in Practise	Leisure research	Internship and dissertation

The learning outcomes of both the Bachelor and the Associate Degree programme are covered in five expertise pathways: red line (management), orange line (value creation), blue line (leisure), purple line (skills) and green line (work field) (ref. table 2 below, Course document, p.25)). In each line various thematic modules are offered. An expert team is responsible for the content and design of a certain line.

Table 2



In the red line management is accessed at three levels: strategic, operational and tactical. The red line is partly focused on the internal organization and partly externally. The manager should have knowledge of organizations, management, operations, strategy and economic models. The innovative and creative director is central in the orange line in order to be able to develop meaningful experience concepts to create value. Design thinking is the central educational method. The leisure line, the blue line, consists of modules about leisure. Trends and developments within the leisure field are addressed in this line. The purple line contains the skills and is supportive to the other lines. Important skills are creativity, innovation, intercultural, social and communication skills, entrepreneurship, etc. In the green line the connection with the working field is made through research for and assignments from the leisure field.

*Specializations*

In year 3 there are three specializations for Leisure Management: Sport Management, Event Management, and Art and Culture Management. By choosing one of these specializations both minors, the internship and the thesis should be relevant for the industry of the specialization. Students can also choose their own minor within Stenden or at another university of applied sciences.

*Practice*

Students get into contact with the professional field in every stage of their studies. In the first year students start their own company, marketing a leisure product or service. Students need to be creative, show entrepreneurship and act ethically. In the second year, a group of 5-6 students work on a practical issue together with a leisure organization from the region. This is done within the company or at the training company De Kanselarij. The panel was shown around De Kanselarij and concludes it offers students authentic working conditions. Student from the Associate Degree programme finish their studies with the aptitude test (ref. Standard 4) and a reflection on the competencies achieved. In the third year Bachelor students draft a research report for a client in the leisure industry. In the fourth year students do an internship and work on their graduation project.

Additionally, although the connections between the Stenden pillars, the various learning lines, competences, learning outcomes and individual units seemed quite complex from the course documentation, they were simplified by conversations that the panel had with both staff and students. The panel was especially impressed by how well individual students understood the structure of their programme and how it delivered the competences and learning outcomes.

#### *Didactic principles*

The teaching concept of Leisure Management is rooted in social constructivism. The educational vision of the programme is worked out according to the three Stenden pillars: problem-based learning, research and internationalization. Leisure Management has added sustainability. The panel thinks this is done very well.

By means of *problem-based learning* students work on practical problems in groups of 12. This approach puts students in the lead and helps them to explore and to experience. Problem-based learning (in this situation: in a design based way; applying the principles of design based thinking, following the steps in the process and applying the tools from this discipline) requires active participation from students. Students that do not contribute can fail and will have to do a re-sit. According to the students the system works well, because there is a contract with rules they have agreed on. The panel learned from supervisors that there are two sessions each week. So they know how individual students are performing. There is a lot of group work but there is always an individual component from each assignment. The skills students acquire can be used in other assignments and research work that are always individually graded. The complexity of the projects increases while the level of supervision decreases as the students progress through the programme..

Literature is not used separately in courses, but students need to find relevant literature when doing an assignment. In the first year students are coached in where to find appropriate literature. Later on in the studies they are more free in their choice of literature.

Recently the programme has introduced design-based education. There is a learning format in which innovative solutions to problems must be found in a creative manner (meeting, networking, concepting, prototyping, evaluation). The panel agrees that this approach fits the educational concept for Leisure Management with its focus on (sustainable) value creation for all parties involved. In the Future Lab the programme has created a meeting point and physical learning environment for students. It consists of an open space with room for creative and innovative activities where students and lecturers work together and can interact. The Future Lab suits the design-based learning concept perfectly, according to the panel.

*Research* is at the heart of the curriculum. Lecturers and researchers of EFTI and CELTH are affiliated with the Leisure Management programme. The research themes of these knowledge centers are related to the leisure management professional field. The cooperation has resulted in the ReCoMa Lab (Regional Co-makership Laboratory), an interaction between the professional field and education. Students can participate in the commercial projects that EFTI is contracted to do by their clients, e.g. a regional research for the province of Friesland.

In the first two years students get an introduction into research. In the third year elements from the basic introduction are repeated and students have to apply the research techniques in real-life assignments for real clients. Students are enthusiastic about those projects and about the

facilities at De Kanselarij. Students from the Associate Degree programme can do an internship in one of the research departments. The Bachelor students can do their internship as well as their research project in a research department. The linking pin between the research departments and the curriculum committee is the research coordinator.

The nature of the research carried out by the students is very much action-based because it is focused on the professional field. However, the panel feels that there is room in the programme to add more theoretical aspects of research, especially the fundamentals of quantitative research, such as hypothesis framing and testing and various sampling techniques. The teaching team stated that even though design-based principles were going to be more deeply embedded into the programme these basic skills would not be lost.

The panel agrees that research is a way to fill in the problem-based learning approach, one that fits the field (leisure management). At Stenden leisure managers are educated, who understand what meaningful value leisure can represent for people and society. And how events can help to uplift the value of leisure. Design-based thinking is based upon a holistic perspective, a co-creative approach. Principles that help leisure managers move forward/manage the events that are meaningful and valuable.

*Internationalization* comes in various forms in the programme: international mobility, internationalization at home and internationalization abroad. The Bachelor programme is offered in Dutch and in English. Students with over 20 nationalities are attending courses. Students told the panel they would like even more interaction with other programmes, such as integration of the Dutch and the English stream, but also more multidisciplinary group work. Interaction between Dutch and students from abroad is now restricted to certain projects.

In the past few years the programme has been focusing on more communication in English and on intercultural sensitivity. The entry level for English can vary. Some students are already on level C1, especially in the English stream. These students can get exemptions for English, although some of them prefer to attend the course because of e.g. the experience with presentation skills.

One of the assets of Stenden is the possibility for students to study abroad at a Stenden campus (the Grand Tour). The courses for all campus sites are the same, so the quality is guaranteed. According to the management it is more difficult to check and monitor the quality of educational programmes and courses at other universities. According to the students they are not always challenged enough in programmes of other universities. Perhaps students can be encouraged to take those overseas programmes over which Stenden has greatest control such as the events management minor design collaboratively with an overseas partner. The coming years the programme would like to enhance the exchange of lecturers with partner institutes.

The panel is pleased with the international focus of the programme. Leisure is a strongly international sector. Global trends and technological developments have a great effect on the sector. International media, e.g. Disney, are leaders in this market.

*Sustainability* is another key element of the programme. According to the programme, and the panel agrees, sustainability is very important in the leisure industry and therefore for future leisure managers. Sustainability is at the heart of the programme. Future leisure managers develop a personal view of the sustainability issues in the leisure industry. This was confirmed in the

interview with representatives from the industry. In 2017 Hobéon awarded the programme three sustainability stars.

#### *Study guidance*

In 2015, the programme started linking student counseling with the practical pathway (purple line). In the first year the study coach sees the student once a week. The coach is also the supervisor in the Young Entrepreneurship project. Alumni told the panel they are coached well during their studies. The study guidance system is supportive in their planning and personal development.

There is a buddy system in place where students from the second and third year help students who just started with their studies. Some students would like to have more guidance at the beginning of the studies to help them get familiar with the programme and problem-based learning. The panel feels coaching would be especially helpful for those students who register for the Association Degree because they tend to be less confident and have lower entry qualifications. Those students who sign up as February starters could also use some additional support because they are taking somewhat more advanced modules in the reverse order without the benefit some of the foundation skills and knowledge students starting their course in September would have. One of the Bachelor students suggested that coaches from the professional field could support students in their personal development.

Lecturers are proud of the safe environment for students to develop in, which is particularly important when training in management skills like giving presentations.

#### *Teaching staff*

The programme has 39 employees. Of the lecturers, 93 percent has completed or is attending education at Master level or higher. About half the teaching staff has recent experience in the leisure field. Lecturers partake in exchange programmes to gain international experience. New lecturers must have the basic teaching qualification and receive additional training in problem-based learning. Specific for the Leisure Management programme is the training of lecturers in intercultural sensitivity, English and international research.

In January 2017 the first lecturers started their basic or senior examination qualification. By 2019 all lecturers should have acquired the basic training and the members of the Test Committee and the Examination Committee should have completed the senior training.

The management is aware that work load is an issue, although in evaluations the average lecturers satisfaction is satisfactory-good. Lecturers told the panel that the work load is rather high but that most of it is self-inflicted. They are very committed to the students. The team is almost self-managing, which can be considered as a high form of teamwork. The panel is impressed by the attitude of the lecturers and advises the management to look after the team and to support the lecturers in their creativity. The management could also make students more aware of the time it takes to coach and of the impact of coaching on the lecturers. The panel wants to point out that for some lecturers working in an open space like the Future Lab can be trying.

#### *Quality assurance*

The programme has a quality assurance system in place. Results from evaluations are input for the changes. Four times a year the student council (STURA) organizes round-table meetings with

the Academic Dean in which the Educational Committee also participates. Here they evaluate e.g. modules, assessments and the organization. Members of the Educational Committee are trained and are now being prepared for the new legislation. Students feel they are listened to and that their ideas are taken seriously

## Standard 3 Assessment

*The programme has an adequate assessment system in place.*

In this chapter the audit panel describes the findings, considerations and conclusions on the assessment system. The panel assesses this standard as **good** for the Bachelor programme and for the Associate Degree programme.

### Conclusion

The panel concludes that the programme has a well-balanced test policy in place. There is a variety of tests and assessments that are suitable for checking whether the learning outcomes are realized. The panel is pleased with the balance of group work and group marking and individual work. This balance is in line with the system of problem-based learning. In tests and assignments realistic contexts are used.

The panel appreciates the way the grading is done, based on rubrics. The marking is placed on-line so staff and students can check it. The feedback for students is organised well and much appreciated by students. The panel thinks the programme handles 'piggy-backing' very well.

The panel was impressed by the guarantees in the programme to ensure the quality. Not only the Examination Committee and the Test Committee are doing a good job, but also the lectures and examiners discuss, internally and with other universities, how they are grading. The panel appreciates the benchmark with a university from Denmark.

The panel finds the systematic way the test policy is operationalized and is supported by the quality assurance of assessment an example for other programmes.

### Substantiation

#### *Test policy*

There is a test policy in place that is in line with the Stenden test policy. There are four principles the programme has to meet: a mix of methods for effective testing, using a realistic context, aiming at learning purposes and keeping a balance between group and individual testing.

The programme uses both summative and formative testing methods. The formative tests encourage students to give feedback on each other's work. Feedback is also given by lecturers and tutors. The balance between group and individual work also discourages 'piggy-backing' as every test should have an individual component of at least 30 percent. According to the students this rule works well. It is also possible to stand out in the individual part.

#### *Tests and assignments*

The programme uses different kinds of tests and assignments. In assignments it strives for a realistic learning and working environment, in line with the focus on practice in the professional field. Integrative tests, such as module assignments, are derived from the tasks performed by a starting leisure manager. The tests the panel has seen all have a strong link with the professional field.

Knowledge is mostly tested in the first and second year by means of a progress test. Not all students think the progress test gives them a fair chance. Some find it a bit of a guessing game. Those students would like to see more open book tests as they told the panel. According to the students there are more assignments than tests. Students appreciate the assignments, especially when a real client is involved. Skills are tested separately (written and oral tests) as well as in an integrated form in various projects, assignments and presentations. In the reflective line students build a portfolio in which they reflect on their attitude and behaviour.

The panel finds that the tests and assignments the programme uses, are well-thought through. A variety of tests is used and the connection to the competences is made clear. The competency matrix links the test programme and the test overview to the competences, Dublin descriptors, expertise and learning-teaching paths and professional products. The panel is pleased that the test for the English stream are always checked by a lecturer of English. In assignments for the English stream the context can be different from the Dutch stream. The panel also liked the fact that in the third year everything is done in English, but students who do not feel confident in English may hand in an assignment in Dutch.

Tests are checked beforehand to secure that they meet the assessment criteria laid down in scoring rubrics. The module coordinator checks the assessments for deviations. Oral examinations and presentations are assessed by two lecturers. This four-eyes principle also applies to the thesis and final presentation. The programme wants to extend this principle even further. When the professional field is involved, it is always in an advisory role.

Appraisal forms are all in rubrics. Students are pleased with the forms because of the feedback it provides them. The appraisal of internship is done in the form of a dialogue with the student and the coach about the work experience of the student. In this case rubrics are not used, because they are not the best way to start a discussion. Marking and grading is put on-line so staff and students can see the comments and feedback.

'Piggy-backing' is not an issue. Problems in group sessions are discussed by the students. If someone does not keep to the contract they agreed on, it is possible to exclude him/her from the group after discussing the problems with the tutor. The panel thinks the issue of 'piggy-backing' is handled very well this way.

#### *Quality assurance of assessment*

The Examination Committee and the Test Committee, a sub-committee of the Examination Committee, ensure that the tests and examinations are in line with the requirements and assessment criteria. The Test Committee performs checks before and after tests. The panel agrees with the Test Committee that there is a well-balanced test programme.

The quality of an internship place is checked by means of a checklist with specified requirements. Most internships are in companies that are well known to the programme. Sometimes students organize their own internship or want to do their internship in their own company. In this latter case another entrepreneur should be available to coach these students. The Examination Committee has to agree.

The Examination Committee also checks exchange programmes, especially the programmes at universities they do not have a partnership with. When there is a partnership between universities



it is easier to make comparisons between the contents of programmes. The partnership with Absalon University College in Denmark has resulted in an intensive audit in order to benchmark the programmes. The panel applauds this initiative that offers even more guarantees for the quality of the programmes.

Lecturers have calibration sessions to fine-tune appraisal of assessments. This is also done in collaboration with other universities of applied sciences. According to the lecturers this is very supportive in deciding what work, e.g. the thesis, is sufficient or insufficient. Examination Committees also have meetings to discuss their decisions.

The Programme Committee advises the management on the OER and on all matters concerning teaching and learning. This committee consists of two lecturers and two students. According to the students the management takes their comments and advice seriously.

According to the panel one of the things the programme can improve on is putting more things on paper to qualify what they do. A great deal of the moderation processes is done by meeting and oral discussion. It would be useful if there were more codified rules and procedures of these processes, as it makes external evaluation easier

## Standard 4 Achieved learning outcomes

*The programme demonstrates that the intended learning outcomes are achieved.*

In this chapter the audit panel describes the findings, considerations and conclusions on the achieved learning outcomes. This standard is assessed as **satisfactory** for the Bachelor programme and for the Associate Degree programme.

### Conclusion

The panel concludes that the students that graduate from the Associate Degree programme and from the Bachelor programme have achieved the intended learning outcomes. The panel finds the Bachelor graduates well-prepared for the leisure industry. The Associate Degree programme has the 'Proeve van bekwaamheid' to complete the study. The panel advises the programme to include a more substantial final project for the Associate Degree students to show the students have mastered the intended competences and that they are ready to enter the professional field.

The panel thinks the theses for the Bachelor programme could be strengthened in some respect, especially the mastery of quantitative research skills. The research proposal is checked by the coach and the second examiner. This could be done even more rigorously because the quality of the thesis depends on the formulation of the research question. Also one can elaborate further on the research design (and the applied methods).

The panel found the marking of the theses a bit confusing. The panel advises the programme to watch over clear markings in the appraisal forms. The panel is pleased with the four-eyes principle. It suggests to the programme to go even further by using external examiners, e.g. from the partner university in Denmark.

### Substantiation

The ten competences of the national professional profile form the exit level of the programme. To test this exit level there are different tests in place for the Bachelor and for the Associate Degree students.

Associate Degree students are assessed by means of the aptitude test in which they reflect on competences 3, 4 and 5, and the presentation (competences 1, 9 and 10). Two other tests to assess the exit level are the Dreambuilders assignment (competences 2 and 7) and the second year progress test (competences 6 and 8).

In the graduation phase the Bachelor students are tested on the final attainment targets at the highest level through internship, thesis and presentation. Eight of the competences and related learning outcomes are tested in this graduation phase. Since last year two competences are tested separately by means of module-related knowledge tests in the third year.

Bachelor students write an internship report consisting of a presentation of their internship experiences and a practical research with a research proposal, a research report (thesis) and a related presentation. There is a graduation manual for students to guide them through the process.

In recent years the programme has paid a lot of attention to reinforce the final phase. The aptitude test in the Associate Degree programme is completely renewed. The number of credits related to the thesis in the Bachelor programme was increased from 21 to 24 credits. The programme also invested in the quality of coaching of students writing theses.

All examiners must hold a Master degree and are trained in basic and/or senior examination qualifications. In the assessments of final projects the four-eyes principle is applied. A third assessor will be involved if a mark is between 5,5 and 6, or higher than 8. The panel appreciates these measures to guarantee quality and level of examination. It would like to suggest the programme to go even further by appointing external examiners from the professional field or from e.d. the partner university in Denmark. Another idea could be to have an external examiner check the work of failing students.

#### *Products of graduates*

The panel has studied fifteen final projects from the Bachelor programme and five works from students in the Associate Degree programme. In general the panel finds the quality of the work of students sufficient. Students have shown they mastered the competences they need to start as a professional in the leisure industry.

The panel did not find it easy to judge the work of the Associate Degree students as there is not a clear individual final project or work that rounds up the studies. Studying the various tests and documents the panel agrees that these students qualify for the profession. They have acquired a theoretical basis that offers them ample opportunities to expand on, but they are not a specialist in any field. Most of the students feel that this basis is not enough and they continue their studies in the Bachelor programme. According to the alumni the panel has interviewed, the reflection on some of the competences is a good way to demonstrate that they have acquired these competences. The panel wonders how students are trained in the STAR(R) method as it was not carried out consequently. The panel advises the programme to find a form of final assessment that does really provide a completion of the studies that shows clearly the level achieved.

The panel has seen that the internship reports are of a good level. The work the students do prepares them for the leisure industry. Students can choose to do their research project during their internship or afterwards (in a period of about three months).

Students start the research part by writing a research proposal in which they present the topic, the research questions, reviews of literature, the research methods they want to use etc. Students discuss the topic and the research questions for their research project with their coach. When students are abroad they confer with their coach by means of Skype sessions. The research proposal has to be approved by the coach and the second examiner. The theses provided for the Bachelor programme show that students have an awareness of suitable research questions for their domain of study and can identify appropriate literature. The panel finds that some of the research questions were in need of refinement (e.g. SMART). On reflection the examiners also think some research questions could be formulated better.

The description and application of research methods could be improved. This opinion was evidenced by some of the lower scores awarded for the theses. Specific improvements that could be made for future submissions is more rigorous application of research methods and protocols. For example, explicit descriptions of sampling methods for those students deploying quantitative techniques and examples of the thematic coding undertaken by those undertaking qualitative techniques. Students would also benefit from the reading of more recent journal articles in their field of study. This would help them formulate better questions which address research gaps. For the Bachelor's perhaps it would be helpful to set a certain baseline of requirements for the research methods in line with these suggestions to ensure greater quality for the theses overall.

Students feel well-prepared for applying quantitative research methods because in all modules aspects on research methods are presented and applied. The panel thinks the theses could gain strength when the choice for a research method is explained in more detail. More students can adopt quantitative than qualitative methods.

Research is mostly done in the company where students do their internship, but to reach the implementation phase is a problem in the short time students have. The panel hopes a better balance can be found between the research part and the implementation of solutions. Time is also an issue when the internship and the research do not have the same focus. The management is thinking about other possible products for the final project.

The panel agrees on the level achieved and on the marks given to the theses. However, there are a lot of forms to fill in, and the panel has seen that this is not done consistently. The right rubric should be indicated, sometimes the panel found a cross halfway between two rubrics. The first and the second examiner have an extensive discussion about a thesis, that is not put on paper. The panel advises the programme to check more rigorously that the forms are filled in correctly and completely.

#### *Success of graduates in the professional field*

Alumni are pleased with the broad education they received which gives them the opportunity to find work even outside the leisure industry. Some of the alumni can start their career in the company where they did their internship. Some have looked around for a couple of months to find the right job.

The training companies are generally satisfied with the interns, particularly with their independence and communicative skills. During the interview with the panel representatives from the leisure industry defined the graduates as professionals who think in possibilities and not in restrictions. The graduates have a good overview. They have learned to think in an integral way. When organizing an event they will consider who are the stakeholders and what are the consequences for all parties concerned

# General conclusion of the study programme

## Assessment of the standards

The audit team comes to the following judgements with regard to the standards:

Standard	Assessment AD	Assessment Ba
<i>Standard 1 Intended learning outcomes</i>	Satisfactory	Satisfactory
<i>Standard 2 Teaching-learning environment</i>	Good	Good
<i>Standard 3 Assessment</i>	Good	Good
<i>Standard 4 Achieved learning outcomes</i>	Satisfactory	Satisfactory

## Considerations and conclusion

Leisure Management prepares students for the leisure industry. The programme at Stenden has developed an interesting, valuable and good curriculum, not only contentwise but also because of the problem-based approach. There are many interesting international opportunities for students. In line with this problem-based approach there is a well-balanced the assessment policy. The thoroughness and the operationalization is an example for other programmes. There is a dedicated and well-motivated team of lecturers. According to the panel there are two main issues for the programme to work on. The first is to develop a specific profile for Leisure Management and the second is to enhance the quality of research in the theses in the final phase.

The audit panel assesses the quality of the professional full time Bachelor and Associate Degree programmes in Leisure Management of Stenden University of Applied Sciences as **satisfactory**.



# Recommendations

The audit panel offers the following recommendations:

## Standard 1

- Although Leisure Management is still new and awareness and understanding of the meaning has still to grow, the panel suggests a profile that more clearly communicates the value of leisure for people during their life and for society. The 'events management' aspect could also be emphasized when the programme is rebranded.

## Standard 2

- The panel advises the programme to even more individualize the guidance of students. Some students would like to have more guidance at the beginning of the studies to help them get familiar with the programme and with problem-based learning. Associate Degree students might need special guidance because they are different from Bachelor students and have specific needs

## Standard 3

- The panel thinks the programme can make improvements in assessments by putting more things on paper to qualify what they do.

## Standard 4

- The panel advises the programme to find a final assessment for the Associate Degree programme that does really provide a completion of the studies and shows clearly the level achieved.
- The panel appreciates the four-eyes principle and would like to suggest to go even further by appointing external examiners from the professional field or from e.g. the partner university in Denmark.
- The panel advises the programme to check more rigorously that the appraisal forms are filled in correctly





# Appendices



## Appendix 1 Programme for the site visit

### **Programme Accreditation Leisure Management**

**November 23<sup>rd</sup> and 24<sup>th</sup>, 2017**



---

### **Panel**

**November 23<sup>rd</sup>, 2017**

<b>Time</b>	<b>Activity</b>	<b>Location</b>
12.30 – 12.35	Welcome by management	Hotel lobby
12.35 – 12.50	Introduction programme	Meeting room 9 + 11
13.00 – 14.30	Lunch + review materials	Meeting room 9 + 11
14.45 – 15.30	Showcase TedX	Future Lab
15.45 – 16.45	Panel discussion Management Team	Meeting room 9 + 11
16.45	Transportation to De Kanselarij	Stenden > De Kanselarij
17.15 – 17.30	Guided tour in De Kanselarij	De Kanselarij
17.30 – 18.15	Panel discussion Work field & Alumni	De Kanselarij, Venture Lab
18.30 – 19.00	Presentation lectors	De Kanselarij, Boardroom

19.00                                      Transportation to Stenden                                      De Kanselarij > Stenden

19.30                                      Dinner in Restaurant Wannee                                      Restaurant Wannee

## ***Programme Accreditation Leisure Management***

***November 23<sup>rd</sup> and 24<sup>th</sup>, 2017***



---

### **Panel**

***November 24<sup>th</sup>, 2017***

<b>Time</b>	<b>Activity</b>	<b>Location</b>
08.30 – 09.15	Panel discussion Lecturers	Meeting room 9 + 11
09.30 – 10.15	Panel discussion Students	Meeting room 9 + 11
10.30 – 11.30	Showcase Design Based Learning & Lab Leisure Vlogs	Future Lab
11.45 – 12.45	Lunch Panel	Meeting room 9 + 11
13.00 – 13.45	Panel discussion Quality assurance committee	Meeting room 9 + 11
14.00 – 14.45	Panel discussion Graduation phase: interns and lecturers	Meeting room 9 + 11
14.45 – 16.00	Reflection panel	Meeting room 9 + 11

16.00 – 16.15	Feedback from panel to Management Team	Meeting room 9 + 11
---------------	--	---------------------

16.15 – 16.30	Plenary feedback from panel	Meeting room 9 + 11
---------------	-----------------------------	---------------------

16.45 – 17.15	Discussion on development	Meeting room 9 + 11
---------------	---------------------------	---------------------

## Appendix 2 Documents examined

Aequi (2014)	Onderzoekseenheid School of LTM, evaluation report
Hobson (2017)	Beoordelingsrapport Keurmerk Duurzaam Hoger Onderwijs
Integron (2014)	Medewerkers Tevredenheid Onderzoek 2014
Integron (2017)	Medewerkers Tevredenheid Onderzoek 2017
LOLM (2014)	Landelijk Beroepsprofiel Leisure Management
NSE (2013-2017)	Annual reports student satisfaction enquiry
NVAO (2014)	Adviesrapport instellingstoets Stenden Hogeschool
Stenden Hogeschool (2013)	Wereldwijs, Onderzoek en Onderwijs
Stenden LM (2016)	Alumni Survey Report 2016
Stenden LM (2016)	Course Document
Stenden LM (2016)	Dossier Life Long Learning
Stenden LM (2016)	Evaluatie stagebedrijven/stagiaires
Stenden LM (2015-2017)	Handleidingen Proeve van bekwaamheid
Stenden LM (2015-2017)	Igudes Leisure Management
Stenden LM (2017)	International Benchmark with Absalon University Roskilde Denmark
Stenden LM (2017)	Internationalisation, Strategy and actionplan 2017-2022
Stenden LM (2015-2017)	Jaarplannen School of Leisure & Tourism Management
Stenden LM (2015-2017)	Jaarverslagen Examencommissie
Stenden LM (2017)	Kritische Reflectie Leisure Management
Stenden LM (2016)	Mint Analysis 2016
Stenden LM (2015-2017)	Minutes Examcommittee
Stenden LM (2015-2017)	Minutes Testcommittee
Stenden LM (2015-2017)	Module books
Stenden LM (2015-2017)	Module Evaluations
Stenden LM (2017)	Notitie instroom, uitval en rendement 2007-2016
Stenden LM (2015-2017)	Onderwijs- en examenreglementen
Stenden LM (2015-2017)	Overzicht kwalificaties staf Leisure Management
Stenden LM (2015-2017)	Progress tests
Stenden LM (2015-2017)	Stage- en scriptiehandleidingen
Stenden LM (2015-2017)	Toetsmatrijs LM
Stenden/NHL (2016)	Merger Document NHL-Stenden
Stenden University (2016)	Overzicht Lectoren
Stenden University (2016)	Stenden Policy on Internationalisation 2016-2018