

**BACHELOR'S PROGRAMME**

**LEISURE STUDIES**

**NHTV BREDA UNIVERSITY OF APPLIED SCIENCES**

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This report was finalized on 1 October 2018.



# REPORT ON THE BACHELOR'S PROGRAMME LEISURE STUDIES OF NHTV BREDA UNIVERSITY OF APPLIED SCIENCES

This report takes the NVAO's Assessment Framework for Extensive Programme Assessments as a starting point (September 2016).

## ADMINISTRATIVE DATA REGARDING THE PROGRAMME

### Bachelor's programme Leisure Studies

Name of the programme:	Leisure Studies
CROHO number:	50756
Level of the programme:	bachelor's
Orientation of the programme:	academic
Number of credits:	180 EC
Specializations or tracks:	-
Location:	Breda
Mode of study:	full time
Language of instruction:	English
Expiration of accreditation:	31/12/2019

The visit of the assessment panel Leisure and Tourism to the NHTV Breda University of Applied Sciences took place on 22 - 23 May 2018.

## ADMINISTRATIVE DATA REGARDING THE INSTITUTION

Name of the institution:	NHTV Breda University of Applied Sciences
Status of the institution:	publicly funded institution
Result institutional quality assurance assessment:	applied (pending)

## COMPOSITION OF THE ASSESSMENT PANEL

The NVAO has approved the composition of the panel on 28 November 2017. The panel that assessed the bachelor's programme Leisure Studies consisted of:

- Prof. D.W. (David) Airey (chair), emeritus professor in Tourism Management at the University of Surrey (United Kingdom);
- Prof. A. (Andrew) Holden, professor in Environment and Tourism at the University of Bedfordshire (United Kingdom);
- A. (Anneke) van Mispelaar, partner and project manager at Bureau BUITEN, a consultancy firm in the field of spatial economy, sustainability & energy and leisure economics & heritage;
- L. (Luc) van den Boogaart, alumnus of the master's programme Cultural/Economic Geography & Tourism of the Radboud University in Nijmegen (October 2017).

Dr. D. (Dominique) Sluijsmans, *Lector Professioneel Beoordelen* at Hogeschool Zuyd acted as referee of the panel.

The panel was supported by drs. L.C. (Linda) te Marvelde, who acted as secretary.



# WORKING METHOD OF THE ASSESSMENT PANEL

## *Preparation*

QANU received the self-assessment report of the bachelor's programme Leisure Studies between April 9 and 17 2018 and made it available to the panel. The panel members read the self-assessment and prepared questions, comments and remarks prior to the site visit. The secretary collected these questions in a document and arranged them according to panel conversation and subject.

In addition, panel members read recent theses from the bachelor's programme. In consultation with the chair, fifteen theses were selected from the academic years 2015-2016 and 2016-2017, covering the full range of marks given and all specialisations. The panel members also received the grades and the assessment forms filled out by the examiners and supervisors. An overview of all documents reviewed by the panel is included in Appendix 5.

The project manager drafted a programme for the site visit. This was discussed with the chair of the panel and the policy officer. As requested by QANU, the programme carefully selected discussion partners. A schedule of the programme for the site visit is included in Appendix 5.

## *Site visit*

The site visit took place on May 22 and 23 2018 at NHTV Breda University of Applied Sciences. In a preparatory meeting on the first day of the site visit, the panel members discussed their findings based on the self-assessment and on the theses and formulated the questions and issues to be raised in the interviews with representatives of the programme and other stakeholders.

During the site visit, the panel studied a selection of documents provided by programme management. They included course descriptions, course materials, written exams, assignments and other assessments.

The panel interviewed the programme management, students, alumni, staff members, members of the Programme Committee and members of the Board of Examiners.

After the final meeting with the management, the panel members extensively discussed their assessment of the programme and prepared a preliminary presentation of the findings. The site visit was concluded with a presentation of these preliminary findings by the chair.

## *Report*

After the visit, the secretary produced a draft version of the report. She submitted the report to the panel members for comments. The secretary processed corrections, remarks and suggestions for improvement provided by the panel members to produce the revised draft report. This was then sent to NHTV Breda University of Applied Sciences to check for factual errors. The comments and suggestions provided by the programme management were discussed with the chair of the assessment panel and, where necessary, with the other panel members. After incorporating the panel's comments, the secretary compiled the final version of the report.

## *Definition of judgements standards*

In accordance with the NVAO's Assessment framework for extensive programme assessments, the panel used the following definitions for the assessment of both the standards and the programme as a whole.

## **Generic quality**

The quality that, in an international perspective, may reasonably be expected from a higher education Associate Degree, Bachelor's or Master's programme.

**Unsatisfactory**

The programme does not meet the generic quality standard and shows shortcomings with respect to multiple aspects of the standard.

**Satisfactory**

The programme meets the generic quality standard across its entire spectrum.

**Good**

The programme systematically surpasses the generic quality standard.

**Excellent**

The programme systematically well surpasses the generic quality standard and is regarded as an international example.

## SUMMARY JUDGEMENT

### *Intended learning outcomes*

The BSc Leisure Studies (BSc LS) is offered by the Academy for Leisure (AfL) of NHTV Breda University of Applied Sciences. Education and research are closely connected via the research activities of AfL which are organised in three research groups that cover (1) leisure processes (Imagineering: organisational and business design), (2) leisure content (Storytelling and Consumer Experience) and (3) leisure contexts (Placemaking and Events). The programme aims to provide students with a holistic, multidisciplinary perspective of the leisure field in which they can deploy analytical tools to understand leisure practices and their consequences for stakeholders and society as a whole.

The programme highlights the dual nature of the leisure sector as a domain where (consumer-centric) social needs and trends collide with (producer-centric) sectoral developments. One of the integrative methodological and conceptual choices that underlie the holistic perspective is to focus on the dynamic interactions that form the core of leisure, rather than a more limited focus on either leisure needs, satisfaction and meaning making (the social side), or leisure management and product development (the business side). The BSc LS wants to challenge students to develop a wide range of academic skills and insights which are designed to result in a highly developed capacity for analysing complex problems and applying advanced quantitative and qualitative research methods. These transferable skills can be applied in the leisure sector or in other sectors.

The panel finds that the general objectives of the programme are properly reflected in the intended learning outcomes. The programme is currently in the process of reviewing its intended learning outcomes. This gives the programme the opportunity to increase the weight of skills such as personal development, leadership and reflection, ethical and normative awareness, and communication skills to work more effectively in a dynamic leisure organisation and environment, as its alumni suggest. The panel recommends that the programme takes these suggestions into consideration and that the programme makes full use of their advisory board in this review.

### *Programme*

The curriculum follows a clever and coherent structure that offers students a logical framework. The first year contains several monodisciplinary courses at an introductory level. Courses in the second year are multidisciplinary, exploring themes that are particularly relevant to the study of leisure. The courses in the final year are transdisciplinary in nature. The final project of the programme is a research practical that has replaced the bachelor's thesis.

Academic research of the aforementioned research groups feeds directly into the BSc LS via the integration of publications in the curriculum, the involvement of PhD students in teaching, the participation of students in academic research projects, and via joint publications between staff and students. In addition, students are encouraged to explore the relationship between leisure, tourism and other fields of consumption and production, so that they are able to apply leisure and tourism theories to understand and solve broader social problems.

The curriculum is appropriately focussed on academic skills development, academic knowledge acquisition and research methodology. Courses include by and large suitable academic literature and theory in combination with (academic and professional) skills development. Research skills are clearly interwoven in the curriculum's orientation allowing students to develop these at a particularly high level. Also, ample attention is paid to the development of academic and practical skills. The panel finds that academic English should receive more, structured, and explicit attention. In addition, the panel finds that the programme could benefit from a more explicit connection to the professional world, for instance through skills training or assignments.

The programme uses different teaching methods that fit the aims of the individual courses. Research projects, debates and seminars in particular can be seen as learning communities in

which interaction between all participants is crucial. The panel found that the entry requirements tie in with the qualifications of incoming students. Students find themselves in mixed groups, working with (inter)national students, BSc students, and pre-master's students that challenge them to relate to different perspectives and discipline-specific solution strategies. Group work is a very important method in the BSc LS. Via group work students learn important skills, but the amount of group work seems quite large compared to individual work. The panel has some concerns about the low admission numbers in relation to the programme's long-term viability and didactic approach. In order for the learning communities (and group work) to function fully and for students to develop the intercultural mindset the programme desires, the student population needs to be sufficiently large and diverse.

#### *Staff*

Lecturers have an active role in one of the three AfL research lines. Part of their time is dedicated to research and knowledge development, the results of which are used in class and disseminated via academic and professional meetings and publications. In addition to their academic network, staff members maintain links with the professional field through applied research, consultation with professional bodies, and alumni working in leisure contexts and organisations. The students are positive about the quality of their teachers, their accessibility and willingness to provide feedback. The BSc LS is a small programme, which results in many (informal) opportunities for personal attention. Lecturers and the programme coordinator have an 'open-door' policy. They are available to discuss study-related issues and for coaching. The programme coordinator in particular plays an important role in guiding the students in all phases of their studies.

The panel found that the research quality of staff members is above expectation and that the didactic skills of the lecturers are satisfactory. Funding for didactic training courses and English language training is available for those staff members who are interested. All lecturers have a didactic qualification. The self-evaluation report (April 2018) showed that seven had already achieved the BKE and that a number were registered for this. By the time of the site visit in May there was a total of 14 with the BKE. AfL's policy dictates that by the end of 2018 all lecturers have at least obtained a BKE.

#### *Facilities*

The panel reviewed the current accommodation and facilities and concluded that these are sufficient for the realisation of the curriculum of the BSc LS. The building offers a satisfactory learning environment with access to suitable lecture halls, facilities, and access to teachers. The programme will move to the new campus in 2019 that should give students a new and modern study environment that supports the didactic approach of the programme and offers more space for group work and individual work.

#### *Quality assurance*

The Academy for Leisure has documented its quality assurance system in the document *Quality Care at Academy for Leisure - Organisation, Procedures, Instruments* which is updated every year. The document describes the quality policy of the Academy and its organisation (including responsibilities of various stakeholders) in detail. The policies regarding quality assurance are described for all programmes at AfL. The policies, workings and quality goals are translated to each programme in the Academy. The panel has noted however that specific quality goals for the BSc LS have yet to be developed.

The panel established that most of the programme's stakeholders are involved in the evaluation of the programme and that the programme's management acts upon suggestions for improvement. The panel established that feedback is collected in formal and informal ways and that there is a positive, open attitude that promotes a quality culture. The current quality practices for the BSc work. This is aided by the small scale of the programme which supports soft control. The panel sees options for alumni and representatives of the professional field to play a role in quality



assurance, the latter either through the advisory board or otherwise. The panel also advises the programme to inform staff and students systematically on measures taken for improvement.

#### *Assessments*

The assessment policy for the BSc LS describes the vision of assessing and defines procedures and quality criteria. The programme applies multiple and diverse assessment methods per course. In general, the assessments in courses are adequate and support the students' learning process. Group work is a point of attention as the assessments of individual achievements of students are currently insufficiently transparent and freeriding behaviour is not yet systematically and adequately prevented. The panel suggests that significant improvements can be made in standardising and monitoring assessment practices (including forms) and individual student achievements especially for the research practical

The Board of Examiners (BoE) consists of three people who are all senior lecturers with didactical experience. The composition of the board meets the legal requirements. The BoE currently seems to work as a reactive body. The panel finds that the BoE could and should be more proactive in executing its task. But the panel also recognises that the BoE deserves and needs insurances to maintain and safeguard their important work. The board plays a crucial role in the programme's quality assurance and should be positioned accordingly so they are able to do their job. It is vital that the BoE and its members continue to have seniority and are regarded as guardians of the programme's quality.

#### *Achieved learning outcomes*

The panel studied fifteen research practicals to establish the achieved learning outcomes and concluded that students of the programme achieve them at a very good level. Graduates demonstrated a solid grasp of theoretical knowledge and demonstrated appropriate structuring of their research, posed relevant questions and made use of suitable literature and research methods. The panel finds that graduates achieve a level beyond its expectations. Only a small number of graduates choose to start their professional career after the BSc, generally via traineeships (marketing, event management, and research). The vast majority of BSc LS alumni progress to a master's programme in leisure studies or a related field for which they are very well prepared.

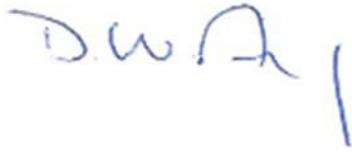
The panel assesses the standards from the *Assessment framework for extensive programme assessments* in the following way:

#### *Bachelor's programme Leisure Studies*

Standard 1: Intended learning outcomes	satisfactory
Standard 2: Curriculum, orientation	good
Standard 3: Curriculum, content	good
Standard 4: Curriculum, learning environment	good
Standard 5: Intake	satisfactory
Standard 6: Staff	satisfactory
Standard 7: Facilities	satisfactory
Standard 8: Tutoring	satisfactory
Standard 9: Quality assurance	satisfactory
Standard 10: Student assessment	satisfactory
Standard 11: Achieved learning outcomes	good
General conclusion	satisfactory

The chair and the secretary of the panel hereby declare that all panel members have studied this report and that they agree with the judgements laid down in the report. They confirm that the assessment has been conducted in accordance with the demands relating to independence.

Date: 1 October 2018

Handwritten signature of Prof. David Airey in blue ink, consisting of the letters 'DWA' followed by a vertical line.

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Prof. David Airey

Handwritten signature of Drs. Linda te Marvelde in blue ink, featuring a stylized name with a long horizontal flourish extending to the right.

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Drs. Linda te Marvelde

# DESCRIPTION OF THE STANDARDS FROM THE ASSESSMENT FRAMEWORK FOR EXTENSIVE FRAMEWORK ASSESSMENTS

NHTV Breda University of Applied Sciences (NHTV) offers programmes at five academies: Leisure; Tourism; Digital Entertainment; Hospitality and Facility Management; and Urban Development, Logistics and Mobility. The Bachelor of Science Leisure Studies (BSc LS) is a programme at the Academy for Leisure (AfL) which offers professional and academic study programmes at bachelor's and master's level. Academic programmes at AfL aim to promote deeper knowledge of the relationship between leisure and society and to equip students with an understanding of the leisure field necessary to operate in a fast-paced, multidisciplinary environment. The applied context (provided by the professional programmes) should create a hybrid environment that can inspire the development of academic research to generate new knowledge required by leisure professionals.

The academic climate at NHTV is supported by maintaining formal links with Tilburg University and Wageningen University, and by participating in international networks, such as ATLAS, the WLO (World Leisure Organization) and the Leisure Studies Association. As one of the Centres of Excellence of the WLO, the Academy for Leisure also aims to lead global leisure research and education agendas.

The current BSc programme in Leisure Studies (BSc LS) started at the Academy for Leisure in 2009. The programme is an updated version of the bachelor's phase of the former 'Vrijetijdwetenschappen' programme, offered by Tilburg University. The decision to move the BSc to Breda was made due to a restructuring of the Dutch higher education sector, which promoted institutional specialisation.

## **Standard 1: Intended learning outcomes**

The intended learning outcomes tie in with the level and orientation of the programme; they are geared to the expectations of the professional field, the discipline, and international requirements.

## **Findings**

The BSc Leisure Studies (BSc LS) aims to provide students with a holistic, multidisciplinary perspective of the leisure field in which they can deploy analytical tools to understand leisure practices and their consequences for stakeholders and society as a whole. This approach should help students to look beyond traditional structures of supply and demand, or between different sectors of the broader leisure field.

In the contemporary network society, the development of leisure practices depends on the interplay of global (macroeconomic), local (place-related contexts) and individual (motivations, routines) factors. The BSc LS highlights the dual nature of the leisure sector as a domain where (consumer-centric) social needs and trends collide with (producer-centric) sectoral developments. One of the integrative methodological and conceptual choices that underlie the holistic perspective is to focus on the dynamic interactions that form the core of leisure, rather than a more limited focus on either leisure needs, satisfaction and meaning making (the social side), or leisure management and product development (the business side). According to the self-evaluation report, the BSc LS challenges students to develop a wide range of academic skills and insights, which are designed to result in a highly developed capacity for analysing complex problems and applying advanced quantitative and qualitative research methods. These transferable skills can be applied in the leisure sector or in other sectors.

The vast majority of BSc LS alumni progress to a master's programme. Only a small number of graduates choose to start their professional career after the BSc, generally via traineeships (marketing, event management, and research).

The panel finds that the general objectives of the programme are properly reflected in the intended learning outcomes. The intended learning outcomes are divided in four categories: (1) general intellectual basic skills, (2) an adequate research attitude, (3) adequate disciplinary knowledge of the study of leisure, and (4) transdisciplinary skills. The learning outcomes per category adequately describe knowledge and skills on an introductory level that all graduates will possess after finishing the programme (see appendix 2). The panel finds that these objectives are substantially achieved.

#### *Review of intended learning outcomes*

The degree programme committee recommended in 2016/2017 to thoroughly review the intended learning outcomes. The programme is currently in the process of this review in which several stakeholders are playing a role. The alumni have already recommended increasing the weight of skills such as personal development, leadership and reflection, ethical and normative awareness, and communication skills to work more effectively in a dynamic leisure organisation and environment. The panel trusts that the programme will take these recommendations into consideration.

The Academies for Leisure and Tourism have a shared advisory board whose members act as ambassadors of the NHTV. The board gives advice on issues in the academies such as the positioning of the academic programmes in relation to the professional programmes. Despite the advisory board operating at institutional level rather than programme level, the panel encourages the BSc LS to make full use of this board, for instance when reviewing the intended learning outcomes, or to establish a clearer connection between the programme and the professional world.

The panel recognises NHTV as a leading institution on leisure studies. By maintaining close ties with Tilburg University and Wageningen University, and by participating in international networks, such as ATLAS, the WLO (World Leisure Organization) and the Leisure Studies Association, the programme has the opportunity to constantly check whether its profile and intended learning outcomes fit the demands of the rapidly developing leisure sector. However, the panel has not been presented with explicit evidence on how the intended learning outcomes are geared to the expectations of professional organisations, the needs of the local and international professional field, the academic discipline or to international requirements via a domain-specific framework of reference or other sources. The review of the intended learning outcomes gives the programme the opportunity to explicate its connection to the aforementioned stakeholders.

#### **Considerations**

The panel has ascertained that the intended learning outcomes of the programme tie in with the level and orientation that may be expected for an academic programme at bachelor's level. The intended learning outcomes are appropriate in terms of content (knowledge and skills) and orientation (academic) and have been aligned with the Dublin descriptors. The panel finds clear merits in the broad approach to leisure that the programme promotes and that are adequately reflected in the intended learning outcomes.

Upon completion, bachelor graduates should be able to continue their studies at master's level or to embark on a professional career at entry level. In reality most students progress to a master's programme (cf. standard 11).

#### **Conclusion**

*Bachelor's programme Leisure Studies:* the panel assesses Standard 1 as 'satisfactory'.

#### **Standard 2: Curriculum, orientation**

The curriculum enables the students to master appropriate (professional or academic) research and professional skills.



## **Findings**

NHTV is a specialist institution that offers both academic and applied education and research. The BSc LS is embedded in the Academy for Leisure (AfL), an institute that is largely focused on applied, professional education and research in the leisure sector. The bachelor's programme is clearly positioned as an academic programme in the Academy. Its students benefit from a community in which academic thinking is supported by close contacts with leisure practitioners. This hybrid context also facilitates interaction between academic and professional perspectives. Connections with the leisure sector are an important source for practical perspectives in lectures, assignments for projects as well as experience and expertise of lecturers.

### *Research programme*

Approximately 30 researchers from different disciplinary fields who have a wide range of sector-related expertise contribute to NHTV's research programme 'Leisure in the Network Society'. The research activities at AfL are organised in three research groups which cover leisure processes (Imagineering: organisational and business design), leisure content (Storytelling and Consumer Experience) and leisure contexts (Placemaking and Events). Academic research feeds directly into the BSc LS via the integration of publications in the curriculum, the involvement of PhD students in teaching, the participation of students in academic research projects, and via joint publications between staff and students. In addition, students are encouraged to explore the relationship between leisure, tourism and other fields of consumption and production, so that they are able to apply leisure and tourism theories to understand and solve broader social problems. The panel is impressed by the direct and obvious connection between the work of AfL's research groups and the curriculum of the BSc LS.

### *Skills training*

The programme considers the leisure sector a valuable context for the development of professional and academic skills, since it is a sector in which the need for innovation and adaptation is pressing. The programme's skills training is firmly focused on the development of research skills. Connecting ideas and fields of study is an increasingly important skill as the students advance through the programme, culminating in so-called 'helicopter view' courses in the sixth semester. Students are expected to show an incremental development of their own frame of reference, their insight into their own position in a professional process and their ability to recognise their own preconceptions.

The programme's four 'Research Methods' courses, the four Projects and the online 'Research Lab' course, provide ample training in research skills, culminating in the final 'Research Practical'. Instructions on how to execute particular analyses, or how to perform specific academic skills (such as presenting, essay writing) are embedded within the courses.

The panel has reviewed the programme's skills training and discussed its academic orientation in several interviews and has concluded that the academic focus is particularly strong. The research skills that the students acquire are an obvious and real strength of the programme. The manner in which staff research informs the content of the programme is commendable. The panel finds that students also develop other important (professional) skills (implicitly) through group work, projects, and (poster) presentations. The panel did find, however, that more structural guidance in academic English is a point of attention for students. The programme is aware of the students' need for more training in academic English but has not yet found a structural solution for this issue. The programme committee is in the process of selecting books/a method to address this concern. In the meantime, students depend on their individual lecturers to give feedback on their English academic writing skills. The quality (and amount) of the feedback depends on the individual teacher.

## **Considerations**

According to the panel, the programme's curriculum is clearly and appropriately focused on academic skills development, academic knowledge acquisition and research methodology. Courses include by and large suitable academic literature and theory in combination with (academic and

professional) skills development. Research skills are clearly interwoven in the curriculum's orientation allowing students to develop these at a particularly high level. Also, ample attention is paid to the development of scientific skills. The curriculum pays attention to general practical skills such as presenting and collaboration which are integrated in programme components (e.g. projects). The panel finds that academic English should urgently receive more, structured, and explicit attention.

The panel is enthusiastic about the academic orientation of the programme and congratulates all stakeholders on the high level of research skills that students acquire with this curriculum. The panel further compliments the programme on the successful connection between the multidisciplinary, layered, holistic approach to leisure and the agenda of the three research groups which results in synergy between AfL's research and the BSc LS curriculum.

## **Conclusion**

*Bachelor's programme Leisure Studies*: the panel assesses Standard 2 as 'good'.

### **Standard 3: Curriculum, content**

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

## **Findings**

The panel studied the information provided in the self-evaluation report (including appendices) and on the reading table, course outlines, a selection of literature and text books and study materials for the bachelor's courses (see also Appendix 5 for a full list of studied material). The panel has ascertained that the contents of the curriculum have a clear relation to the intended learning outcomes, the learning objectives of the various courses, and the assessments. The content of courses is described in the programme's study guide with transparent course outlines, allowing students a clear overview of the topics covered per course. All courses have appropriate learning objectives that are connected to the programme's intended learning outcomes. The panel finds that the level of the courses is impressive. Especially the courses on statistics and other academic skills are of a high level. An overview exists in which the programme's intended learning outcomes are linked to courses and the so-called content areas and /or teaching methods they cover (appendix 2).

The BSc LS aims to contribute to the societal need for professionalisation and development of the leisure sector. The programme's content therefore offers a clear focus on research themes related to the network society and teaches students to deal with the multifaceted practices of leisure and tourism. The programme focuses on the development of academic-analytical skills to study issues in the field of leisure and tourism, and on implementing knowledge in forms of strategy development. Students are introduced to the latest theories and academic research with regard to leisure and tourism. This knowledge should enable them to provide insights that can either help practitioners in the field to solve problems, or that can contribute to the future development of academic knowledge.

The curriculum is designed for students to achieve a transdisciplinary perspective on leisure in the final year. The first year contains several monodisciplinary courses at an introductory level. Courses in the second year are multidisciplinary, exploring themes that are particularly relevant to the study of leisure. The courses in final semester are transdisciplinary in nature. They integrate different perspectives in a way that goes beyond sectoral and disciplinary divisions. For a schematic overview of the curriculum see Appendix 3.

The monodisciplinary courses of the first year introduce the students to a broad selection of ideas on and insights into leisure, from both a social science and a business science perspective. Students start their research training in courses on quantitative and qualitative research methods. Research skills are further developed and implemented in the concurrent practical projects.



In the second and third years, the Academy for Leisure specialisations (e.g. storytelling, innovation, intercultural communication) become increasingly dominant. The multidisciplinary courses in the second year add theories, ideas, insights and skills to the students' toolboxes. Research skills are further developed by courses on more advanced quantitative techniques. There is no separate course on qualitative methods, but 'Project 4' focuses on the more qualitatively oriented technique of scenario studies.

The first semester of the third year offers the students an opportunity to study at another university (External Minor 24 EC). NHTV has exchange agreements with universities across the world, which enable BSc LS students to study abroad. Students can alternatively choose electives to further deepen their knowledge, or they may take courses that will help them meet the entry requirements of their chosen master's programme. Many students seem to use the external minor for the latter. Some students opt for an internship, but this is not a standard part of the programme and requires students to organise this independently or with the assistance of the professional programme in Leisure Management. Alumni and students report that an internship is (or would be) an asset to the programme since it helps to connect to the professional world. Students also complete an online course (Research Lab 6 EC) that results in a portfolio of advanced qualitative research assignments.

In the sixth and final semester, the graduation assignment 'Research Practical' (12 EC) has replaced the BSc Thesis. The research practical is a research project, primarily using quantitative methodology, in which students work in duos. Students choose their own partner. Working in duos allows students to undertake a more substantial project. The other (transdisciplinary) courses in the final semester help students achieve the desired helicopter view of the leisure field. The course materials most explicitly reflect the multidisciplinary and transdisciplinary character of leisure as a phenomenon and as a sector.

### **Considerations**

The programme provides an overview of the relationship between the intended learning outcomes, programme components and its contents. In conformity with this overview, each of the course manuals contains the applicable intended learning outcomes, and the derived learning goals. The panel finds that students are supported and encouraged in their development by the cumulative complexity of the course material throughout the programme, and the increasing responsibility and expectations that are also reflected in the assessment criteria. The level of the courses is high, especially those concerning statistics and other academic skills. The panel also recognised the benefits to the students on this programme from studying at a centre with strong expertise and a strong reputation for leisure studies generally.

The panel is very impressed by the manner in which the programme progresses from a monodisciplinary approach to a multidisciplinary approach and finally to a transdisciplinary approach. The curriculum covers the vast spectrum of leisure topics throughout the three years. The panel sees the way in which content and structure are interwoven as a clever design to reach the intended learning outcomes. The progress from mono- to transdisciplinary is innovative and establishes a model of good practice which to the panel's knowledge is not being expressly applied in any other university. The students did report that it was challenging to see the connections between the courses in the first year. However, in the second year, the multidisciplinary approach contributes to understanding the relations between various parts of the curriculum. Students reported in a round table session that the practical implications and the involvement of practice partners in research projects can be strengthened. The panel finds that the professional programme components could at least be made more explicit for students to recognise (cf. standard 2). The strong emphasis of the programme on academic and research skills could overshadow the importance of the connection that students seek with the professional world. However, the panel concludes that the content of the curriculum gives students ample opportunities to develop as academics and professionals.

## Conclusion

*Bachelor's programme Leisure Studies: the panel assesses Standard 3 as 'good'.*

### **Standard 4: Curriculum, learning environment**

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

## Findings

The BSc LS programme consists of three years of 60 ECTS credits each (180 ECTS credits in total). The first year of the programme is divided into four terms which is consistent with the four-term structure of the professional bachelor's programmes of the Academy for Leisure. The second and third years are divided into two semesters, each lasting fourteen lecture weeks.

The curriculum is structured for students to achieve a transdisciplinary perspective on leisure in the final year, as discussed in standard 3. This structure, the panel finds, works very well. The programme uses different teaching methods that fit the aims of the individual courses, such as lectures, research projects (group work), individual writing assignments, seminars (with students presenting subject matter content to each other), excursions, debates, and computer-based data analysis. The chosen methods are aimed at activating students and most meetings have an interactive set-up. The research projects, debates and seminars in particular focus on interaction and group work. They can be seen as learning communities in which interaction between all participants is a crucial element. Students are expected to be action-oriented and reflective, and to provide feedback to each other. They find themselves in mixed groups, working with (inter)national students, BSc students, and pre-master's students. This mixture exposes them to different ideas and challenges them to relate to different perspectives and discipline-specific solution strategies.

The programme wants students to develop an intercultural mindset. This is supported by the use of English in the courses, the international orientation of the subject matter, the attention given to themes of globalisation/regionalisation, the participation of international students, and by the diversity in academic backgrounds of the lecturers.

The students informed the panel that they are satisfied with the didactic approach (learning communities) and the chosen teaching methods. Lecturers are enthusiastic participants in the learning communities. Group work is a very important method in the BSc LS. Students understand the importance and benefits of group work, but report that the amount of group work seems to be quite large compared to individual work. Particularly in project work, a clear connection with Afl's research agenda is found which underscores the academic orientation of the programme yet again.

## Considerations

The panel finds that the curriculum is well-structured, coherent and enables students to achieve the intended learning outcomes. The structure that guides students from a monodisciplinary approach to a multidisciplinary approach and finally a transdisciplinary approach provides a logical framework for students (cf. standard 3). The learning communities function well and the strive for diversity is very positive. The activating learning environment is aided by the small scale of the programme. The chosen teaching methods are fitting and diverse. The amount of group work in the programme is a point of attention as the students find that the balance between individual work and group work can be off at times in favour of group work. Nevertheless, the programme is designed in a well-thought-out and broad manner that challenges and activates its students using diverse and appropriate methods.

## Conclusion

*Bachelor's programme Leisure Studies: the panel assesses Standard 4 as 'good'.*



**Standard 5: Intake**

The curriculum ties in with the qualifications of the incoming students.

**Findings**

The bachelor's programme is open to those who have obtained a Dutch vwo-diploma, who have met the requirements in one year for a propaedeutic diploma of an adjacent bachelor's degree in Applied Sciences or who have followed an equivalent of either of those degrees obtained in another country. International students may be asked to do an English language test to prove their proficiency in English.

The qualifications of the incoming students can be quite diverse. The panel did not receive any indication that this diversity leads to problems in class. When needed, individual measures are taken to solve deficiencies. The programme is confronted with low intake numbers which is a concern. In order for the learning communities to work fully and for students to develop an intercultural mindset, the student population needs to be sufficiently large. The reasons for the low intake are not entirely clear but might be found in the (mis)understanding of the term "leisure", or because students do not expect an academic programme at NHTV.

**Considerations**

The panel found that the entry requirements tie in with the qualifications of incoming students. The students indicated that they felt prepared for their studies. The panel has some concerns about admission numbers in relation to the programme's long-term viability and didactic approach. The management shares these concerns. The panel is satisfied with the programme's current efforts and the awareness demonstrated to challenges related to increasing and diversifying the student intake.

**Conclusion**

*Bachelor's programme Leisure Studies:* the panel assesses Standard 5 as 'satisfactory'.

**Standard 6: Staff**

The staff team is qualified for the realisation of the curriculum in terms of content and educational expertise. The team size is sufficient.

**Findings**

The bachelor's programme is characterised by a broad approach to leisure. This approach is reflected by the multidisciplinary team of lecturers/researchers that teaches in the BSc LS. The team includes experts in sociology, psychology, philosophy, neuroscience, marketing, anthropology, change management, innovation, statistics and intercultural communication.

Lecturers have an active role in one of the three AfL research lines mentioned in standard 2. Part of their time is dedicated to research and knowledge development, the results of which are used in class and disseminated via academic and professional meetings (e.g. conferences of WLO, ATLAS and LSA, specialist conferences, expert meetings, advisory boards), and publications (e.g. academic journals, trade publications, policy reports, books). In addition to their academic network, staff members maintain links with the professional field through applied research, consultation with professional bodies, and alumni working in leisure contexts and organisations.

The programme management asked to dedicate one of the interviews during the site visit to the topic 'research and education' to underscore the importance of the two for the programme. The programme is proud of the strong relationship between research and education. The panel found that the staff is awarded ample time to perform research and is acutely aware of the synergy between the (content of the) programme, staff's individual research and NHTV's/AfL's research agenda.

NHTV does not receive governmental research funding as do regular research universities in the Netherlands. Therefore, NHTV's research policy actively promotes the research activities by making their own investment annually in the academic research programme. PhD candidates officially follow their PhD programme at Tilburg University. For academic staff following a PhD programme NHTV gives them the opportunity to spend at least 40% of their time on their PhD. Other staff involved in the academic programme have at least one day per week available for research and knowledge development. All research time allocated to staff involved in the academic programmes adds up to a total research capacity for the academic team of nearly 3.0 FTE.

The information provided shows that the available staff is qualified to teach in the bachelor's programme. Almost all lecturers have a PhD in their topic. All lecturers involved in the BSc LS have obtained a mandatory didactic qualification (Training Programme Didactics). According to the policy document *Professionalisation@ AfL 2018-2021* they should all obtain the BKE certification (in Dutch: Basiskwalificatie Examinering) by the end of 2018, and all members of the Board of Examiners should obtain the SKE certification (In Dutch: Seniorkwalificatie Examinering) by the end of 2018. The English level of the vast majority of staff (non-native speakers) is C2. In the current academic year (2017/2018), a total of 26 lecturers are involved in teaching in the programme. The lecturer-student ratio in 2016-2017 was 1:19. Some lecturers also teach in the other (professional and academic) programmes at the Academy for Leisure or in the NHTV and/or academy specific minors. This encourages knowledge exchange between the professional and academic study programmes and underlying research.

Students report that lecturers have an open-door policy and are accessible and available for guidance and feedback. The quality of feedback given varies between lecturers as does the level of English proficiency. Students generally appreciate the qualities of their lecturers and indicate that they are highly committed as teachers. The panel is particularly impressed by the manner in which staff members are supported in their research efforts.

### **Considerations**

Staff members are active, well-qualified researchers who are aware of the relationship between their research and the content of the programme. The students are positive about the expertise of their teachers, their accessibility and willingness to provide feedback. The panel found that the research quality of staff members is above expectation. This is also evidenced by the research levels that the students attain. The panel concluded that the didactic skills of the lecturers are satisfactory and varied. Funding for didactic training courses and English language training is available for those staff members who are interested. All lecturers have a didactic qualification. The self-evaluation report (April 2018) showed that seven had already achieved the BKE and that a number were registered for this. By the time of the site visit in May there was a total of 14 with the BKE. No staff members have obtained an SKE yet. However, one senior staff member has obtained an SKO (in Dutch: Seniorkwalificatie Onderwijs).

### **Conclusion**

*Bachelor's programme Leisure Studies: the panel assesses Standard 6 as 'satisfactory'.*

### **Standard 7: Facilities**

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

### **Findings**

The bachelor's programme shares a floor and all available facilities with both the academic and professional Leisure programmes. Two large lecture rooms and 100 m<sup>2</sup> of breakout space are available to the students. Classrooms are equipped with digital smartboards and high-speed internet connections. Equipment is available to make live recordings and knowledge clips. Core lecturers and secretaries of the academic bachelor's and master's programmes have their offices



near the classrooms and workspaces of the students, which ensures short lines of communication between lecturers and students.

NHTV has libraries at three different locations, including the Academy for Leisure. The collection is international and academically oriented and connected to all major international library networks. Services focus on offering an up-to-date collection of books, (ISI) journals and databases, in addition to instruction and support in searching the digital library (databases, e-journals, etc.). At the start of the academic year students are informed by a staff member of the library how to use the library services.

Students indicate that it can be difficult to find quiet places to study or to perform group work/project work. In the summer of 2019, the programme will move to a new campus that will house all programmes of the Academy for Leisure. The panel expects that the new campus will provide enough (quiet) space, study areas, and material facilities that students need and that support the didactic approach and working methods of the programme (cf. standard 4).

### **Considerations**

The panel reviewed the current accommodation and facilities and has concluded that these are sufficient for the realisation of the curriculum of the BSc LS. The building offers a satisfactory learning environment with access to suitable lecture halls, facilities, and access to teachers. The move to the new campus in 2019 will give students a new and modern study environment that should support the didactic approach of the programme and offer more space for group work and individual work.

### **Conclusion**

*Bachelor's programme Leisure Studies: the panel assesses Standard 7 as 'satisfactory'.*

### **Standard 8: Tutoring**

The tutoring of and provision of information to students are conducive to study progress and tie in with the needs of students.

### **Findings**

The BSc LS is a small programme, which results in many (informal) opportunities for personal attention. Lecturers and the programme coordinator have an 'open-door' policy. They are available to discuss study-related issues and for coaching. The programme coordinator in particular plays an important role in guiding the students in all phases of their studies. The intensity of tutoring and guidance depends on individual teachers, but the students report that they are satisfied with the current situation.

Academic progress of the first-year students is officially monitored by the Board of Examiners. Students receive a provisional study recommendation after the first semester, and a binding study recommendation (in Dutch: bindend studieadvies) at the end of the first year. Afl's student counsellors are available to give individual advice, support and guidance to students. The student counsellors also provide information on legislation, such as grants and regulations concerning the binding study recommendation. Furthermore, NHTV offers a range of training courses that focus on common study problems (e.g., anxiety, study stress, study approach, and study discipline).

Student information such as study manuals, programme information, student handbooks, and study materials are provided to students digitally via the electronic learning environment CumLaude. Students register for exams and see their results in the Osiris system and via the MyNHTV app. The NHTV newsletter offers information on issues related to education, student associations, and activities on campus and in Breda. In addition, NHTV uses social media (Facebook, Instagram, Twitter and LinkedIn) to connect to its students. The Academy for Leisure recently launched a new website with blogs, vlogs and social media. Students have a personal

portal (also accessible via the MyNHTV app) from where all NHTV systems can be accessed. Despite all these facilities, students do report that they sometimes have difficulties in finding out when exams take place and how to register for them. The panel reviewed the information on the website and found that it was somewhat unclear.

AfL subscribes to NHTV's policy plan *Studying with a Disability NHTV 2015-2019* to support students with a disability. Furthermore, AfL has special rooms available for testing students that need special support and/or facilities.

### **Considerations**

Tutoring of students is personal and informal, and this certainly stimulates and aids students in their studies. The staff of the BSc LS deserve compliments for the work they do and the results that are achieved. At the same time, the informal, personal approach may also have some downsides for the students and the staff and is dependent on the limited number of students enrolled in the programme. Academic bachelor's students are expected to develop independence and the ability to cope with challenges themselves. Intensive supervision and tutoring that results from the programme's small scale should not restrain this development. For a future programme, with potentially more students, it would be wise to develop an explicit plan for tutoring and supervision, in which the didactic philosophy, the capabilities of the staff (in terms of what they realistically can do for a given number of students) and the content of the programme are attuned to one another.

The programme uses a variety of (digital) channels to communicate with students. However, it seems that the information could be presented more clearly.

### **Conclusion**

*Bachelor's programme Leisure Studies*: the panel assesses Standard 8 as 'satisfactory'.

#### **Standard 9: Quality assurance**

The programme has an explicit and widely supported quality assurance system in place. It promotes the quality culture and has a focus on development.

### **Findings**

NHTV uses the 'plan - do - check - act' (PDCA) cycle as their internal quality assurance system for education and has a parallel quality system for research. Both education and research (as well as operations and services) are embedded in the Planning & Control cycle (P&C). The P&C cycle involves three conversations each year in which the academy director reports directly to the Executive Board. Input for these conversations include the management contract and a yearly report on the quality of education. This gives the Executive Board the opportunity to monitor whether the strategic NHTV objectives are achieved and results achieved are consolidated.

The Academy for Leisure has documented its quality assurance system in the document *Quality Care at Academy for Leisure - Organisation, Procedures, Instruments* which is updated every year. The document describes the quality policy of the Academy and its organisation (including responsibilities of various stakeholders) in detail. The policies regarding quality assurance are described for all programmes at AfL. The policies, workings and quality goals are translated to each programme in the Academy. The panel has noted however that specific quality goals for the BSc LS have yet to be developed.

All courses are evaluated every year by the students and by the lecturers via student surveys and round table sessions to which all students of a year group are invited. Based on the results of the evaluations a didactical expert and the course coordinator work together with the lecturer(s) to improve each course for the following year. The programme coordinator has an active role in ensuring the effectiveness of all the quality care processes. The results of evaluations are discussed



in the degree programme committee. The panel is particularly impressed by the open discussions with the programme coordinator, educational advisor and students (round table sessions) that are a valuable source of feedback on all elements of the programme.

There is a policy in place to support the systematic evaluation of the entire curriculum via alumni and graduating students. The programme coordinator is mainly responsible for assuring the quality and coherence of the complete programme. The coherence is further guaranteed by organising team meetings. Lecturers meet as a group six times per year to discuss content and issues in the programme. Every week time is blocked for a staff meeting that could be about the detailed content of specific courses, guest lecturers, research projects etc.

The panel has established that the current practice of quality assurance is working. The programme is aided by its small scale which promotes soft control. The responsibilities and tasks of staff, students and several committees of the BSc LS are clear. However, there is no structural involvement of the alumni or representatives of the professional field in the quality assurance system yet. The results of evaluations reach the programme committee who suggest improvements for the programme. Students are aware of the mechanism, but they are not yet systematically informed on measures taken.

### **Considerations**

The panel established that most of the programme's stakeholders are involved in the evaluation of the programme and that the programme's management acts upon suggestions for improvement. Staff and students are involved in periodic course evaluation sessions and indicated that their input, given orally and through anonymous surveys, resulted in demonstrable measures of improvement.

The panel established that feedback is collected in formal and informal ways and that there is a positive, open attitude that promotes a quality culture. The current quality practices for the BSc work. This is aided by the small scale of the programme. However, the panel encourages the programme to develop quality goals for the BSc LS specifically. The panel also sees options for alumni and representatives of the professional field to play a role in quality assurance, the latter either through the advisory board or otherwise. The panel also advises the programme to inform staff and students systematically on measures taken for improvement.

### **Conclusion**

*Bachelor's programme Leisure Studies*: the panel assesses Standard 9 as 'satisfactory'.

### **Standard 10: Student assessment**

The programme has an adequate student assessment system in place.

### **Findings**

#### *Assessment policy*

The NHTV testing framework requires each academy or educational programme to define an assessment policy in which the programme describes which quality criteria are important and how quality is safeguarded. For the BSc LS programme, an assessment policy has been developed that also applies to the MSc Leisure Studies.

The assessment policy describes the vision of assessing and defines procedures and quality criteria. The policy is valid for three years (current policy 2017-2020). It dictates that lecturers use a variety of assessment methods. The chosen methods depend on and should suit the learning objectives of a study unit or course. The programme uses formative and summative assessments. Students are made aware of the learning objectives, forms and weight of each assessment and assessment criteria via the study guide. The programme uses group work a lot and the programme

has introduced measures to control and monitor the total amount. For modular courses, the individual component should account for at least 50% of the final grade. A yearly assessment plan is made to ensure that the mix between group work and individual work is adequate. The panel finds that the assessment of group work is something that could be improved. The manner in which group work is assessed currently seems (too) dependent on individual lecturers. For instance, student peer review can help groups to grade individual achievements but this requires a systematic and transparent method so students and lecturers know what to expect and experience a safe environment. Also, a solid working practice to prevent freeriding should be in place.

The programme adheres to a seven-step assessment cycle that ensures the quality of the actual assessments. The panel finds the use of assessment matrices helpful in constructing assessments and in ensuring their validity. The panel encountered a variety of assessment forms used in different courses (e.g. projects) and agrees that the programme could benefit from some form of standardisation in this area.

Rules on administering assessments are specified in the Teaching and Examination Regulations. Reports and written assignments are handed in through the electronic learning environment CumLaude, followed by automatic plagiarism checks. After a test, the lecturer evaluates the students' work according to previously defined evaluation criteria or rubrics. The lecturer determines the grades for the test. The panel finds that the quality of assessments could improve by introducing 'double marking' for all courses. However, the panel does recognise that this is quite an intensive method. The four-eyes principle that the programme applies when constructing assessments is a positive feature. Feedback is given by e-mail, orally (for oral exams) or through CumLaude; the quality of the feedback is strongly dependent on individual lecturers. Students indicated that they receive ample feedback when they have failed a test but could do with more feedback on how to improve after receiving a pass grade.

#### *Research practical*

The research practical is regarded as the final project of the programme. The research practical is carried out by two students and results in a report. Students are given extensive feedback by their supervisor(s) on their work in progress. The final report is assessed by two lecturers. The individual achievement of students is evaluated via individual poster presentations after completion of the report. These poster presentation sessions are attended by a mixed group of lecturers from the academic programmes. Each poster is evaluated by two lecturers, other than those involved in grading the written report. As a result, the research practical is evaluated by four different lecturers in total. Lecturers use rubrics and an assessment form for the assessment of the research practical. The panel has seen different assessment forms while reviewing the research practical reports. The latest form gives the first and second supervisor the option to provide feedback and grades. The amount of qualitative feedback given on the form varies. From the form, it is unclear if both assessors grade the student independently. The assessment of the poster presentation is not part of the current form. The panel has therefore been unable to determine how the assessors value the individual components of the research practical. The panel concludes that the assessment of the individual students is currently not transparent and advises the programme to look urgently into this issue. The panel also advises the programme to review the use and design of the form to ensure that it is a tool that promotes transparency, independence and reliability of the assessment of each individual student.

#### *Board of Examiners*

The Board of Examiners (BoE) consists of three people who are all senior lecturers with didactical experience. The composition of the board meets the legal requirements. The BoE has an external member who is also a member of the BoE for the Bachelor of Science Tourism (joint degree with Wageningen University). The BoE's members are facilitated in developing their expertise in assessment strategies and policies through, for instance, obtaining BKE and SKE-certificates. The current members are expected to obtain their SKE by the end of 2018 (cf. Standard 6).



The BoE meets four to seven times per year. The small scale of the programme contributes to informal contact as well. The BoE screens a (random) selection of courses and their assessments twice a year. Furthermore, the BoE has an overview of all assignments that are used in each course but does not actively seek an overview for the entire curriculum. The BoE does not actively monitor the students' progress or the results of assessments. Any problems in the programme come to light via other processes, such as (but not exclusively), the round table sessions and team meetings.

### **Considerations**

The NHTV has a satisfactory assessment policy (testing framework). The BSc LS applies multiple and diverse assessment methods per course. In general, the assessments in courses are adequate and support the students' learning process. Group work remains a point of attention as the assessments of individual achievements of students are currently insufficiently transparent. Also, especially for the research practical there is a need to ensure that assessments of the individual students are fully transparent. Differences in achievement level in the research practicals were appropriately reflected in the assigned marks. The marking of these was fair and properly aligned. However, the marking was not fully transparent as assessment forms do not contain the marking for the individual poster presentation and some contained limited content.

The panel suggests that significant improvements can be made in standardising and monitoring assessment practices (including forms) and individual student achievements. Also, the panel is not convinced that freeriding behaviour is systematically and adequately prevented. The BoE currently seems to be a reactive body. The panel finds that the BoE could and should be more proactive in their task. But the panel also recognises that the BoE deserves and needs insurances to maintain and safeguard their important work. The board plays a crucial role in the programme's quality assurance and should be positioned accordingly so they are able to do their job. It is vital that the BoE and its members continue to have seniority and are regarded as guardians of the programme's quality.

### **Conclusion**

*Bachelor's programme Leisure Studies:* the panel assesses Standard 10 as 'satisfactory'.

<b>Standard 11: Achieved learning outcomes</b>
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The programme demonstrates that the intended learning outcomes are achieved.
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### **Findings**

To assess the achievement of the intended learning outcomes, the panel studied the results of tests, the programme's final project (research practical) and the performance of graduates in the professional field and in graduate programmes or post-initial education after graduation.

The panel studied 15 research practical reports that were written in 2015-2016 and 2016-2017 to verify the achievement levels of graduates of the bachelor's programme (appendix 5). The panel concluded that graduates demonstrated to have met the intended learning outcomes at a very good level. The reports exceeded the panel's expectations and showed that students grasp the essence of academic research. They consistently demonstrate they are able to perform research and show a firm understanding of the methodology and the process. Students mainly work with quantitative methods in their research practical rather than qualitative methods. Their grasp of qualitative methodology is shown via assignments that are part of the students' portfolios. The range of chosen topics reflects the sorts of issues that are appropriate to examine in bachelor theses and for which data resources are available. The awareness of the literature is generally sound and the methods and analysis appropriate.

Graduates of the BSc LS predominantly progress to a master's programme rather than the labour market since the labour market does not offer many opportunities for graduates at bachelor's level. Most graduates choose to follow a master's degree at another institution and do not progress to the MSc in Leisure Studies of NHTV. Graduates mainly progress to master's programmes in either

social sciences or in business/management, the two dominant thematic perspectives in the BSc LS curriculum. The programme management regrets when BSc LS graduates do not continue in leisure studies, but also reason that the broad and multidisciplinary approach of the BSc LS equips students with important transferable skills and enables them to choose (multiple) specialisations.

### **Considerations**

The panel ascertained that graduates of the programme achieve the intended learning outcomes at a very good level. Graduates demonstrated a solid grasp of theoretical knowledge and demonstrated an ability to appropriately structure their research, posing relevant questions and making use of suitable literature and research methods. The panel concluded that graduates showed a level beyond its expectations and showed that they are very well prepared for further study in an academic master's degree in leisure studies or a related field.

### **Conclusion**

*Bachelor's programme Leisure Studies*: the panel assesses Standard 11 as 'good'.

## **GENERAL CONCLUSION**

The panel unreservedly recognises NHTV as a leader of research in leisure. It is the place for the academic study of leisure in the Netherlands. This is reflected in the BSc LS which is a solid and good academic bachelor's programme in leisure studies. The progression from a monodisciplinary approach in year one, to a multidisciplinary approach in year two and to a transdisciplinary approach in year three provides a framework for a logical and coherent curriculum that functions well and is clear evidence of an academic approach. The content of the programme is current and relevant. The research qualities that students develop are beyond expectations of the panel and many of the theses show an outstanding quality.

The panel did, however, also find some points of discussion that the programme management may consider in further developing the programme. The programme's focus is firmly directed towards the development of research skills. However, the majority of students will not go on to an academic career, but a professional career outside academia. The programme could therefore consider strengthening its link with the professional field in its curriculum. This connection to the professional field could, for instance, be more present in assignments or research practical reports of students resulting in research that is relevant for the professional field, research for or in cooperation with the professional field or recommendations for the professional field.

The panel finds further points of improvement that are mainly directed towards internal processes. One of the positive features of the programme is its informal and personal culture. This brings important benefits for the students but also has potential pitfalls. Certain aspects of student assessments and quality assurance should be improved. For example, the programme incorporates a lot of group work which positively contributes to the development of an important range of skills. However, the assessment of each individual student and the risks of freeriding are areas that need constant consideration. In addition, the panel urgently finds that the current Board of Examiners should adopt a more proactive stance, and deserves and needs insurances to maintain and safeguard their important work.

### **Conclusion**

The panel assesses the *bachelor's programme Leisure Studies* as 'satisfactory'.



## APPENDICES

# APPENDIX 1: FIELD OF STUDY

*Taken from the self-evaluation report*

## Field of study

Leisure is a growing area of consumption, economic activity, social interaction and identity formation. The main focus of the BSc and MSc Leisure Studies (LS) is the way in which leisure production and consumption shapes and is shaped by society. The BSc LS addresses these issues in the context of leisure proper, whereas the MSc LS capitalises upon the greater analytical and integrative capacities of students at the master's level to approach leisure and tourism practices in a more holistic fashion.

The social significance of leisure has increased dramatically in recent decades as both leisure time and consumption have risen. Since the 1980s, a great deal of attention has been paid to the economic consequences of leisure and tourism. Expenditure in the leisure sector now accounts for around 20% of disposable income, and the tourism sector generates almost 4% of GDP in the Netherlands, compared with only 3% five years ago. The growing leisure economy in the Netherlands recently led the Rabobank to suggest that the country is developing into a 'leisureland'<sup>1</sup>.

However, the significance of leisure (and also tourism) goes far beyond the economic impacts that tend to preoccupy policy makers and politicians. Most importantly, as periods of relatively unconstrained time use, these fields are becoming increasingly important in terms of personal development, identity formation, socialisation, community formation and meaning making. Leisure and tourism experiences underpin the development of social ties in the contemporary network society, making the study of leisure and tourism essential to an understanding of how society functions in the 21st century.

From an academic perspective the study of leisure has become more problematic as the emancipatory project of expanding leisure time and individual freedom became increasingly enmeshed with the growth of the consumer society. This produced a fragmentation of leisure studies into a series of 'little leisures', focused on specific fields of consumption such as tourism, events and sport, which according to Roberts (2011)<sup>2</sup> undermined the social basis of leisure studies. Particularly in the UK these developments have been heralded as a 'crisis' in leisure studies, as the subject field saw increasingly large areas of leisure hived off into more specialised niche courses. The aim of the BSc and MSc programmes is to build on the holistic perspectives on leisure developed over the past 25 years of research and teaching and to provide students with an overview of leisure as a social field in which people express, develop, create and relate, and in doing so, build society as a whole. We are doing this in a rich environment with over 1,700 students who are in daily contact with leisure and hundreds of contacts with the public sector and commercial leisure companies.

## Positioning and distinctive features

The BSc and MSc LS highlight the dual nature of the leisure sector as a domain where (consumer-centric) social needs and trends collide with (producer-centric) sectoral developments. One of the integrative methodological and conceptual choices that underlies this holistic perspective is to focus on the dynamic interactions that form the core of leisure, rather than a more limited focus on either leisure needs, satisfaction and meaning making (the social side), or leisure management and product development (the business side). This broad and layered understanding of leisure is further facilitated by the multidisciplinary nature of the team of lecturers/researchers that carries the BSc and MSc programmes, including specialists in sociology, psychology, philosophy, neuroscience, marketing, anthropology, change management, innovation, statistics and intercultural communication.

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<sup>1</sup> <http://pretwerk.nl/opinie/rabobank-nederland-ontwikkelt-zich-tot-leisureland/45812>

<sup>2</sup> Roberts, K. (2011). Leisure: The importance of being inconsequential. *Leisure Studies*, 30(1), 5-20.



The business side of leisure has been strengthened in the BSc programme, in accordance with feedback from the 2012 accreditation, most explicitly through the development of a new course, 'Dynamics of the Leisure Sector'. This course highlights the structure and interaction dynamics of various kinds of stakeholders in the leisure sector. Other themes that have been made more prominent in the curriculum include Storytelling and Events (in the 'Storytelling and Experience' course, and in 'Philosophy of Leisure 1' in year 2) and Ethics (in both the 2nd and 3rd year 'Philosophy of Leisure'-courses).

The drive to focus on leisure practices as practices where the various aspects of the dynamic field of leisure (social, managerial) can interact, is a means of maintaining a holistic focus on leisure and in contrast to the more specialised approach of programmes dealing with specific areas of leisure consumption. Rather than analysing the fragmenting consumer experience of rapidly changing leisure activities, we consider the development of leisure practices as social routines that combine processes, content and contexts. Individuals and social groups following the routines of leisure in turn develop the structures that form the context for these actions. Practice-theoretical conceptual frameworks are currently flourishing in many scientific disciplines and many domains of leisure activity (see Shove, Pantzar, & Watson, 2012; Spaargaren, Lamers, & Weenink, 2016; Warde, 2014<sup>3</sup>). Particularly scholars from consumption studies have focused on practice approaches to explain the dynamics and increasing complexity of consumption behaviour implied by the network society.

This approach has definite advantages in the study of leisure (as well as tourism), because it supports a multidisciplinary perspective and it emphasises the need to combine different theories and types of knowledge (such as individual motivations, social relations and economic constraints) to understand how practices function. In this conceptual schema, supply and demand are not seen as separate categories with clearly identifiable producers and consumers, allowing us to analyse and understand processes of 'prosumption' or co-creation that involve producers and consumers working together to generate experiences.

We also understand these leisure practices as being linked to each other, in the same way that Collins (2004<sup>4</sup>) talks about 'Interaction Ritual Chains'. Leisure practices are not isolated activities or discrete experiences, but they depend on the previous leisure experiences of the participants and those around them. Leisure practices enable participants to develop skills and understandings and gather resources that will all determine to some extent the trajectory of future consumption decisions. Such insights are vital to support the development of effective policies and management strategies in the dynamic fields of leisure and tourism.

This multidisciplinary, layered and holistic approach to leisure also informs the work of the three research groups at AfL, which cover leisure processes (Imagineering), leisure content (Storytelling) and leisure contexts (Placemaking and Events). The courses provided in the BSc and MSc LS programmes are all related to one or more of these research areas. There is a prominent role for the experience perspective on leisure, which is also central to the NHTV research agenda.

The academic climate is supported by integrating research in the programme, by maintaining formal links with Tilburg University and Wageningen University, and by participating in international networks, such as ATLAS, the WLO (World Leisure Organization) and the Leisure Studies Association. As one of a select few Centres of Excellence of the WLO, AfL also leads global leisure research and education agendas.

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3 Shove, E., Pantzar, M., & Watson, M. (2012). *The dynamics of social practice: Everyday life and how it changes*. Los Angeles, CA: Sage.

Spaargaren, G., Weenink, D., & Lamers, M. (2016). *Practice theory and research: Exploring the dynamics of social life*, Oxon, OX/New York, NY: Routledge.

Warde, A. (2014). After taste: Culture, consumption and theories of practice. *Journal of Consumer Culture*, 14(3), 279-303. doi: 10.1177/1469540514547828

4 Collins, R. (2004). *Interaction ritual chains*. Princeton and Oxford: Princeton University Press.

## APPENDIX 2: INTENDED LEARNING OUTCOMES

	Courses	Content areas and/or teaching methods, aimed at acquiring the exit qualifications mentioned
<b>1. General intellectual skills</b>		
<b>1.1. Logical, analytical reasoning</b>		
<i>-Logical and analytical reasoning, isolating the appropriate problems, and understanding those problems in their proper context</i>	<i>All courses</i>	<i>This skill is fostered and assessed in all courses.</i>
<b>1.2. Critical self-reflection</b>		
<i>-Ability to reflect on one's own professional knowledge and practices, and on those of others</i>	<i>All courses</i>	<i>The ability to reflect is fostered and assessed in all courses</i>
	<i>Philosophy of Leisure</i>	<i>Learning to think critically about the phenomenon of science and scientific practice (including one's own academic/scientific actions), especially applied to Leisure Studies</i>
	<i>Intercultural Management</i>	<i>Confrontation with intercultural perspective on availability, use, perception and organisation of leisure (time)</i>
<b>1.3. Ethical/normative awareness</b>		
<i>-Familiarity and compliance with the fundamental principles of academic objectiveness, integrity and responsibility -Awareness of social-political and ethical aspects involved in operating in the field of Leisure Studies</i>	<i>Philosophy of Leisure</i>	<i>Reflection on scientific practice and matters of objectivity, integrity, responsibility, etc.</i>
	<i>Philosophy of Leisure</i>	<i>Becoming aware of normative frameworks and social-political movements in leisure (and leisure ethics)</i>
<b>1.4. Communication skills</b>		
<i>-Ability to communicate clearly, both orally and in academic writing, about the aspects of the discipline with fellow professionals and non-fellow professionals</i>	<i>Projects 1-4</i>	<i>Training in academic reporting and presenting and the ICT skills required to this end</i>
	<i>Labour, Care and Leisure</i>	<i>Training in academic English (reading, speaking and writing)</i>
	<i>Leisure and Urban Developments</i>	<i>Training in academic English (reading, speaking and writing)</i>
	<i>Various courses</i>	<i>Writing papers and/or preparing presentations</i>
	<i>Research Lab</i>	<i>Reporting and presenting research findings</i>
	<i>Research practical</i>	<i>Reporting research findings</i>
<b>1.5. Multi-perspective or multi-source approach</b>		
<i>-Use and evaluation of various sources of information, in order to be able to make an accurate, qualitatively sound selection -Multidisciplinary perspective in approaching practical problems -Awareness of intercultural differences in leisure activities and in the conditions for leisure activities</i>	<i>Project 1</i>	<i>First training in skills relating to the collection, selection, understanding and processing of scientific sources</i>
	<i>Projects 2 - 4, Research Lab, Research practical</i>	<i>- Continued development of skills in locating, selecting and processing scientific sources, in the context of ever more complex issues and with an increasing degree of independence - Use of insights, theories and methods from various disciplines to answer realistic and practically relevant issues</i>
	<i>Intercultural Management</i>	<i>Confrontation with intercultural perspective on availability, use, perception and organisation of leisure (time)</i>



<b>2. RESEARCH ATTITUDE</b>		
<b>2.1. Ability to identify connections, trends and developments</b>		
<ul style="list-style-type: none"> <li>-Contribution to the expansion of knowledge based on an interested, inquisitive attitude</li> <li>-Recognition of the dominant paradigms within Leisure Studies</li> <li>-Independent opinion formation on issues in the discipline of Leisure Studies</li> <li>-Ability - under supervision – to set up, carry out and report on research projects into the use of leisure and conditions and/or organisation of leisure</li> </ul>	<ul style="list-style-type: none"> <li>Projects 1 - 4, Research Lab, Research practical</li> </ul>	<ul style="list-style-type: none"> <li>Carrying out research tasks with an increasing degree of complexity and at an increasingly independent level</li> </ul>
	All courses	<ul style="list-style-type: none"> <li>- Learning to adopt a critical attitude and form opinions independently through debates and discussions in lectures and seminars and individual writing assignments</li> <li>- Introduction to the key questions in and most important definitions and approaches of Leisure Studies</li> <li>- Thorough introduction to the multidisciplinary character of Leisure Studies, especially in and through the disciplinary courses in the first year</li> </ul>
<b>2.2. Commitment to update/expand one's level of knowledge</b>		
<ul style="list-style-type: none"> <li>-Critical attitude with regard to one's own findings and conclusions, and those of others</li> <li>-Looking for and being open to new points of view</li> </ul>	<ul style="list-style-type: none"> <li>Various courses</li> </ul>	<ul style="list-style-type: none"> <li>- Working in groups on the completion of assignments, in which the group is supposed to arrive at a unanimous approach and conclusions</li> <li>- Discussions in lectures and/or seminars</li> </ul>
<b>2.3. Life-long learning</b>		
<ul style="list-style-type: none"> <li>-Commitment to the continuous process of knowledge development</li> <li>-Willingness to engage in life-long learning</li> </ul>	<ul style="list-style-type: none"> <li>All courses</li> </ul>	<ul style="list-style-type: none"> <li>Lifelong learning is the intended effect of the study programme as a whole and cannot be narrowed down to one specific course</li> </ul>
<b>3. DISCIPLINARY KNOWLEDGE</b>		
<b>3.1. Knowledge and understanding of the fundamentals and history of one's discipline</b>		
<ul style="list-style-type: none"> <li>-Knowledge of and insight into the developments in leisure activities/pursuits and in the conditions for leisure activities/pursuits</li> <li>-Knowledge and understanding of the fundamentals, history and development of Leisure Studies</li> </ul>	<ul style="list-style-type: none"> <li>Sociology of Leisure</li> </ul>	<ul style="list-style-type: none"> <li>- Introduction to leisure studies in a sociological context</li> <li>- The meaning of leisure as a concept, phenomenon and object of scientific study</li> <li>- Positioning of the discipline</li> </ul>
	<ul style="list-style-type: none"> <li>Organisation of Leisure</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge of the organisation of leisure</li> </ul>
	<ul style="list-style-type: none"> <li>Psychology of Leisure</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge of the perception/experience of leisure</li> </ul>
	<ul style="list-style-type: none"> <li>Labour, Care and Leisure</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge of differences in the availability and use of (leisure) time</li> </ul>
<b>3.2. Understanding of the structure and relationships between subareas of the discipline</b>		
<ul style="list-style-type: none"> <li>-Overall understanding of the multidisciplinary discipline of Leisure Studies, with an eye for the relationships between the various subfields</li> <li>-Knowledge and understanding of the most important models and conceptual frameworks in Leisure Studies</li> </ul>	<ul style="list-style-type: none"> <li>Sociology, Psychology, Anthropology, and Economics of Leisure</li> </ul>	<ul style="list-style-type: none"> <li>- Introduction to the core disciplines of Leisure Studies</li> <li>- Introduction to the core disciplines' contributions to the development of Leisure Studies</li> </ul>
	<ul style="list-style-type: none"> <li>Organisation of Leisure</li> </ul>	<ul style="list-style-type: none"> <li>- Insight into the organisation of leisure in the context of a mixed economy of leisure</li> <li>- Insight into the forms of leisure intervention by governments, profit and non-profit organisations</li> <li>- Introduction to organisational and networking theory</li> </ul>
	<ul style="list-style-type: none"> <li>Innovation and Change</li> </ul>	<ul style="list-style-type: none"> <li>- Insight into management issues with regard to trends and developments in the experience economy</li> <li>- Insight into basic concepts of change management and innovation strategies, and their application in the field of leisure management</li> </ul>
	<ul style="list-style-type: none"> <li>Consumer Behaviour and Marketing Management</li> </ul>	<ul style="list-style-type: none"> <li>- Knowledge of basic concepts of marketing and their application in the field of leisure management</li> </ul>

	<i>Experience and Storytelling</i>	<ul style="list-style-type: none"> <li>- Knowledge of (sources of and developments in) leisure experiences and values</li> <li>- Knowledge of value creation and control methods</li> <li>- Knowledge of concept development and the role of storytelling in events</li> </ul>
	<i>Dynamics of the Leisure Sector</i>	<ul style="list-style-type: none"> <li>- Insight into issues involving long-term policy (and the development of long-term policy)</li> <li>- Knowledge of theory of chain and alliance formation, creation and maintenance of networks, network management</li> </ul>
	<i>Sustainability, Entrepreneurship and Performance</i>	<ul style="list-style-type: none"> <li>- Knowledge of various aspects of operational management in the leisure sector (accounting, personnel policy, logistics, and so on)</li> <li>- Knowledge of aspects of leadership and entrepreneurship in the mixed economy of leisure</li> <li>- Knowledge of aspects of corporate social enterprise and sponsoring in the mixed economy of leisure</li> </ul>
	<i>Labour, Care and Leisure</i>	Knowledge of theoretical approaches to the distribution of time in the areas of labour, care and leisure in the consumption culture
	<i>Leisure and Urban Development</i>	Deepening of insight into the influence of trends in leisure behaviour and the leisure industry on urban development
	<i>Intercultural Management</i>	Knowledge of intercultural differences in the availability, use, perception and organisation of leisure (time/offering)
	<i>Philosophy of Leisure</i>	- Reflection on core issues and core concepts of Leisure Studies, such as freedom, experiences and storytelling
<b>3.3. Recognition of discipline-related paradigms</b>		
<i>-Insight into relevant theories and research traditions in the fields of anthropology, sociology, economics, psychology, and philosophy in general, and the way leisure is studied in these fields in particular</i>	<i>Sociology, Psychology, Anthropology, Economics, and Philosophy of Leisure</i>	<ul style="list-style-type: none"> <li>- Introduction to the core disciplines of Leisure Studies</li> <li>- Introduction to the core disciplines' contributions to the development of Leisure Studies</li> </ul>
<b>3.4. Specific practical skills</b>		
<i>-Application of knowledge in organisations which operate in the mixed economy of leisure</i>	<i>Research Lab</i>	Students carry out a practically relevant assignment and arrive at practicable recommendations
	<i>Projects 1- 4</i>	<p>Research tasks reflect the professional context and are based on realistic problems</p> <p>Writing a report on the research results and formulating policy recommendations that are consistent with the research results</p>
<b>3.5. Knowledge and understanding of research methods and theory formation</b>		
<i>-Knowledge of social scientific research methods and techniques</i> <i>-Knowledge of the history and development of research in one's discipline and the methods and approaches used in it</i>	<i>Research Methods-1 t/m 4</i>	Thorough introduction to the various socio-scientific research methods and techniques
	<i>Anthropology of Leisure</i>	Introduction to anthropology of leisure (approaches, core concepts, definitions, research)
	<i>Sociology of Leisure</i>	Introduction to sociology of leisure (approaches, core concepts, definitions, research)
	<i>Psychology of Leisure</i>	Introduction to Psychology of Leisure (approaches, core concepts, definitions, research)
	<i>Economics of Leisure</i>	Introduction to Economy of Leisure (approaches, core concepts, definitions, research)
	<i>Philosophy of Leisure</i>	<ul style="list-style-type: none"> <li>- Introduction to Philosophy of Leisure (approaches, core concepts, definitions, discourse)</li> <li>- Reflection on methods of acquiring knowledge</li> </ul>



<b>3.6. Taking a position in academic discourse</b>		
-Taking a critical position with regard to topics in the academic literature in the field of Leisure Studies	All courses	Students are expected to critically study the required literature of all courses
<b>3.7. Application of discipline-related analysis techniques</b>		
-Ability to apply current research methods and techniques in an appropriate and effective fashion -Ability to translate social issues into discipline-related problems and an ability to relate these problems – by means of current research methods and techniques – to empirical and theoretical insights in the field of Leisure Studies -Insight into the progression of research -Ability to – under supervision and in a methodically sound manner – carry out the various phases of research; ability to ask clarifying questions regarding one's own discipline and an ability to test hypotheses on the grounds of knowledge and skills acquired with regard to problem formulation, theory construction, and research methods and techniques -Interpretation of and reporting on research findings	Research Methods 1 - 4	Practical training in the various socio-scientific research methods and techniques
	Projects 1 - 4	- Applying research skills in small-scale research projects in an applied context - Being able to link and translate research results to practice and/or theory used
	Research Lab	- In groups of 6 to 8 students, going through a complete research cycle - Enhancement of research and analysis skills - Training in operationalisation of theory to research questions and concrete research methods - Comparison of results to theory
	Research practical	- Translation of external and/or social issues to researchable questions; - Selection of relevant research methods and analysis techniques; - Analysis and interpretation of data; - Reporting research findings.
<b>3.8. Evaluation of discipline-bound research</b>		
-Understanding and interpretation of presuppositions, information content/value and empirical tenability of research and theories in the field of Leisure Studies -Understanding and interpretation of specialist literature	All courses	- Introduction to theories and research results - Reading and discussing specialist literature
<b>3.9. Disciplinary skills</b>		
-Proficiency in fundamental professional skills, such as project-based working, ability to work in a team, reporting and advising	Research Lab	- Working in groups of 6 to 8 students - Being able to make concrete policy recommendations based on research results
	Projects 1-4	- Working in groups and in a project-based setting - Reporting findings

## APPENDIX 3: OVERVIEW OF THE CURRICULUM

Year 1			
Semester 1		Semester 2	
Term A	Term B	Term C	Term D
Research Methods 1 (6 EC)		Research Methods 2 (6 EC)	
Sociology of Leisure (6 EC) <sup>1</sup>	Economics of Leisure (6 EC) <sup>3</sup>	Psychology of Leisure (6 EC)	Consumer Behaviour and Marketing Management (6 EC) <sup>1</sup>
Anthropology of Leisure (6 EC)	Project 1 (6 EC)	Organization of Leisure (6 EC)	Project 2 (6 EC)
Year 2			
Semester 3		Semester 4	
Research Methods 3 (6 EC) <sup>1</sup>		Research Methods 4 (6 EC) <sup>1</sup>	
Labour, Care and Leisure (6 EC) <sup>2</sup>		Dynamics of the Leisure Sector (6 EC)	
Experience and Storytelling (6 EC)		Innovation and Change (6 EC) <sup>1</sup>	
Philosophy of Leisure 1 (6 EC)		Sustainability, Entrepreneurship and Performance (6 EC)	
Project 3 (6 EC) <sup>3</sup>		Project 4 (6 EC)	
Year 3			
Semester 5		Semester 6	
External Minor (24 EC)		Research Practical (12 EC)	
		Leisure and Urban Development (6 EC) <sup>1</sup>	
		Intercultural Management (6 EC)	
Research Lab (6 EC) <sup>3a</sup>		Philosophy of Leisure 2 (6 EC)	

Figure 3.1: Structure of the BSc programme in Leisure Studies

### Notes to figure 3.1

1: these BSc LS courses are also part of the LS pre-master's curriculum.

2: this is an online course, consisting of modules that will result in a portfolio of advanced qualitative research assignments.

3: shared course with BSc Tourism (BTO)



## APPENDIX 4: PROGRAMME OF THE SITE VISIT

<b>22 May NHTV Breda</b>	
<b>10.30 - 13.30</b>	Arrival of panel, lunch, internal meeting and documentation review
<b>13.30 - 14.25</b>	Board and management BSc and MSc
<b>14.25 - 14.30</b>	Mini break
<b>14.30 - 15.00</b>	Showcase BSc & MSc
<b>15.00 - 15.45</b>	Students BSc (including student(s) degree programme committee)
<b>15.45 - 16.00</b>	Break
<b>16.00 - 16.45</b>	Teaching staff BSc (including teaching staff degree programme committee)
<b>16.45 - 16.50</b>	Mini Break
<b>16.50 - 17.20</b>	Research & education (discussion with researchers: link research & education)
<b>17.20 - 17.30</b>	Break
<b>17.30 - 18.15</b>	Representatives professional field and Alumni BSc and MSc Leisure Studies
<b>18.15 - 18.30</b>	Internal deliberation panel, short recap day 1

<b>23 May NHTV Breda</b>	
<b>08.45 - 09.45</b>	Arrival of panel, internal meeting and documentation review
<b>09.45 - 10.30</b>	Students MSc
<b>10.30 - 10.35</b>	Mini break
<b>10.35 - 11.20</b>	Teaching staff MSc (including teaching staff degree programme committee)
<b>11.20 - 11.30</b>	Break
<b>11.30 - 12.15</b>	Board of Examiners BSc and MSc Leisure Studies
<b>12.15 - 13.00</b>	Lunch
<b>13.00 - 13.45</b>	Deliberations panel
<b>13.45 - 14.15</b>	Final interview with management
<b>14.15 - 16.00</b>	Deliberations panel and formulating preliminary findings and conclusions
<b>16.00 - 16.15</b>	Feedback of preliminary findings and conclusions

## APPENDIX 5: THESES AND DOCUMENTS STUDIED BY THE PANEL

Prior to the site visit, the panel studied 15 theses of the bachelor's programme Leisure Studies. Information on the selected theses is available from QANU upon request.

During the site visit, the panel studied, among other things, the following documents (partly as hard copies, partly via the institute's electronic learning environment):

### **Introduction: strategy and vision**

- 1.1 Creating Professional Value, Strategy 2018-2021. NHTV Breda University of Applied Sciences.
- 1.2 Research Vision, 2017. NHTV Breda University of Applied Sciences.
- 1.3 Strategy internationalisation AfL, 2018-2021. Academy for Leisure.
- 1.4 Mapping internationalisation@NHTV, 2017. NHTV Breda University of Applied Sciences.
- 1.5 Jaarverslag, 2017 [Annual report]. NHTV Breda University of Applied Sciences.
- 1.6 AfL Academy Plan 2018 2021, What makes us tick. Academy for Leisure.

### **Intended learning outcomes**

- 2.1 MSc Exit qualifications in relation to courses. Academy for Leisure.
- 2.1 BSc Exit qualifications in relation to courses. Academy for Leisure.
- 2.2 Meeting with alumni and staff, February 2018. Academy for Leisure.
- 2.3 Integration of Business Ethics in all NHTV Curricula, 2013-2017. NHTV Breda University of Applied Sciences.

### **Programme: contents, structure, orientation, tutoring and incoming students**

- 3.1 Education@work 2014-2024, Educational Vision. NHTV Breda University of Applied Sciences.
- 3.2 Course manuals BSc and MSc, 2017-2018. Academy for Leisure.
- 3.3 BSc NSE results per NVAO standard, 2015-2016-2017. Academy for Leisure.
- 3.3 MSc NSE results per NVAO standard, 2015-2016-2017. Academy for Leisure.
- 3.4 BSc International Leisure Sciences, Report of the extensive programme assessment, 2012. AeQui.
- 3.5 MSc Leisure Studies, Advisory report of the extensive initial accreditation, 2012. AeQui.
- 3.6 MSc Leisure Studies, Advisory report for the mid-term accreditation, 2017. AeQui.
- 3.7 Minutes of the research seminars LS. Academy for Leisure.
- 3.8 Minutes of the degree programme committee. Academy for Leisure.
- 3.9 Communicatie & Marketing WO-opleidingen LS, 2017 [Communication and Marketing of the academic LS programmes]. Academy for Leisure.
- 3.10 Admission policy MSc LS and BSc LS, 2017-2018. Academy for Leisure.
- 3.11 Studying with a disability, Policy plan, 2015-2019. NHTV Breda University of Applied Sciences.

### **Staff**

- 4.1 HR Beleidskader, 2018-2021 [HR policy]. NHTV Breda University of Applied Sciences.
- 4.2 Professionalisation@AfL, 2018-2021. Academy for Leisure.
- 4.3 Report Employee Survey AfL, 2017. Integron.
- 4.4 Introduction Programme for New Employees. Academy for Leisure.

### **Facilities**

- 5.1 Products and Services Library [in Dutch], 2018. Academy for Leisure.

### **Quality assurance**

- 6.1 Quality Care at AfL, Organisation, procedures and instruments, 2017. Academy for Leisure.



- 6.2 NHTV Quality Assurance System for Education, 2015. NHTV Breda University of Applied Sciences.
- 6.3 Annual evaluation planning Q-team, 2017-2018. Academy for Leisure.
- 6.4 Regulations on Degree Programme Committees, 2017. NHTV Breda University of Applied Sciences.
- 6.5 Quality team Policy Plan, 2017-2018. Academy for Leisure.
- 6.6 Improvement points MSc and BSc courses, 2016-2018. Academy for Leisure.
- 6.7 Annual Report Educational Quality, 2016-2017. Academy for Leisure.

### **Assessment**

- 7.1 Testing Framework NHTV, 2017. NHTV Breda University of Applied Sciences.
- 7.2 Regulations pertaining to Boards of Examiners, 2016. NHTV Breda University of Applied Sciences.
- 7.3 Assessment policy BSc and MSc LS, 2017-2020. Academy for Leisure.
- 7.4 Basic and Senior Examining Qualification Proposal, 2015. NHTV Breda University of Applied Sciences.
- 7.5 MSc Study manual Master thesis, 2017-2018. Academy for Leisure.
- 7.5 BSc Study manual Research Practical, 2017-2018. Academy for Leisure.
- 7.6 MSc Assessment form Master thesis, 2017-2018. Academy for Leisure.
- 7.6 BSc Assessment form and Rubrics Research Practical, 2017-2018. Academy for Leisure.
- 7.7 MSc Teaching and Examination Regulations WO Bachelor Leisure Studies, 2017-2018. Academy for Leisure.
- 7.7 BSc Teaching and Examination Regulations WO Master Leisure Studies, 2017-2018. Academy for Leisure.
- 7.8 Annual report Board of examiners BSc and MSc LS, 2017. Academy for Leisure. [in Dutch]
- 7.9 Assessment matrices BSc and MSc, 2017-2018. Academy for Leisure.
- 7.10 Assessment plan BSc and MSc LS, 2017-2018. Academy for Leisure.
- 7.11 Examinations with grading and assessment forms of BSc and MSc, 2016-2018. Academy for Leisure. (Not available in SharePoint, we will present these items during the site visit.)
- 7.12 Regulations for Written Examinations [only in Dutch], 2017. NHTV Breda University of Applied Sciences.
- 7.13 Evaluation survey results of Supervision Master thesis, 2017-2018. Academy for Leisure.

### **Realised learning outcomes**

- 8.1 MSc Overview Master's theses MSc Leisure Studies 2014-2017. Academy for Leisure.
- 8.1 BSc Overview Graduation assignments BSc Leisure Studies 2014-2017. Academy for Leisure.
- 8.2 List of research output staff and students LS, 2012-2018. Academy for Leisure.
- 8.3 Alumni Research BSc and MSc LS, 2016. Academy for Leisure.
- 8.4 Interview with BSc LS alumni, May 2017. Academy for Leisure.

### **BSc Leisure Studies courses**

*Study manual including assessment criteria; Assessment matrix; Marked assessments; Teaching evaluation:*

- Organization of Leisure
- (Imagineering), Experience and Storytelling
- Research Methods 3
- Research Lab

### **MSc Leisure Studies courses:**

*Study manual including assessment criteria; Assessment matrix; Marked assessments; Teaching evaluation:*

- Understanding Leisure and Tourism Attractions and Events (including Assignment (Seminar 1 – Introduction to Netnography), Assessment criteria
- Leisure, Creativity and Space (including Take home exam, Rubrics)



- Experience Marketing (including Examples of assignments, assessment criteria, Assessment matrix)

**Other documents (in print)**

- Minutes Exam Committee (Board of Examiners) [in Dutch]
- Uncover (Magazine of the Academy for Leisure on research and projects)
- Flyer about Confidential Counsellor
- Critical Reflection Master Leisure Studies, January 2017 (Mid-term).
- Brochure on all Bachelors programmes at NHTV Breda University of Applied Sciences
- Brochure on all Masters programmes at NHTV Breda University of Applied Sciences

1.1 Creating Professional Value, Strategy 2018-2021. NHTV Breda University of Applied Sciences.

1.6 AfL Academy Plan 2018 2021, What makes us tick. Academy for Leisure.

7.8 Annual report Board of examiners BSc and MSc LS, 2017. Academy for Leisure. [in Dutch]