

**NHL Stenden  
University of Applied Sciences**

**Bachelor Tourism Management and  
Associate Degree Tourism Management**

**Limited Study Programme Assessment**



## Summary

In October 2019 the Bachelor (BA) and the Associate degree (AD) study programmes in Tourism Management of NHL Stenden University of Applied Sciences were visited by an audit panel from NQA. The Bachelor is a four year full-time programme. The AD is a two year full-time programme. Both programmes are taught in English, the BA at the main location in Leeuwarden. The AD is taught in Leeuwarden and in Emmen, The audit panel assesses the quality of both study programmes as **positive**.

### Standard 1: Intended learning outcomes

Both study programmes **meet** the generic quality on standard 1.

Both the BA- and AD-competencies and learning outcomes are based on the *Professional Competence Profile Manager in Tourism & Recreation (2014)* and adjusted to meet the requirements of the national and international occupational fields. The breakdown to learning outcomes at BA- and AD-levels is clear. The learning outcomes address the appropriate content, level and orientation. The contacts with the professional field, alumni and other universities (national and international) confirm that the intended learning outcomes are well developed and form a solid framework for the educational programmes at BA- and AD-level. The programmes give specific attention to the principles of responsible tourism and professionalisation, internationalisation and applied research skills.

### Standard 2: Teaching-learning environment

Both study programmes **meet** the generic quality on standard 2.

Both study programmes offer a coherent learning environment that gives many opportunities to students to develop personally and professionally. The contents of the BA and AD curricula meet the educational objectives. The panel finds that all students are given a good educational experience no matter their point of entry or study track. The different study tracks ensure an optimal learning curve for students with different starting points. The panel is impressed by the broad academy ecosystem in which the BA- and AD-study programmes are embedded, and the unifying educational system they offer to students.

The Tourism Management study programmes have undergone several organisational and content changes. The panel is confident that the staff can perform these changes. The panel encourages the new educational approach in the hubs and ateliers, where students, staff and the industry work together on interesting topics and solutions for the industry. Working in the ateliers strengthens the sense of community.

With the Progress Test the appropriate knowledge and skills are guarded well and this certifies a uniform end-level for all students. Knowledge components are offered at the appropriate moments for the projects and assignments, and conform to the didactical principles of Problem Based Learning. The panel advises to keep the Body of Knowledge and Skills (BoKS) up to date and up to par with the fast changes in the tourism domain. The panel is impressed by the portfolio where students at a personal level make a link to the competencies they obtain and to the learning outcomes they have to achieve. The panel encourages to continue the reflection learning line into the fourth year and in that way continue students' growth to life long learning. The staff team can look more into the opportunities that modern digital didactics can offer to encourage

students to engage more in lectures and in that way ensure that all students are taking maximum benefit of the learning environment.

The panel found that International Tourism Management has a strong educational approach that underpins everything the BA and AD study programmes are doing. The staff is enthusiastic and engaged and teachers show an open attitude to students. The panel is confident regarding the route the staff is taking towards further development of the BA and AD programmes. The points of attention are known and reflected on in an open manner. The broad network and the strong contact with industry are supportive.

### **Standard 3: Assessment**

Both study programmes **meet** the generic quality on standard 3.

Both study programmes have a clear testing policy and assessment system in place. The procedures and assurance cycles are clear, running well and have matured over the past years. The panel is confident that the formal quality assurance committees and the staff have a good attitude towards upholding the quality of the assessment system. This shows in the mix of assessments that is in place, with attention for the balance between group and individual testing and the attention for a solid knowledge base. More attention is needed regarding the continuation of calibration amongst examiners and regarding the uniformity of, and the workload for giving feedback and feedforward.

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

Both programmes **meet** the generic quality on standard 4.

The design and process for the graduation phases are very clearly described in the BA- and AD-graduation manuals. This offers transparency to students. The practice experience in the third year project contributes to the training and preparation of students for graduation. The structures are clearly explained in the manual and by the supervisors. The panel has no concerns regarding the quality and the final levels of the dissertations. The panel supports ITM in its search for a more suitable AD-graduation with more advice-driven reports. This suits the operational level. Graduates are well in demand. The students feel fully prepared and are highly appreciated in the field, because of their knowledge, practical and communication skills, independence and active approach.

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## Introduction

This is the assessment report of the Bachelor programme Tourism Management and the Associate Degree programme Tourism Management offered by NHL Stenden University of Applied Sciences (hereafter NHL Stenden). The assessment was conducted by an audit panel compiled by NQA and commissioned by NHL Stenden. Prior to the assessment process the audit panel has been approved by NVAO.

In this report Netherlands Quality Agency (NQA) gives account of its findings, considerations and conclusions. The assessment was undertaken according to the *Assessment framework for the higher education accreditation system of the Netherlands* of NVAO (September 2018) and the *NQA Guideline 2019 for limited programme assessment*.

The site visit took place on 16 and 17 October 2019.

The audit panel consisted of:

Mrs A.M.C.D. Vanmaercke M TEW (chair)

Mr D.H. Sloan

Mr drs. W.M.J.M. Roovers

Mrs M.T.C. Roelofs (student member)

Mrs ir. M. Dekker-Joziase, NQA-auditor, acted as secretary of the panel.

The BA study programme is part of the visitation group HBO Tourism. Panel members received an instruction regarding the Assessment Framework. The assessment criteria calibrated between Hobéon and NQA are part of this instruction. Next to this, alignment between sub-panels is guaranteed by experts being a member in several sub-panels. In addition, taking into account that each programme assessment is an individual assessment, panel members reflected on previous visits within this visitation group. Alignment between panels is furthermore as much as possible guaranteed by the support of the same secretary from NQA, of other evaluation agencies and by the deployment of trained panel chairmen.

The study programmes offered a self evaluation report that was set up according to the requirements of the appropriate NVAO assessment. During a preliminary consultation the site visit was prepared and panel members were instructed on the NQA working method and the NVAO framework. The audit panel studied the self evaluation report and supporting documents. Preliminary findings were discussed during the preliminary consultation. The critical reflection and all other (oral and written) information have enabled the panel to reach a deliberated judgement.

During the programme visit, the panel has spoken with various stakeholders of the study programmes, such as students, lecturers, and representatives from the professional field. Staff members and students of the study programmes were given the opportunity to approach the panel (via e-mail) prior to the actual site visit. No staff member or student used this opportunity. The panel studied the additional material related to the study programmes (see Appendix 2). At the end of the visit, the audit panel formulated a preliminary assessment with substantiation. During the final feedback session, the chair of the panel communicated the final assessment and important finding to the study programmes.

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

Utrecht, March 2020

Panel chair

A handwritten signature in blue ink, appearing to read 'Vanmaercke', written over a horizontal line.

A.M.C.D. Vanmaercke M TEW

Panel secretary

A handwritten signature in blue ink, appearing to read 'M. Dekker-Joziase', written over a horizontal line.

ir. M. Dekker-Joziase



## Basic data of the study programme

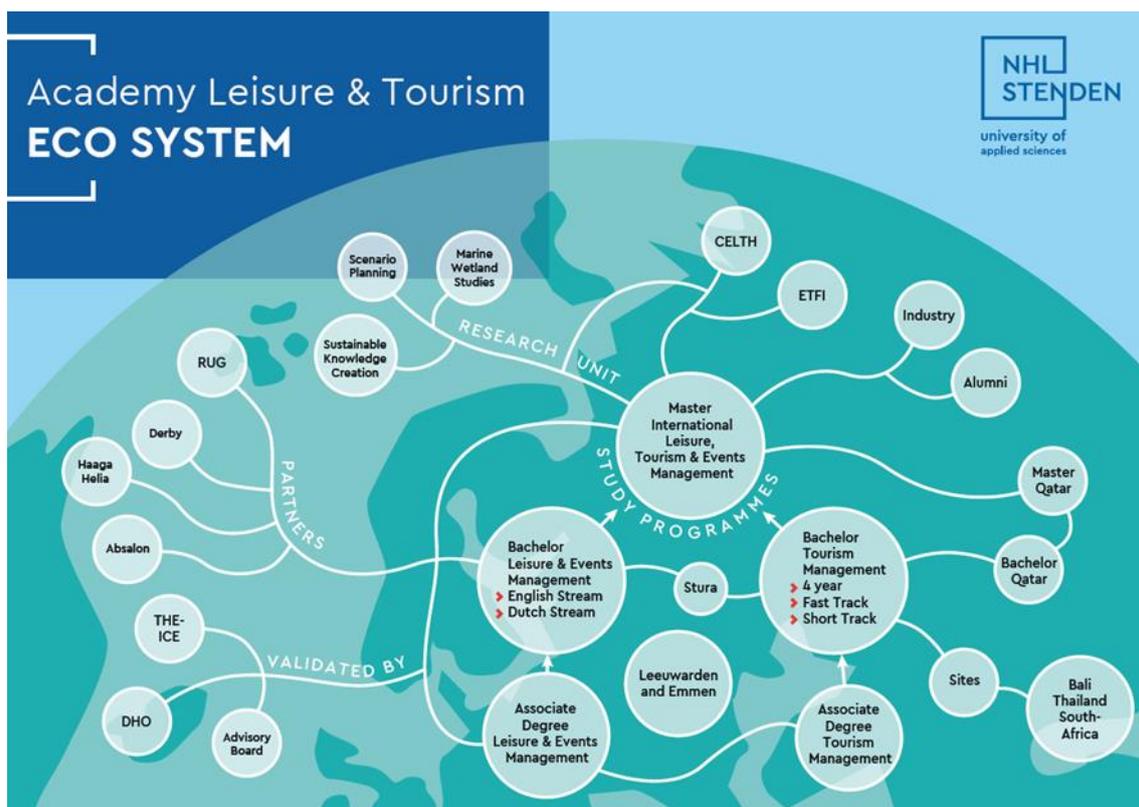
### Administrative data

<i>Administrative data of the study programme</i>	
Name study programme as in CROHO	Tourism Management
Orientation and level study programme	Higher professional education; Bachelor Education level 6
Grade	Bachelor of Arts
Number of study credits	240 EC
Graduation courses / 'tracks'	-
Location(s)	Leeuwarden
Variant(s)	Full-time, including fast track 180 EC
Joint programme	-
Language used	English
Registration number in CROHO	35524
Special feature	Sustainable Higher Education (DHO 4 star)

<i>Administrative data of the study programme</i>	
Name study programme as in CROHO	Tourism Management
Orientation and level study programme	Higher professional education, Associate degree, education level 5
Grade	Associate Degree
Number of study credits	120 EC
Graduation courses / 'tracks'	-
Location(s)	Leeuwarden and Emmen
Variant(s)	Full-time
Joint programme	-
Language used	English (Leeuwarden) and Dutch (Emmen)
Registration number in CROHO	80009

## Short outline of the study programmes

The Bachelor (BA) and the Associate Degree (AD) programmes Tourism Management are part of the Academy of Leisure & Tourism of NHL Stenden. In this academy there is close cooperation with the Bachelor and Associate Degree programmes Leisure & Events Management, the Master programme International Leisure, Tourism & Events Management (see figure below). The organisation of all educational programmes is organised by the faculty of the Academy Leisure and Tourism (addressed as International Tourism Management (ITM)). ITM has existed since 2001, offering a Bachelor programme. Within the Academy there is close cooperation between ITM and the research centres of CELTH<sup>1</sup> and ETFI<sup>2</sup>.



ITM aims to deliver industry-relevant, academically challenging educational experiences for students. It also offers a pre-Master programme with the University of Groningen<sup>3</sup>. With the NHL Stenden international campuses in Indonesia, Thailand, South Africa and Qatar, students are given the opportunity to spend a part of their study programme abroad to obtain hands on experiences in other countries and cultures.

Sustainability is a core value in all educational programmes and in the research activities. This is acknowledged by the awarding of a four-star AISHE label (report DHO 10<sup>th</sup> of April 2017 – valid until April 2020). The AISHE label will be audited in 2020 by Hobeon. The international

<sup>1</sup> Centre of Expertise in Leisure, Tourism and Hospitality, since 2013

<sup>2</sup> European Tourism Futures Institute (since 2010)

<sup>3</sup> By following this pre-master student can secure a direct transfer to the MSc programme Tourism, Geography and Planning.

credentials and the quality of education are secured externally by the full membership of THE-ICE<sup>4</sup>.

Since previous accreditation in 2012-2013, the need arose for a review and refreshment of content, structure and methods in the BA and AD programmes. This entails focus on greater industry relevance and interface and the development of professional competencies.

*Professionalism* and *Responsible Tourism* are core principles in the formulation of learning outcomes and professional products students have to achieve.

The AD and the BA Tourism Management programmes have to incorporate a new competency profile in the upcoming years. Besides that, both programmes also have to be adjusted to the new NHL Stenden educational system Design Based Education. This ongoing process has impact on the set up and content of the curricula and on testing and assessments.

The BA intake has declined in previous years from 260 to 160 incoming students. 2018 shows a growth to 185 students. 2019 shows a further rise of ten percent. The AD intake has grown with the start of the AD in Leeuwarden. The February-intake in Emmen has been stopped in 2018, due to non-viable numbers. The September-intake in Emmen will continue.

Intake			
AD	N	BA	N
2011*	11	2011	263
2012*	11	2012	235
2013*	13	2013	202
2014*	17	2014	195
2015*	8	2015	209
2016**	27	2016	165
2017**	55	2017	169
2018**	39	2018	185
*Emmen only			
**Emmen and Leeuwarden (from Feb 2017)			

The total number of students:

Student Numbers (November 2018)	
BA	666
AD (Leeuwarden)	50
AD (Emmen)	34
<b>Total</b>	<b>750</b>

#### Since the previous accreditation:

The BA and AD Tourism Management programmes mention that the following points of attention from the previous accreditation were addressed:

- more results from international benchmarks.

The panel finds that this has resulted in a stronger partnership with Haaga-Helia University in Finland (see standard 1);

<sup>4</sup> <http://the-ice.org>. The International Centre of Excellence in Tourism and Hospitality Education, an international accreditation agency and global network of leading quality tourism, hospitality, events and culinary arts institutions.

- clarification of the overall relationship between competencies, the different levels of competencies, module objectives and testing criteria.

The panel finds that this has resulted in a clear breakdown of the competencies and levels of attainment into learning outcomes and testing criteria (see standards 1-3);

- more attention to recent developments and connection to other fields like retail, art or agriculture.

The panel confirms that the BA and AD study programmes have attention for current developments and future trends (see standard 1-2). A cross over to other disciplines is something to develop further and has attention at Academy level.

- reconsider the structure of the industrial placement. In a way that it is guaranteed that students can practice the required competencies.

The panel finds that the placement reports are well structured and show extended descriptions of progress and institution analysis. Together with the Study Coaching Portfolio this gives good insight in the progress of students.

- adjust the dissertation appraisal form to make it more transparent for internal and external reviews.

The panel finds that the grading forms for the dissertations are improved and are transparent to students, examiners and to the panel.

## Standard 1 Intended learning outcomes

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

### Conclusion

The audit panel assesses that the BA and AD study programmes **meet** the generic quality for standard 1.

The competencies and learning outcomes of the BA- and AD-curricula are based on the *Professional Competence Profile Manager in Tourism & Recreation (2014)* and adjusted to meet the requirements of the national and international occupational fields. The breakdown to learning outcomes at BA- and AD-levels is clear. The learning outcomes are addressed at the appropriate content, level and orientation. The contacts with the professional field, alumni and other universities (national and international) confirm that the intended learning outcomes are well developed and form a solid framework for the educational programmes. The programmes give specific attention to the principles of responsible tourism and professionalisation, internationalisation and applied research skills.

### Substantiation

#### *Professional orientation*

The BA and AD study programmes are both based on the 2014 *Professional Competence Profile Tourism & Recreation*, which was formulated together with Breda University of Applied Sciences (BUAS), Saxion and Inholland universities of applied Sciences. The profile, and its translation in the *ITM Course Document*, offers a clear framework for the competencies/learning outcomes and the Body of Knowledge and Skills (BoKS) at BA-level (NLQF level 6). NHL Stenden has formulated by itself the same competencies at the AD-level (NLQF level 5). Both study programmes give specific attention to the principles of Sustainable Tourism and Professionalism as the core values of the curricula.

The BA Tourism Manager graduate is depicted as 'the spider in the web' with a function/role in professional practice as a leader of innovation, a manager of resources or as a consultant. BA students are taught to become tourist managers and agents of change within tourism organisations, with an eye for sustainability and ethics. The students need to obtain knowledge and understanding of the nature and profile of the consumer, product and experience management, commerce, the tourism chain and the meaning and effects of tourism on a destination.

The four year BA curriculum aims to prepare students for work at entry level management roles in the international tourism industry. The BA curriculum is offered at NHL Stenden in Leeuwarden. The BA-track leading to a Dutch BA diploma, that is offered to students from the International Campus Qatar, will end (see standard 2).

AD students are taught to become assistant-managers in Tourism & Recreation with responsibility for the day-to-day operations of a team or small unit. The students learn to collaborate and to monitor the processes in line with the commercial, financial, personnel, and

quality-related targets. The manager at AD-level is in charge of the implementation of procedures and compilation of short-term plans and decisions.

The two year AD curriculum is offered in Emmen and Leeuwarden and it aims to prepare students for supervisory roles, largely in a domestic (Dutch) context. The AD diploma gives students the opportunity to continue in the BA-track. Since January 2018 the AD study programmes in the Netherlands received an independent status from the BA study programmes. A national framework for level 5 programmes was established by September 2018. ITM is restructuring the AD study programme, due to the need for a greater distinction between the AD curriculum and the first two years of the BA curriculum.

To ensure the relevance of the BA and the AD profile, these are validated with national and regional work fields, the Advisory Boards and in international debate with representatives from the international work field. The AD profile at level 5 is monitored by the Advisory Board of the Academy.

The panel finds that ITM is addressing a correct professional profile and orientation for the BA and AD study programmes. ITM has a solid network of international, national and regional contacts in the work field and with other universities of applied sciences (especially BUAS) to validate and monitor its relevance for the professional work field. This is confirmed in the contacts with the ITM Advisory Board and the ITM alumni. The BA and AD profiles and competency sets are regularly discussed within the Advisory Board to ensure a good connection with the occupational field and to receive feedback on the programmes' relevance.

As a follow up to the previous accreditation, ITM has found a benchmark partner in the Finnish Haaga-Helia University of Applied Sciences. In 2017-2018 the benchmark results confirmed the BA level of the study programme. The benchmark also shows that Haaga-Helia has more focus on entrepreneurial skills and business competencies, whereas ITM has a stronger focus on destination management.

ITM is working on the incorporation of the new *National Educational Profile 2018 Tourism Management, LOTM* (September 2018) into the BA and the AD curricula. This profile, and the NHL Stenden shift towards Design Based Education (DBE), has triggered a re-design of the curricula based on learning outcomes. In September 2020 the first cohorts will start with the revised BA and AD curricula.

#### *Final qualifications*

The panel finds that the BA and AD study programmes have clearly defined sets of learning outcomes, defined at the appropriate levels. The BA qualifications are based on the ten competencies from the national Tourism Management profile. ITM has set up its own set of competencies at AD level (level 5 NLQF). These are derived from the BA competencies and comprise a mix of the first and second year BA learning outcomes, combined with some specific AD learning goals. The competencies were validated in 2009 and re-endorsed in 2016 by the professional field.

<b>Tourism Management (BBA) 2014</b>
<b>HBO- domain competencies Bachelor of Business Administration</b>
1. Developing a vision regarding trends in the external environment and developing relationships, networks and coalitions. 2. Analysing policy questions, translating policy aims and alternatives, and preparing decision-making processes. 3. Applying HRM in keeping with the organisation's strategy. 4. Setting up, managing and improving business and organisational processes. 5. Analysing the financial and legal aspects, internal processes and the business' and organisation's environment to enhance cohesion and interaction. 6. Developing, implementing and evaluating a process of change.
<b>HBO domain competencies Generic</b>
7. Social and communicative competency 8. Self-Managing competency
<b>Tourism Management specific competency</b>
9. Balancing between People, Planet, Profit
<b>HBO domain competencies Economic</b>
10. Initiating, creating and marketing products and services

The ZelCom-model is used to define the level of complexity and the level of independence at BA and AD level. The cohesion between the competencies at national level and the breakdown into learning outcomes in the curricula is thorough and is clearly described in the *ITM Course Document*.

The benchmark with the Haaga-Helia University in 2017-2018 confirmed the quality and Bachelor level of the final qualifications and of the study programmes. The benchmark showed that the final qualifications and the curricula are broadly aligned. Ongoing dialogue with international partners affirms the international focus and comparability.

#### *Specific profile*

Besides the focus on destination management, the panel finds that the profile of the BA and AD study programmes also pays attention to internationalisation and research. This is in accordance with the educational policy of Stenden Hogeschool that aims at: Problem Based Learning, internationalisation and applied research. The international character of ITM and the BA and AD study programmes is a defining feature that is acknowledged in THE-ICE and MINT audits. It is clear to the panel that ITM offers international oriented study programmes that allows its graduates to start a tourism management career in an international context. Students do particularly understand the context of international tourism, which equips them well.

The attention for research attitude is a second feature. The aim is to develop a critical and inquisitive attitude with BA-students and to sustain professionalism through an appropriate regard for academic standards. The study programmes want to offer students a good grounding in applied research skills and attitude. Students are offered broad opportunities to participate in the research of ETFI<sup>5</sup> and/or CELTH<sup>6</sup> and the three ITM research groups: Scenario Planning, Marine Wetland Studies and Sustainable Knowledge Development in the Regional Economy.

The panel encourages the study programmes to keep abreast of developments in the industry and to stay flexible to act on these changes. The study programmes are known for their focus on sustainability and can keep an open eye for technical and social changes.

<sup>5</sup> European Tourism Futures Institute, research centre since 2010

<sup>6</sup> Centre of Expertise in Leisure, Tourism and Hospitality, established in 2013.

## Standard 2 Teaching-learning environment

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

### Conclusion

The audit panel assesses that the BA and AD study programmes **meet** the generic quality for standard 2.

The panel is impressed by the broad academy ecosystem in which the BA and AD study programmes are embedded and the unifying educational system they offer to students. There is absolutely a coherent learning environment that gives many opportunities to students to develop personally and professionally. The content of the BA and AD curricula meets the educational objectives. The panel finds that all students are given a good educational experience, no matter their point of entry or study track. ITM developed different study tracks to ensure an optimal learning curve for students with different starting points.

The Tourism Management study programmes have undergone several organisational and content changes. The panel is confident that the staff can perform these changes and encourages the new educational approach in the hubs and ateliers where students staff and the industry work together on interesting topics and solutions for the industry. Working in the ateliers strengthens the sense of community and to collaborate.

The panel is positive regarding the way the Progress Test is set into place to guard the appropriate knowledge and skills and certify a uniform end-level for all students. Knowledge components are offered at the appropriate moments for the projects and assignments, conform to the didactical principles of Problem Based Learning. The panel advises to keep the Body of Knowledge and Skills (BoKS) up to date and up to par with the fast changes in the tourism domain. The panel is impressed by the portfolio where students at a personal level make a link to the competencies they obtain and to the learning goals they have to achieve. The panel encourages to continue the reflection learning line into the fourth year and in that way continue students' growth to life-long learning. The staff team can look more into the opportunities that modern digital didactics can offer to encourage students to engage more in lectures and in that way ensure that all students are taking maximum benefit of the learning environment. The panel observed a lack of students' engagement with lectures.

The panel found that ITM has a strong educational approach that underpins everything the BA and AD study programmes are doing. The staff is enthusiastic and engaged and teachers show an open attitude to students. The panel is confident regarding the route the staff is taking towards further development of the BA and AD programmes. The points of attention are known and reflected on in an open manner. The broad network and the strong contact with industry are supportive.

## Substantiation

### *Content and structure of the curriculum*

The BA and AD study programmes in Tourism Management aim to provide all students with robust, relevant and challenging education programmes, in which they can develop their professional skills and competencies in the field of tourism. The content of the curricula is based on authentic industry-related dilemmas, with a professional challenge and a practical relevance. Within this context students can develop professional, personal and intercultural skills, with emphasis on developing leadership skills and the skills for critical self-reflection. The AD and BA curricula comprise series of interdisciplinary, thematically centred modules. The content is delivered at the appropriate moments for projects and assignments, through an interdisciplinary approach. Students have to acquire the just in time delivered knowledge and skills to tackle the realistic tourism problems from multiple perspectives. The core values of Professionalism and Responsible Tourism are leading themes throughout the curricula.

The panel recognises the above mentioned features in the curricula and it sees good cohesion between the competencies at national level, the learning outcomes and content of the curricula. This breakdown, which includes the relevant aspects of the BoKS, is maintained in the *ITM Course Document*. The panel finds the breakdown clear for both AD and BA curricula. Specific study tracks are presented in more detail in the *Testing and Examination Regulations (TER)* for AD and BA. It is clear in which modules learning outcomes are up to exam level. For specific areas the key content is clearly built up within the curricula in identifiable lines of development, e.g. for business economics and for management, communication and research skills. Each module is described in a module book which serves as guide for the students.

The BA curriculum consists of a foundation phase (1<sup>st</sup> year), a main phase (2<sup>nd</sup> and 3<sup>rd</sup> year) and a BA graduation phase (4<sup>th</sup> year). The foundation phase offers an orientation to the tourism industry. In the main phase students learn how to become a change influencer and bring about changes, what management tools to use and they develop applied research skills. Students learn to integrate the learned knowledge and skills into ideas and action plans. In the third year students can specialise by choosing a minor. Many students opt for the Grand Tour minors at NHL international campuses or for the international exchange opportunities with non-NHL Stenden partners. In the fourth year students do an Industrial Placement (42 EC) and write their dissertation (18 EC). During the main phase and graduation phase the focus is on the production of relevant professional products. In the placement, students sharpen their professional skills. The dissertation is often related to a professional problem that arose during the placement and offers students an academic challenge to apply research and to solve such a problem more into depth.

The AD curriculum comprises the foundation phase and a second year. The foundation year has the same content as the BA curriculum, with exception of the module Business Economics 2 and the norm for the Progress Test. The second year consists of a twenty weeks placement, two management modules and a graduation assignment. Some end level assessments are adapted from the BA curriculum, some are specifically developed at AD level. There is good cooperation between the AD subteams in Emmen and in Leeuwarden who deliver the same curriculum at both locations. The panel concludes that with this set-up the AD curriculum has its own structure and content, related to, but is decisively independent from the BA curriculum.

The content and structure of the curricula are closely monitored and discussed in the Education Committee in which students participate. The Student Council is also an active partner in shaping the content of the modules. The outcomes of the national student survey (NSE) and other surveys and evaluations serve as important input for these discussions.

### *Knowledge*

The Tourism Management study programmes state that the tourism manager must have sound knowledge and understanding of the nature and profile of the consumer, product and experience management, commerce, the tourism chain, and the meaning and effects of tourism for a destination. These are important elements in the BoKS that have been reformulated to BA and AD level with the 2014 Competence Profile. Leading is the Tribe's international framework of tourism with six knowledge categories: a. Accounting/finance/economics, b. Business management, c. Marketing, d. Tourism theory, e. Tourism management and f. other skills on employment, research, languages, geography and so forth. The module descriptions explicitly denote which aspects of the BoKS are covered and will be assessed. Each module is supported by core texts from the booklist and a number of supporting texts, including articles in academic research journals. Students learn to have appropriate regard for academic standards. All literature is in English. The mastery of the BoKS is tested by means of the Progress Test (see standard 3), with different norms for AD and BA students.

The panel asked students about the value of the Progress Test for their development and found it impressive that students recognised the importance and value of the test as an indicator for the relevance and currency of their knowledge base. Students did not only learn to pass the test, but also wanted to learn from the test and derive further points for development. The panel acknowledges the progress test as a solid instrument to guard the knowledge fundament with each student.

### *Skills*

The development of professional and personal skills is an important part of the curricula. The main focus lies with management skills workshops, field work and the industrial placement. These activities aim at the inspiration of innovative and creative thinking, critical judgement and an identifiable trajectory of competency development. The panel sees a broad range of skills that contribute to the professionalism of the students and their understanding of responsible tourism. The communication and managerial skills contribute to their role as future change agents and also prepares students for their functioning in the work field during their industrial placement. Students, alumni and representatives from the work field endorse the importance and the focus on professional skills within the curricula. The development of the professional skills is well monitored during PBL-sessions and in the reflection sessions during study coaching.

### *Language*

The AD and the BA Tourism Management curricula are named and offered in the English language. Previously, the programme had the name "Hoger Toeristisch en Recreatief Onderwijs". On 1 September 2018 this name changed into Tourism Management because of the "Herordening Economisch Onderwijs". The name of the AD programme changed, as a result of this, a few months later. The English programmes name fits better to the global industry and the international students' population.

The panel understands this because the staff, student population and the work field are very international: twenty nationalities represented among staff and 38 nationalities represented among students. This explains the English name of the study programmes. Furthermore, the

infrastructure supporting both study programmes is more efficient when only one language is used. It also facilitates a higher level of connectivity with the activities of the Research Unit, ETFI, with the Master programme and with the international strategic partners. The BA and AD Tourism Management study programmes feel that the opportunities for its students are maximised by the choice for both programmes to be delivered only in English. Only the AD curriculum in Emmen makes use of the Dutch language in daily practice, though the content is in English. From the CVs and the meetings during the site visit the panel finds that staff do Master the English language well and this is supported by several native speaking staff members.

English is compulsory and is offered at B2-level in three modules in the first year. In year two each student has to follow a course in one other modern language, not being the mother language of students: French, German or Spanish (four modules of 3 EC per language). Students with experience in the chosen language are trained to B1-level. Students without experience can follow courses at A1-level.

The panel finds the choice for the English language acceptable and well underpinned

### *Research*

The panel is positive regarding the way that the BA and AD curricula have incorporated the attention for applied research skills. Skills are taught in specific modules, but never in an isolated form. There is always a connection to the tourism industry.

In line with the didactical concept of Problem Based Learning (PBL) students are stimulated to research tourism industry related issues and gain a research approach. This makes research a skill that is always practiced and trained in a variety of tasks, cases and assignments throughout the whole curriculum. Research skills and attitude are trained in the management skills courses (e.g. interviewing), in the English courses (e.g. academic writing) and broader courses (e.g. finding secondary sources). The processes of PBL sessions (e.g. identifying a problem, literature research and discussions on implications) are similar to processes in research. In the more specific research modules I and II the focus lies with qualitative research (interviews) and quantitative research. Students must prove that they can apply the proper research process steps for practical research. In year three BA students continue in a research module of 9 EC (the Tourism Research Project, TRP) in which they do a group research project for a company/organisation or one of the professors/lectorates. This is regarded as a good practice for the graduation assignment in the final year.

The three ITM-lectorates are involved in the BA and AD curricula as guest lecturers, as suppliers of assignments and cases on sustainability and scenario planning, and as 'principals' for the TRP-assignments. In the fourth year students can opt for an internship or a graduation assignment with a lectorate. Students are then directly supervised by a lector.

The panel concludes that students are trained throughout the whole curriculum and all research skills will culminate in the final dissertation or business plan, where students perform a research project individually for a company/organisation in the tourism industry. The panel finds that the BA curriculum shows a strong research line throughout the whole curriculum. Students and alumni confirm this and state that they feel well equipped to perform their final dissertation. Especially, the applied research practice in the third year TRP-module is encountered as very positive.

### *Internationalisation*

The panel finds that the BA and AD curricula have a broad approach to internationalisation and want to provide every student with the skills for professional participation in a multicultural society

based on value-oriented principles. Students learn to bridge gaps and show cultural intelligence. From the MINT audits by Nuffic in 2014 and 2017 ITM has set up an Internationalisation Action Plan and introduced an intercultural sensitivity training in year one of the curricula, with follow-up exercises and reflection in elements of the study coaching in subsequent years. All students experience at least some foreign experience during module field trips, some follow the Grand Tour minors at the international campuses of NHL Stenden, and the international placements. In 2019 63% of third year ITM students have opted for a Grand Tour of Exchange (more or less equally divided). BA students opt for a Grand Tour minor or an international exchange programme. In previous years ITM has strengthened its connections with international educational partners, industry and alumni, like Haaga-Helia University of Applied Sciences, University of Derbyshire, Breda University of Applied Sciences, University of Groningen, SRC Cultuurvakanties and Groningen Airport.

The panel is positive regarding the opportunities given to students to obtain experience in international environments and to become more confident in intercultural activities and communication.

#### *Didactic concept*

The AD and BA curricula are based on the didactical vision of Stenden that builds on Problem and Case Based Learning. Now they are gradually shifting towards the new didactical concept of NHL Stenden, called Design Based Education (DBE) with more attention for personal learning routes and personal development. The basis remains a social constructivist approach: the use of realistic learning environments in which students develop their knowledge, attitude and skills, supported by a variety of didactic experiences, including lectures, guest lectures, question and answer sessions, workshops, projects, group assignments, individual assignments, practical assignments, fieldtrips, online study, and the industrial placement.

Since 2016, some modules have been piloting DBE-inspired assignments, and staff is becoming increasingly familiar with the opportunities of the new approach, and considering how DBE can best be applied to the two curricula. ITM is developing a new learning environment to facilitate the DBE-concept. In practice students and staff are already enthusiastic about working closer together in the new 'Atelier' working space, where there is close interaction with peers and lecturers. In the AD curriculum, pilots have been undertaken to work in Tourism hubs on 'real world' projects in mixed groups of AD, BA, ROC/mbo-4 students and the tourism industry, on solving entrepreneurial problems and questions. Students learn to cooperate and use everyone's expertise and the continuous learning line from mbo to Bachelor level becomes clear to students.

The panel has visited the Atelier and has spoken to students and teachers about the changes in the didactical concept and finds that important elements of DBE are already incorporated in the main constructs of the BA and AD curricula: student-centeredness, relevance for the tourism industry and a strong sense of community. The BA and AD Tourism Management study programmes are already on the route to creating a more individualistic structure centred around the students' individual capabilities and needs. The aim is that the students who join the programme in September 2020 will be the first to engage with the fully revised DBE curricula. With these changes the panel observes that the Tourism Management study programmes already partially work in line with the DBE principles. The panel has confidence that ITM staff will be successful in the further transition of the curricula. The panel thinks the transfer will also strengthen the interaction with the industry.

From evaluations, the panel concludes that students do not always attend and engage in lectures. With the modern didactical approach this might be overcome, since participation and personal performance become more important. Still the BA and AD Tourism Management study programmes can encourage students more to attend classes, maybe by more modern didactical methods. This way, students can take more benefit of the learning environment.

#### *Admission*

The panel judges that ITM has a robust admissions policy and the requirements for enrolment are described in the TERs of the AD and the BA study programmes. Students with Dutch nationality need an mbo-level 4 diploma, or a havo- or vwo-diploma (profile C&M including the subjects economy, management & organisation or business economics). Foreign students can be admitted with an International or European Baccalaureate diploma, high school diploma or graduation statement from an accredited institution, four GCSE/GCE 'O' level passes and two 'AS' level passes or an Associate, Bachelor or Master degree. Non-European students must submit an English proficiency test with scores of at least 6.0 IELTS, 550 TOEFL, Cambridge ESOL score FCE-C 169, TOEIC 670 (listening reading) and 290 (speaking and writing).

Students can apply for exemptions, based on prior education and diplomas. The Admissions Committee reviews the applications and recommends the exam committee regarding to grant exemptions. The exemption procedure is applied properly.

#### *Learning paths*

The regular BA four year curriculum is designed for students with a havo or vwo or equivalent diplomas. The two year AD curriculum is designed for mbo-level-4 graduates. The AD curriculum is regionally centred on Emmen and Leeuwarden and has mostly students from Dutch origin. For students that want an extra challenge ITM offers an X-honours programme.

Since 2015 students with a vwo, Abitur of equivalent diploma can follow a fast track three year BA curriculum (180 EC). The acceleration in the track is achieved mainly by smart combination of research modules with the TRP-project and condensation of theoretical elements in preparation for the progress test and condensation of the study coaching elements. The graduation phase is similar to the regular BA curriculum.

The BA curriculum has a range of short track variants, based on formal agreements with twenty-five feeder schools and colleges in six countries. These short tracks are based on extensive comparison of the curricula and on formal agreements with the specific counterpart schools. The content of each short track is specifically described in the Testing and Examination Regulations of the BA and AD study programmes. The duration of the short tracks depends on the credits and competencies that students have already gained in the previous education. The panel finds that these specific study tracks are described clearly in the TER. In 2018-2019 ten short track students and twelve fast track students studied successfully in the BA curriculum.

The panel has taken particular notice of the Qatar study route, by which students from IC Qatar could obtain a Dutch Bachelor diploma, after having followed a study route in Qatar combined with one year of education (mostly the third year) at NHL Stenden. The panel found the records on the enrolment and the study results of these students well documented. The Exam Committee performed the formal checks and was decisive in the recognition of previous education and the issuing of the diplomas. NHL Stenden has decided to stop offering the Dutch degree to students from IC Qatar. Students from IC Qatar can study for the local Qatar Bachelor diploma and can

choose to participate in Dutch education just as any other non-EU student, for the full programme or as an exchange student. The panel has reviewed the dissertations of three of the last graduated students from IC Qatar and confirms the opinion of the external examiner that these dissertations were rightly judged and show an adequate level (see standard 4). The fact that IC Qatar students also have to pass the Progress Test, is an extra assurance that these students are up to par regarding the knowledge base.

ITM states that it sees the creation of study routes for as wide a spectrum of students as a social responsibility. The panel concludes that ITM is very conscious of this role and puts a lot of effort in the assurance and documentation of the above mentioned learning paths.

#### *Supervision, student coaching*

Each student is assigned a Study Coach to monitor Personal Professional Development with whom he/she meets in one-to-one meetings. The central activity is self-reflection and evaluation. Students also attend lectures and workshops, and complete a series of assignments. Work orientation and Job Application Training are also included. Results are collected in the Study Coaching portfolio. Intervention sessions are used to discuss uniform approaches to tutoring and grading.

The panel is positive regarding the student guidance and the portfolio, because this is kept at a personal level, with good reference to the attainment of the competencies and learning outcomes. The panel encourages to consider to incorporate reflection on progress also in the fourth study year as a continuing line towards life-long learning. The panel has some worries regarding students that delay the completion of their studies, because they find employment before they graduate. The panel advises to monitor and coach these students more closely during their end-phase and persuade them to finish their studies before they start their career. This also requires good co-operation and effort from the work field.

#### *Staff*

The team of staff members is organised at ITM level. The team consists of 42 staff members, comprising in total 28.2 fte teaching staff, of which 25.5 fte with a permanent contract. About half of the teaching staff has demonstrable international experience in the industry. In total more staff is involved (50 people with direct input in Tourism Management). The educational level of teaching staff meets the goals set by management: 80% Master, 12% PhD and 8% Bachelor. In the discussions the panel held, students confirmed that teachers are highly committed to the students and have high ambitions for the development of the study programmes. This is confirmed with good scores in the National Student Survey.

Because of the high ambitions (DBE, new curricula, internationalisation) there is major emphasis on the professionalisation and support of the staff team: e.g. digital didactics, DBE and PBL training, study coaching courses, basic (23 staff members trained) and senior (4 staff members trained) qualifications in examination, intercultural sensitivity (13 staff members trained), Cambridge English (6 staff members trained) and ICT and research courses. Assessors and examiners are appointed by the exam committee. Team members without a Master level can only teach in the AD programme. All staff members are BKE trained or in the process of doing BKE training. Members of curriculum committee, test committee and examination committee are expected to attain the SKE level. Some staff members participate in lectorates research.

The panel acknowledges the high quality and the high commitment of the staff. The panel has had open conversations where staff members show the pride in their work and the student centred approach. Most staff members have obtained the BKE-certificate and are conscious regarding the development paths for both study programmes. The positive attitude to continuously reflect on their roles in enhancing students experience is beneficial to the development of the team and the educational programmes.

The ITM team is being reorganised in result responsible teams and has to tackle several changes in the organisational structure (merger NHL and Stenden, redesign and relocation of the Academy) and in didactical approaches (DBE, creation of a new flexible working environment). Staff has a high commitment to students and to upholding the quality of the study programmes. This might have had some impact on the staff satisfaction that is lower than the previous Stenden average, 6.6 compared to 7.3. The management team and the staff are conscious of this and are working on improvement. From the atmosphere during the panel meetings, the panel is convinced that the ITM team and the Academy are on the right track of creating a new working culture.

#### *Services and facilities*

Specific material facility requirements include adequate PBL/CBL- and Hub-rooms, theory workshop rooms for language tuition and management skills, ICT workshop rooms, lecture halls, test hall, and the library. These are equipped with computers or connection points for laptops, beamers, smart boards and audio-visual facilities. Educational facilities in Emmen are of equal standard to those in Leeuwarden, with exception of the Atelier. Information services are channelled by means of online information and communication platforms like Blackboard and Progress.

Within ITM, facilitation of fieldtrips and excursions, study start week, exchange programmes and Grand Tour, work field connectivity and alumni network events (e.g. speed date, annual ITB social meeting) are important (soft) facilities in themselves, and contribute significantly and directly to the experience of the programme.

The panel is convinced that all students are given a good educational experience no matter their point of entry or study track and that the educational facilities are up to par. The panel is especially enthusiastic about the ateliers approach. This greatly enhances the sense of cohesion in community learning amongst students and staff.

## Standard 3                      Assessment

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

### **Conclusion**

Based on below mentioned considerations the audit panel assesses that the BA and AD study programmes **meet** the generic quality for standard 3.

ITM has a clear testing policy and assessment system in place for both the BA- and the AD-programmes. The procedures and assurance cycles are clear, running well and have matured in previous years. The panel is confident that the formal quality assurance committees and the staff have a good attitude towards upholding the quality of the assessment system. This shows in the mix of assessments that is in place, with attention for the balance between group and individual testing and the attention for a solid knowledge base. More attention is needed regarding the continuation of calibration amongst examiners and regarding the uniformity of and the workload for giving feedback and feedforward.

### **Substantiation**

#### *Assessment policy*

The panel finds that the Tourism Management study programmes have a clear testing policy and assessment system that is stipulated by the Testing Committee in the *Testing and Assessment Policy* of ITM. It guarantees the attainment of the intended learning outcomes in both the AD- and the BA-programmes and is founded on the former Stenden Test Policy. There is a clear framework for reliable, valid and efficient assessments. The testing and assurance procedures are clear and running well. The panel concludes that the assessment policy and procedures have matured. The principles for testing are: a mix of test methods, testing in a realistic context with focus on developing professional products, testing for learning purposes and a good balance between group and individual testing. The *Test Examination Rules* for AD and one for BA comprise the test overviews for students.

#### *Execution of assessment policy*

The module books contain detailed information, including the assessment rubrics. Rubrics are discussed with the students in class at the start of a module. The test matrix offers clear insight into the constructive alignment from learning outcomes to assessments, including the coverage of the competencies and the Dublin descriptors.

The panel concludes from the assessment material and forms it had access to, that a nice mix of assessment methods is used with attention for balance between group and individual testing. Each educational unit is partly assessed with focus on individual elements and partly on group elements. Skills are assessed in the module assignments with the production of professional products and demonstration of practical competencies. Attitude is tested with self-reflection, peer assessment and during internships. Both summative and formative testing is used. Some end level assessments are adapted from the BA assessments; some are specifically developed for the AD study programme. The individual mastery of knowledge is assured in the Progress Test, the Graduation Assignment in the AD curriculum and the internships and in the dissertation in the

BA curriculum. The Ephorus checking system ensures that an appropriate regard for academic standards is sustained and no plagiarism occurs.

Validity and transparency of grading dissertations are ensured in a two-stage process for each assessment. Two assessors grade separately, and then meet with the student to discuss the research process, the analysis and outcomes. The two assessors meet, compare and reach consensus which is noted in a new and final assessment rubric. If consensus is not reached, a third examiner is asked to reach a conclusion.

The panel has confidence in the execution of the assessments. A point of attention is the way and to what extent grading is calibrated and written feedback is noted on the assessment forms. The panel considers good quality in written feedback is a key issue in the learning process of students. The panel observed variation in the way examiners note down the feedback. This function could be strengthened by investing in calibration of grading. The workload and workflow for giving feedback and feedforward can be better handled. There are workflow systems to organise higher quality feedback to students without adding to the workload for teachers. This is in line with the continued process of ITM to improve the efficacy of testing.

#### *Quality assurance*

The panel has confidence in the quality assurance cycles. There are proper PDCA-cycles in place and functioning well at the level of the examiners, quality committees and management to monitor and guarantee the quality of the assessments. The examination and test committees know their role and perform accordingly. The Examination Committee monitors the adherence to the TERs, nominates the examiners yearly and acts on complaints of students. An account of the ECs activities is provided in an annual report. The Test Committee is responsible for the quality assurance of tests (reliability and validity), advises on the testing programmes, the competency matrix and test policy and performs regular audits and provides advice to module coordinators. Test Committee has evaluated the end level assessment for both BA and AD. This has led to reformulation of the assessments of the industrial placement, dissertation and graduation assignment, with better alignment with the competencies.

At team level the quality of assessments are guarded by the fact that all staff members are required to complete BKE-validation and most staff members are BKE accredited. Several members of the exam and testing committees are SKE trained. There are calibration sessions among examiners to improve the inter-rater reliability, especially for oral presentations. At assessment level the panel sees a rigorous and structured assessment design that secures the relevance to the industry, the right BA and AD level and transparency for students. The knowledge base is well assured by the Progress Test. The panel found it impressive that students learn to remember and are not learning only to pass the test. Students understand the meaning and relevance of the test. The item bank for the Progress Test is well maintained. Each item is reviewed by three members of the Progress Test Committee and afterwards there is detailed item analysis. The Progress Test committee screens each exam and analyses the outcomes. The Progress Test was positively audited by CITO.

Lecturers discuss the best practice of assessment tools and module coordinators discuss the assessment criteria with the tutors. The set-up of rubrics and discussing them with lecturers, tutors and the students, has improved the transparency of assessments. Students appreciate the use of scoring rubrics as the basis for assessments. This has resulted in growing

satisfaction regarding testing and assessment, scoring 3.7 in NSE 2018, compared to 3.2 - 3.6 in NSE 2014.

The panel concludes that there are proper PDCA-cycles in place and functioning well at the level of the examiners, quality committees and management to monitor and guarantee the quality of the assessments.

## Standard 4 Achieved learning outcomes

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

### Conclusion

The audit panel assesses that both BA and AD programmes **meet** the generic quality for standard 4.

The panel finds the design and process for the graduation phases very clearly described in the BA and AD graduation manuals. This offers transparency to students. The experience in the third year project contributes to the training and preparation of students for graduation.

The BA structures are clearly explained in the graduation manual and by the supervisors. The panel has no concerns regarding the quality and the final levels of the dissertations. The panel supports ITM in its search for a more suitable AD-graduation with more advice-driven reports. This suits the operational level. Graduates are well in demand; the students feel fully prepared and are highly appreciated in the field, because of their knowledge, practical and communication skills, independence and active approach.

### Substantiation

#### *Graduation phase*

The BA graduation programme consists of study units of the third and fourth year, in which most competencies are covered: the fourth year internship (42 EC) and the graduation dissertation (18 EC). Some smaller learning outcomes are tested earlier in the programme, e.g. a HRM-plan (2 assignments including Business Economics), Foreign language (end of year 2), Study Coaching and the Progress Test year 3.

In the fourth year students individually conduct a practical research project for a company in the tourism sector or for research groups. The student has to identify a relevant problem and translate it into a research question. The student has to apply appropriate research methodology, collect and analyse data in relation to theoretical concepts and reflect on the outcomes. The student is judged on the research process, the research report/business plan and the oral defence. The panel finds the third year research project helpful in the preparation for graduation, because it is based on the same procedures and principles as the graduation project.

In the AD-graduation programme some regular assessments of the second year programme have been adapted to represent end-level assessments. The industrial placement assessments have been modified to meet the differences, and an AD Graduation Assignment is established as the main final project. The end-level AD is shown in the AD Graduation Assignment (6 EC), the industrial placement report (30 EC), the reflection report Tourism Industry Operations (6 EC), the Tourism Destination Management assignment (6 EC), Tourism Marketing (financial plan 6 EC) and the BOKS Progress Test year 2 (65 percent of 90 items). The panel understands that ITM is looking for a more suitable AD-graduation phase at level 5, with more advice-driven reports. The panel supports this process and finds this suitable for operational level.

The panel is of the opinion that ITM already has a clear distinction between the AD and BA programmes and end level and that the incorporation of DBE will result in even more distinct and more personalised study trajectories for AD and BA students.

#### *Graduation products*

The panel has selected eleven BA and eight AD graduation files from the last two graduation cohorts and examined the graduation dissertation and the placement reports of all selected students. The grades ranged from 5.5 to 8.3. For the total overview the panel also had insight into the end products from the other study units at the final level. The given grades on the whole compare to the grades the panel members would give to the dissertations. The panel noticed one inaccuracy in a BA graduation file, with the notation of a partial result, within an overall pass. This is within the range of acceptance according to the NVAO-framework. The panel has discussed this with the examiner and concludes that the grading was correct.

The panel examined three out of the four available files of graduated Qatar students and concludes that these dissertations show the same standards and level as the other Bachelor dissertations. These findings are also supported by the external examiner who performed a cross-check on 22 dissertations from 2016 till 2018.

Overall the external examiner came up with the same conclusions as the panel that all dissertations were safe passes. The assessments of the panel and the external examiner were often in the same grade range as the internal assessors.

The panel saw dissertations that addressed relevant subjects, used recent and relevant literature. The AD-dissertations were more descriptive and aimed at operational level. The BA-dissertations were more analytic and aimed at a more strategic/managerial level.

#### *Work field success*

Alumni are satisfied regarding their career preparation and found the programme challenging with satisfaction rates above 70 percent (source: HBO Monitor). The AD alumni score lower than the BA alumni, which could be the result of the fact that the AD level is still not well known in the work field. An international survey amongst Tourism Management alumni and an NHL Stenden survey in 2018 of social media data show that students find appropriate positions in the work field. Students are appreciated in the field, because of their knowledge, practical and communication skills, independence and active approach. Half of the alumni population reaches management positions within two to three years. Five percent obtain a senior or executive position. The main focus countries remain Germany and the Netherlands.



# General conclusion on the study programme

## Assessments of the standards

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

Standard	Assessment BA	Assessment AD Emmen and Leeuwarden
<i>1 Intended learning outcomes</i>	Meets the generic quality standard	Meets the generic quality standard
<i>2 Teaching-learning environment</i>	Meets the generic quality standard	Meets the generic quality standard
<i>3 Assessment</i>	Meets the generic quality standard	Meets the generic quality standard
<i>4 Achieved learning outcomes</i>	Meets the generic quality standard	Meets the generic quality standard

## Considerations and conclusion

The panel has met two interesting study programmes: Tourism Management at Bachelor and Associate Degree level. Both study programmes are strongly rooted within the Academy of Leisure & Tourism and maintain strong relations with the work field, research groups and other Master and Bachelor programmes. The panel is convinced from the curriculum contents and set-up that both programmes meet the desired level and contents, offer broad possibilities to students and are provided by enthusiastic and capable teaching staff. The panel appreciates the focus on the knowledge base and the attention for professional skills and the way the staff acts on the new educational approaches. The panel is confident regarding the route the staff is taking towards further development of the BA and AD programmes. Improvements are possible with the calibration of assessments and a format for more advice-driven graduation products. The students are highly appreciated in the field.

The audit panel assesses the quality of the BA- and AD-study programmes of NHL Stenden University of Applied Sciences as **positive**.



# Recommendations

The audit panel has the following recommendations for the study programmes:

## General

The panel advises to continue the partnership and benchmarking with Haaga-Helia and maybe consider possibilities for double degree programmes.

## Standard 1

- The panel recommends the BA and AD study programmes to continue the investments in the connections with external partners and to continue the investments in the Academy's ecosystem; and to keep good track of the developments and changes in the highly dynamic and innovative tourist sector, and of the developments in society.

## Standard 2

- The panel advises to keep an eye on the Body of Knowledge and Skills and update it regularly with the fast developments in the tourism, leisure and events industry.
- The panel advises to develop a clear life-long learning line in the curricula.
- The panel advises to look more into the opportunities that modern digital didactics can offer to encourage students to engage in and attend lectures more often. This is essential for the new didactical approach and to the development of the necessary skills and knowledge of the students.

## Standard 3

- The panel advises to keep attention for calibration among examiners.

## Standard 4

- The panel has experienced the independent AD study programme as very positive. The panel encourages ITM to set forth the development of the AD as an independent study programme at level 5, related to the BA programme but with clear distinction from the level 6 BA programme. For the graduation phase the panel encourages to think out of the box and to adjust the graduation project even more to the goals of the AD study programme.



# Appendices

## Appendix 1: Programme for the site visit

### 16<sup>th</sup> of October 2019:

- 14.30 Welcome by management and Stura<sup>7</sup> president and introduction programme
- 15.00 Presentation on context of Tourism Management by management team
- 16.00 Review materials by panel
- 17.15 Discussion with management team
- 18.00 Drinks and dinner

### 17<sup>th</sup> of October 2019:

- 8.30 Update to the management
- 9.00 Meeting with lecturers: nine lecturers, teaching various courses in the BA and in the AD programme, including coordinator of practice and management skills, dissertation supervisors, study coaches and internship coordinators
- 10.15 Presentation by students,
- 11.00 Meeting with students: eleven 1<sup>st</sup> to 4<sup>th</sup> year students from BA and AD
- 11.45 Lunch
- 12.45 Meeting with quality assurance committees, representatives from the examination committee, admissions committee, test committee, curriculum committee, education committee, external assessor and degree programme director from bench mark partner Haag-Helia
- 13.45 Meeting with graduates and alumni: six alumni BA and AD, and six BA students, including one from the Qatar BA programme
- 14.45 Meeting with supervisors NHL Stenden and work field, three members of the Advisory Board, three representatives from the work field, internship coordinator and three supervisors NHL Stenden, including one supervisor (and Programme Leader) Stenden Qatar.
- 15.30 Panel reflection
- 16.30 Feedback to management team
- 16.45 Discussion on development issues
- 17.00 Plenary feedback

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<sup>7</sup> Stura: Studentenraad, Student Council

## Appendix 2: Documents examined

- Critical reflection Tourism Management
- Benchmark report Hagaa-Helia
- Course document ITM
- End level exam programmes AD and BA
- Professional Competence Profile Tourism Manager
- Reader Dissertation 2018-2019 and 2019-2020
- Reader Industrial Placement 2018-2019 and 2019-2020
- AD graduation Assignment 2017-2018 and 2019-2020
- AD placement reader 2019-2020 and 2018-2019
- Testing and Examination Regulations for AD and BA, including student charters
- CITO report audit 2011
- Progress Test information
- ITM Staff Overview
- Graduate lists 2017-2019 BA and AD
- Selection of module books, educational material, student's products and assessment materials
- Visitation day programme and list of participants
- Information and NHL Stenden statement regarding Qatar students
- Information for the development conversation on the topic of internationalisation

The panel has selected nineteen dissertations from the total list of graduates in the previous two years. There was a mix in grading from 5.5 – 8.3. From the BA programme eleven files were studied, including three graduates from Qatar, and some fast track and short track students. From the AD programme eight files were selected, including reports from both Leeuwarden and Emmen students.