



NVAO • NETHERLANDS

HBO-MASTER STRATEGIC EVENTS MANAGEMENT

Breda University of Applied Sciences

PANEL REPORT

JANUARY 21, 2020



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EXTENSIVE INITIAL ACCREDITATION PANEL REPORT

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Inhoud

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1 Executive summary

The Accreditation Organisation of the Netherlands and Flanders (NVAO) received a request for an initial accreditation procedure regarding a proposed hbo-master Strategic Events Management (M SEM) at Breda University of Applied Sciences BUas). NVAO convened an expert panel, which studied the information available and discussed the proposed programme with representatives of the institution and of the events industry and the programme during a site visit.

The following considerations have played an important role in the panel's assessment.

SUMMARY

Standard 1

The aim of the M SEM programme is that students, upon graduation, are able to work as event managers who know how to deal with a complex range of challenges. These challenges include besides the event itself the logistics of staging, but also the management of resources, stakeholders, content and outputs in the development, staging and maintenance of events. It is therefore important that event professionals understand not just the way in which events function, but also how they affect the places they are staged in and the diverse stakeholders connected with events. The industry needs students at master's level as the Netherlands takes an important role in events worldwide.

Students, upon graduation, are able to understand and analyse the external environment of events in order to develop innovative value formats that can attract participants and meet stakeholder aims. In putting such events together, project management also becomes an important skill to ensure that all the necessary elements are in place and that the event runs smoothly.

A particularly important element of event management education that has been developed in BUas programmes at the master's level is an understanding of the broader context of events, including social and economic trends, event stakeholders and the external environment. It is an understanding of these elements that provides the strategic vision required of a successful event manager. Because of the global work field of the industry, the anticipated international composition of the student body, and the nature of their future professional field, the language of instruction of the programme will be English.

The panel confirms that 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.

Standard 2

The master's programme Strategic Events Management is an 18 months (60 EC) programme. A two-days-per-week related job is mandatory. The competency profile for the master's programme is based on the premise that different competencies are required for an event manager to be able to maximise the value creation potential of events. Value creation is at the heart of the curriculum, because different stakeholder groups can develop and exchange various types of value. including economic, social, cultural and symbolic value.

Research and professional skills are trained throughout the curriculum. They are part of the M SEM competency profile, but not as separate competencies; they are part of the description of the other competencies. Within master Strategic Events Management both qualitative as quantitative research is offered and will be part of several modules and graduation.

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

Standard 3

The master's programme Strategic Events Management is an 18 months programme (60 EC). It comprises a total of three semesters. In the first semester of the first year, the modules Business Strategy (6 EC), Innovation & Change (6 EC), Sustainability & Responsibility (6 EC) will be offered.

In the second semester of the first year, the modules Experience Design (6 EC), Collaboration & Co-creation (6 EC) and Event Marketing are offered. The graduation trajectory in year 2 will be assessed by two assignments: the Graduation Portfolio, with special attention for the Strategic Value Creation Report and the oral exam. During the graduation phase, focus will be on the implementation of the Strategic Value Creation Plan.

The panel agrees the arguments given for the choice of competencies and thinks that they cover the aims of the study programme very well. They were pleased to hear that the study programme will be regularly reviewed in collaboration with representatives of the events sector, events-related stakeholders and with the programme advisory board to keep the programme up-to-date.

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

Standard 4

The key elements of the educational vision of BUAs are learning communities, personalisation, digital learning, and active and interactive learning. The BUAs educational vision is translated into an educational vision for the Master Strategic Events Management. The programme is placed in an international context and has a largely international staff, some of them employed by BUAs, others engaged via their network of international partners.

The knowledge and principles covered in the Master's programme are applied to situations and problems taken straight from the students' professional field. This ensures diversity in assignments and events companies within each learning community. In this way the programme contributes to both the students' professional development and to the development of the industry and the domain as well.

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

Standard 5

The admission requirements are a Bachelor of Business Administration in one of the following domains: Leisure Management, Event Management, Tourism Management, Hotel Management, International Business or Economics. Besides that, students should meet additional requirements. They are expected to possess knowledge of the events industry, have gained relevant work experience, being employed in the events industry (job, traineeship or placement) for the duration of the programme, proven research skills at a bachelor level (research methods and techniques, abstract and critical thinking skills), and a well-founded motivation for 'Events Management'. As the study programme is English, a demonstrable knowledge of the English language is required.

The panel confirms that the curriculum ties in with the qualifications of the incoming students.

Standard 6

All 22 staff members have extensive teaching experience, are qualified at Master's or PhD level. International and sector-specific experiences have been focal points in the selection process at BUAs and for the master in Strategic Events Management in particular. The head of the programme is a full professor and internationally renowned authority in the field of placemaking and

events, leisure and tourism. All staff involved in the programme have good didactic qualifications. All lecturers obtained a qualification in didactics in higher education and most of them have obtained BKE certification (Basic Examiner Qualification). The team members have been closely involved in the overall development of the programme and creation of the individual courses. Many of them are also involved in other master programmes offered by the Academy of Leisure & Events at BUAs.

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

Standard 7

Academy for Leisure & Events is centrally located campus of BUAs, with all academies located at a modern and well-equipped campus with state-of-the-art facilities, near the city centre of Breda. A mix of digital tools is incorporated in the various modules. Since the part-time Master's students are only physically present at the university one day a week, it is of utmost importance that the IT facilities are optimal.

BUAs has a modern library with an elaborate collection of books, magazines and online material/databases. In order to provide a well-equipped study environment for the M SEM programme, the library's collection is international, containing applied science as well as academically oriented publications, and the collection is connected to all major international library networks.

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

Standard 8

The small-scale approach fosters an informal atmosphere and facilitates personal attention to students. Staff members will be approachable and accessible to students, in the same way as they are in our other degree programmes, which promotes face-to-face contact during school days which will help discussing and addressing problems. From day one, students are assigned to learning community groups of approximately 5 students under supervision of a coach. For students with personal problems and/or a functional impairment, student counsellors are available with a counselling ratio of 1.73 FTE to 1400 students. They can be consulted for practical advice and information and for coaching in case of personal issues or learning problems.

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

Standard 9

The strategic plan of the institute describes the strategic themes of the entire organisation and serves as the guiding principle for the Academy for Leisure & Events. The specific academy goals tie in with these institute wide themes. BUAs monitors progress on these goals by means of the Planning & Control cycle (P&C), addressing education, research and operations/services. Evaluations are held for all parts of the programme, both by quantitative and qualitative methods, through surveys and discussions, and advice and input is requested from the stakeholders at several levels.

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

Standard 10

The assessment system of the M SEM programme complies with the assessment policy of BUAs. These include an assessment plan to ensure that all learning objectives are assessed, and quality criteria to ensure validity and reliability of tests and assessments such as the four eyes principle in drafting tests, course assessment matrices, the use of model answers and model grading

sheets with assessment criteria, and thesis evaluations by two independent examiners. Students receive feedback after each test or assignment. The programme intends to use a variety of assessment methods to match the knowledge and skills taught in the various courses. The programme has its own Board of Examiners, including an external member, and they are well positioned to ascertain that the intended learning outcomes of the study programme are met by each individual graduate.

The panel confirms that the programme has an adequate system of student assessment in place.

The panel concludes that the programme meets all assessments standards. Given these considerations, the panel advises NVAO to take a positive decision regarding the quality of the proposed programme hbo-master Strategic Events Management at Breda University of Applied Sciences.

The Hague, January 21, 2020

On behalf of the assessment panel convened for the initial extensive accreditation assessment of the hbo-master Strategic Events Management at Breda University of Applied Sciences.

Prof. dr. Eric Waarts
(Chair)

Reina Louw MA
(Secretary)

2 Introduction

2.1 The procedure

NVAO received a request for an initial accreditation procedure including programme documents regarding a proposed hbo-master in Strategic Events Management. The request was received on 8 July 2019 from Breda University of Applied Sciences.

An initial accreditation procedure is required when a recognised institution wants to award a recognised bachelor's or master's degree after the successful completion of a study programme. The procedure for initial accreditation is slightly different as compared to the approach for programmes that have already been accredited. Initial accreditation is in fact an ex ante assessment of a programme. The programme becomes subject to the normal accreditation procedures once initial accreditation has been granted.

To assess the programme, the NVAO convened an international panel of experts. The panel consisted of:

Chair

- Prof. dr. Eric Waarts, full professor at the Rotterdam School of Management, Erasmus University (RSM)

Panel members

- Prof. Mary K. Farmer MBA, adjunct professor, University of British Columbia; Nipissing University

- Drs. Cor Jansen, CEO at Utrecht Marketing

Student member

- Carline van Breugel, master student policy, communication and organization at VU University

On behalf of the NVAO, Otto Schrofer was responsible for the process-coordination. Reina Louw acted as the panel's secretary and drafted the experts' report.

This composition reflects the expertise deemed necessary by NVAO. All the panel members signed a statement of independence and confidentiality.

The panel has based its assessment on the standards and criteria described in the NVAO Assessment framework for the higher education accreditation system of the Netherlands (Stcrt. 2019, nr 3198).

The following procedure was undertaken. The panel members prepared the assessment by analysing the documents provided by the institution (Annex 3: Documents reviewed). The panel organised a preparatory meeting on December 10 2019 i.e. the day before the site visit. During this meeting, the panel members shared their first impressions and formulated questions for the site visit.

The site visit took place on December 11, 2019 at the campus of Breda University of Applied Sciences. During this visit, the panel was able to discuss the formulated questions and to gather additional information during several sessions (Annex 2: Schedule of the site visit). Afterwards, the panel discussed the findings and considerations and pronounced its preliminary assessments per theme and standard. At the end of the site visit, the initial findings were presented to the institution.

Based on the findings, considerations and conclusions the secretary wrote a draft advisory report that was first presented to the panel members. After the panel members had commented on the draft report, the chair endorsed the report. On January 16th 2020 the advisory report was sent to the institution, which was given the opportunity to respond to any factual inaccuracies in

the report. The institution replied on 20th of January 2020. Not all suggested corrections were adopted. Subsequently, the final report was endorsed by the panel chair. The panel composed its advice fully independently and offered it to NVAO on January 21th 2020.

2.2 Panel report

The first chapter of this report is the executive summary of the report, while the current chapter is the introduction.

The third chapter gives a description of the programme including its position within the institution, the Breda University of Applied Sciences and within the higher education system of the Netherlands.

The panel presents its assessments in the fourth chapter. The programme is assessed by assessing the themes and standards in the Initial Accreditation Framework. For each standard the panel presents an outline of its findings, considerations and a conclusion.

The outline of the findings are the objective facts as found by the panel in the programme documents, in the additional documents and during the site visit. The panel's considerations consist of the panel's judgments and subjective evaluations regarding these findings and their relative importance. The considerations presented by the panel are at the basis of a concluding overall assessment.

The panel concludes the report with a table containing an overview of its assessments per standard.

3 Description of the programme

3.1 General

Country	Netherlands
Institution	Breda University of Applied Sciences
Programme	Strategic Events Management
Level	Master
Orientation	Hbo
Specialisation	-
Degree	Master of Arts
Location(s)	Breda
Study Load (EC)	60 EC
Field of Study	Economics

3.2 Profile of the institution

Breda University of Applied Sciences (BUAs) is an applied university, founded in 1966 (until 2018 called NHTV) offers 17 study programmes on associate, bachelor or master's level to approximately 7300 national and international students. The university employs over 800 staff members and is organised in five faculties covering eight domains in Built Environment, Facility, Games, Hotel, Leisure & Events, Logistics, Media, and Tourism, located in Breda.

3.3 Profile of the programme

The hbo-master Strategic Events Management is a new study programme in the Netherlands. The event industry asked for the development of a new study programme to meet the needs of strategic event managers at the master's level. The master Strategic Events Management (M SEM) is a part-time 18 months programme of 60 EC, offered in English. A maximum of 40 students will be accepted each year. The event manager needs to be able to understand and analyse the external environment of events in order to develop innovative value formats that can attract participants and meet stakeholder aims. In putting such events together, project management also becomes an important skill to ensure that all the necessary elements are in place and that the event runs smoothly.

A particularly important element of event management education that has been developed in BUAs programmes is an understanding of the broader context of events, including social and economic trends, event stakeholders and the external environment. It is an understanding of these elements that provides the strategic vision required of a successful event manager. The M SEM takes a broad approach to the field of events. The focus includes both public and business events, therefore drawing on a wider range of potential students as well as offering a broader range of career perspectives.

The M SEM is a professional Master programme with a strong strategic focus. The practice of event management will be central and will be supported by guest lectures from industry professionals, site visits, participation of industry representatives in learning communities, student assessment and feedback, and through an industry advisory panel.

The macro efficiency application was for an international programme taught in English. This application for the part-time variant was approved by CDHO on May 5, 2018 which was approved by the Dutch minister of education, culture and science on July 3, 2018.

4 Assessment per standard

This chapter presents the evaluation of the standards by the assessment panel. The panel has reproduced the criteria for each standard. For each standard the panel presents (1) a brief outline of its findings based on the programme documents and on documents provided by the institution and the site visit, (2) the considerations the panel has taken into account and (3) the panel's conclusion. The panel presents a conclusion for each of the standards, as well as a final conclusion.

The assessment is based on the standards and criteria described in the NVAO Assessment framework for the higher education accreditation system of the Netherlands (Stcrt. 2019, nr 3198). Fundamental to the assessment is a discussion with peers regarding the content and quality of the new programme.

Regarding each of the standards, the assessment panel gives a substantiated judgement on a three-point scale: meets, does not meet or partially meets the standard. The panel subsequently gives a substantiated final conclusion regarding the quality of the programme, also on a three-point scale: positive, conditionally positive or negative.

4.1 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.

Outline of findings

The panel read in the information dossier that the aim of the programme is, that students, upon graduation, become event managers who are able to deliver value to a wide range of stakeholders. These stakeholders include those with a direct role in the staging of the event, such as the organisers, venues, performers, audiences and the authorities that license or provide space for the event, as well as indirect stakeholders who can affect or be affected by the event, including local residents, businesses, development organisations and transport companies.

Event managers have to deal with a complex range of challenges that include not just the logistics of staging the event itself, but also the management of resources, stakeholders, content and outputs in the development, staging and maintenance of events. It is therefore important that event professionals understand not just the way in which events function and their safety aspects, but also how they affect the places they are staged in and the diverse stakeholders connected with events. In a globalizing world it is also increasingly important to appreciate the external forces and events that can impact on event management, such as economic growth, sustainability, technological change and shifts in demography and lifestyles.

Representatives of the professional field explained during the site visit to the panel that the (Dutch) event industry is in need of a competitive study programme for a higher, strategic thinking level. The contemporary event industry needs persons who can function as project managers and stakeholder managers with a helicopter view on the entire field of the event industry. They must be able to understand the impact of an event to the city, region or country and the way stakeholders are involved and how an event can contribute to stakeholders. Strategic event managers must be able to add value to an event or to a series of events. Representatives of the professional field explained to the panel during the site visit that the Netherlands takes an important role internationally and is leading in some areas of the event industry, such as electronic music, worldwide. Strategic event managers need to know the proper target/focus, timing and approach from an industry perspective

The representatives of the professional field informed the panel during the site visit that they had been involved in the development of the new study programme.

In the information dossier, the panel read how the study program demonstrates the level of the Master Strategic Events Management by the use of the Professional Master Standard of the 'Vereniging Hogescholen' that describes the end level of professional Master students in terms of four pillars: 'Mastery', 'Investigative capacity', 'Acting interprofessionally' and 'Impact'. These pillars are based upon the Dublin Descriptors, EQF and NLQF, and the M SEM modules provide comprehensive coverage of all four pillars.

Graduation is seen as the end of the M SEM 'learning journey', and the point at which students can demonstrate their command of all 4 pillars.

Within the competency profile each competency has been translated into a Body of Knowledge and Skills (BoKS). Since all competencies are being translated into a module of its own, the BoKS per competency also applies for that specific module. Competencies are translated into a set of learning goals. The information dossier contains tables that shows the relation between the competencies and the modules in the programme.

The master Strategic Events Management is formally positioned at the academy of Leisure & Events on the recently renewed campus of BUas, a mid-sized university in Breda with approximately 7300 students, 5 academies and 27 study programmes (associate degree, bachelors and master's level). The academy of Leisure & Events has approximately 1600 students. The development of the new programme is closely related to the existing events-related programmes, primarily within the Bachelor Leisure & Events Management and the Master of Science Leisure and Tourism Studies. Understanding of the experience of events and experience design has also been generated through the Master in Imagineering, a programme that focusses on the co-creation of experiences via the design methodology of Imagineering.

During the site visit, the panel was told that a maximum number of 40 students will be admitted each year, but the programme will start with 20 students. The programme aims to attract a balanced share of students from Dutch and EEA countries. The diversity of the students' backgrounds will be employed in the execution of the curriculum, each student contributing in the learning community to the learning experience of the other students. Because of the international composition of the student body and the international professional field, the programme will be taught in English.

The panel read in the information dossier that the degree to be awarded upon graduation is a professional Master of Arts (MA), not an academic master. This ties in with the strong relation with the professional field and the condition that during the study programme, students need to have a related job in industry for at least two days a week.

Considerations

The master Strategic Events Management is meant for both professionals with extensive experience in the event industry as well as for recently graduated young professionals who just started working in the event industry. After graduation from the master's degree programme, they will become professionals with a strategic helicopter view that the event industry demands, but now actually lacks.

The panel is convinced by the representatives of the professional field and the development team that the event industry in the Netherlands needs professionals on associated degree, bachelors and master's level. The panel agrees that a master's level adds skills that are needed in the event industry nowadays. The development team of the study programme has a clear view on the adding of strategic to event management. During the site visit they made clear how different stakeholders can be part of event industry. They discussed also the broader role of sustainability of all stakeholders involved in an event and the integration of all fragmented parts

of interests together that future event managers can carry out. The panel agrees that the study programme makes clear how value can be added to city, society and economy.

The panel recognizes the master's level and the relation with Dublin Descriptors, EQF and NLQF and the comprehensive coverage in the M SEM modules. The panel assesses the formulated competencies as a very good description of the programme's aims. The ambition to admit 40 students a year seems realistic. Representatives of the working field would recommend their employees to study this programme and quite a few aspirant students have already contacted BUAs. The panel advises outlining the differences between an HBO and a WO master more explicitly to potential students.

Conclusion

The programme meets standard 1.

4.2 Standard 2: Curriculum; orientation

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

Outline of findings

The competency profile for M SEM is based on the premise that different competencies are required for an event manager to be able to maximise the value creation potential of events. Value creation is at the heart of the curriculum, because different stakeholder groups can develop and exchange various types of value, including economic, social, cultural and symbolic value. The M SEM distinguishes 5 different types of value:

Economic value: events and event venues generate an enormous amount of economic value by stimulating consumer spending and bringing economic actors together to do business.

Experience value: events provide valuable experiences to people in an 'experience economy' driven by the search for experiences and a desire to develop their identities in a postmodern world.

Cultural value: events provide a platform for cultural and sporting performance, and festivals in particular offer a curated experience of culture which can often drive whole industries.

Social value: increasing social cohesion is an important aim of many community-focussed events, and events can also be used as a catalyst for placemaking.

Symbolic value: events can act as important symbols for a place, a country or even global communities.

During the site visit, the development team explained to the panel that the competencies delivered in the programme were developed in consultation with the event sector, including representatives of consumer and business events. Their input was discussed with the programme team at a number of meetings and refined to the next seven basic competencies:

- Strategy
- Innovation
- Responsibility
- Experience Design
- Stakeholder Management
- Analysis and Marketing
- Strategic Value Creation

The panel read in the information dossier how these competencies and the Dublin Descriptors are related. The panel was informed that both competencies as well as the curriculum will be regularly reviewed in collaboration with representatives of the events sector and events-related stakeholders. This includes also regular meetings with the programme advisory board.

Research

Research and professional skills are trained throughout the curriculum. They are part of the M SEM competency profile, but not as separate competencies; they are part of the description of the other competencies. Within M SEM both qualitative as quantitative research methodologies are addressed and they will be part of several modules and of the graduation trajectory. The panel was told during the site visit that students do not need to become quantitative research experts themselves, but they do need to have the necessary stock-in-trade to be able to communicate with experts and to form an opinion on relevancy of (big) data collection & usage in diverse professional contexts. The panel was informed during the site visit that in the first semester students take part of a research project of the city of Breda related to events in the city, in which students learn how, when and why data can be collected.

Considerations

The panel agrees with the arguments given for the choice of competencies and believes they cover the aims of the study programme very well. The panel was pleased to hear that the study programme will be regularly reviewed in collaboration with representatives of the events sector, events-related stakeholders and with the programme advisory board to keep the programme up-to-date.

The panel is convinced by the development team and professional field that events industry is focused on value creation and appreciates the refining of his value into the five different descriptions.

The role research takes in the study programme intends students to understand and use big data. Students must be able to recognize opportunities big data offers, but don't need to be data-researchers. Students will be trained in different kinds of data-analysis and trained in how data can contribute to strategic events management. The panel appreciates the practical approach in data research at the city of Breda.

Conclusion

The programme meets standard 2.

4.3 Standard 3: Curriculum; content

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

Outline of findings

The Master SEM is an 18 months programme (60 EC). It comprises a total of three semesters. In the first semester of the first year, the modules Business Strategy (6 EC), Innovation & Change (6 EC), Sustainability & Responsibility (6 EC) will be offered.

In the second semester of the first year, the modules Experience Design (6 EC), Collaboration & Co-creation (6 EC) and Event Marketing are offered.

In the information dossier, the panel read a description of the modules of the study programme. Students start with the module of 'Business Strategy' in which the objective is to distinguish, discuss and critically evaluate diverse types of strategies and analyse their elements and characteristics. The second module is 'Innovation & Change' in which the dual impact of innovation and change on events as well as the role of innovation and change as a tool for event

design are put central. The third module of semester one is 'Sustainability & Responsibility', which aims to support the development of the event manager as a responsible professional. In semester two, the module of 'Experience Design' starts with the conceptual models of experiences, the customer journey, storytelling, strategic conceiving and experience platforms and audience engagement. In 'Collaboration & Co-creation', students aim to manage the different stakeholders involved, with their different perspectives and interests, in such a way that the most optimal outcomes are achieved, from a challenge connected to their daily work. The module 'Event Marketing' teaches students to develop customer relationships in an experiential and digital setting. Finally, the module 'Strategic Value Creation' running across the various semesters outlines a holistic perspective for value creation in events. The programme does not offer any elective courses.

Since students physically attend classes at BUAs one day a week and will be working in the industry for at least 2 days a week, there will be continuous interaction between theory and practice, boosting the transfer of knowledge, skills and attitudes to practice. The panel was informed during the site visit that BUAs has many connections in industry and can mediate if necessary.

Participation in an event abroad is mandatory as strategic events are internationally-orientated. The module of 'Strategic Value Creation' consists of three terms of two EC, spread across the entire M SEM programme.

The information dossier contains descriptions of the courses, including learning outcomes, assessment methods and assessment criteria.

The panel read in the graduation manual that the graduation trajectory in year 2 will be assessed by 2 assignments: the Graduation Portfolio, with special attention for the Strategic Value Creation Report and an oral exam. During the graduation phase, the focus will be on the implementation of the Strategic Value Creation Plan.

The panel got an explanation during the site visit from the lecturers about the Graduation Preparation that starts in the first semester and is spread across the entire M SEM programme. Graduation is closely aligned with the module of 'Strategic Value Creation' (SVC).

In the first year, students will prepare their Graduation trajectory via two assignments. The first one is a self-assessment assignment in which they describe their current level of mastery of the learning objectives as defined for graduation. The second assignment is a Graduation Proposal/Strategic Value Creation Plan in which they describe the Strategic Value Creation Challenge they will focus on during the Graduation phase, the (research) approach they intend to take, the outcomes they envision and a detailed action plan including an estimate of the study load involved.

Furthermore, the students explicitly make clear how they expect to gather the necessary evidence that they truly master the learning goals related to Graduation. Students will receive a summative assessment of this proposal in the form of a go/no go by two assessors. Since this assignment is part of the Strategic Value Creation module the Graduation Proposal/Strategic Value Creation Plan will be assessed within the Strategic Value Creation module. The learning community supervisor will function as second assessor.

Considerations

The panel agrees that the broad study programme offered fits for achieving the learning goals. During the site visit, the panel was told by representatives of the professional field that Business to Business is well covered in the programme.

In case the mandatory event is hosted abroad and particular students can't participate, BUAs mediates in trying to find sponsors and offers alternative programmes as well. The panel appreciates this.

The panel agrees that diversity in students (a lot of work experience of just graduated) offers opportunities for both. They were told during the site visit that it is a challenge to manage

expectations from students with various backgrounds, but that the learning community is of great value in doing so.

The panel suggests that attention for professional leadership and professional skills may be added in the curriculum.

The panel believes that a self-assessment assignment at the start of the study programme makes clear which competencies need further development.

During the site visit, the panel was informed that lecturers have experienced teaching similar part time modules in related master's level study programmes. The panel believes this is trustworthy. The panel studied both suggestions for and prescribed literature during the site visit and finds it is sufficiently relevant and up-to-date.

Conclusion

The programme meets standard 3.

4.4 Standard 4: Curriculum; learning environment

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

Outline of findings

The key elements of the educational vision of BUAs are learning communities, personalisation, digital learning, and active and interactive learning. The BUAs educational vision is translated into an educational vision for the Master Strategic Events Management.

The Master Strategic Events Management is a part-time professional Masters' programme. The panel heard during the site visit from the development team and the professional field that the industry is strongly connected. In addition, key elements in the M SEM educational vision are 'learning communities', 'personalisation' and 'high impact learning'.

Learning in the learning community takes place through an active and social process of collaborative learning, in which the community of students, lectures and industry make up the driving force behind learning. Within the learning community, students discuss all assignments, but they work on their own assignments in their own way to allow for flexibility in methods and testing. There is also room for individual talents and for students to distinguish themselves from others, especially during the graduation period.

Students attend classes at school one day a week and will be working in the industry for at least two days a week. This ensures a continuous interaction between theory and practice, boosting the transfer of knowledge, skills and attitudes to practice.

The panel heard during the site visit that the knowledge and principles covered in the Master's programme are applied to situations and problems are taken straight from the students' professional field. This ensures diversity in assignments and events companies within each learning community. In this way the programme contributes to both the students' professional development and to the development of the industry and the domain as well.

The M SEM programme applies an international context and has a largely internationally experienced staff, some of them employed by BUAs, others engaged via their network of international partners. During the site visit, the panel was told that lecturers experienced in other international study programmes that 20% international students is minimum for cross cultural crossovers. The panel remarks that 20% international students in a small cohort of 20-40 students in total, might not yet create the full international class-experience.

The primary aim is to broaden the scope of the students by focusing on the larger international business community in terms of the choice for the English language and world orientation.

Considerations

The didactical concept of the study programme described is plausible, and oriented towards the programme objectives. The panel appreciates the professional field being enrolled as guest lecturers. The panel agrees that the mandatory related job approach fits well and offers opportunities for a continuous interaction between theory and practice. The international orientation of the study programme is guaranteed and the international professional field is involved in the design.

Lecturers are aware of the workload students might face.

Students may face problems during working in event industry and taking courses, especially when during huge events their presence is needed elsewhere. The panel suggests thinking about adding some flexibility in the study programme. Companies need to facilitate students to follow courses, M SEM should facilitate students to be part of huge events.

Conclusion

The programme meets standard 4.

4.5 Standard 5: Intake

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

Outline of findings

The M SEM programme is open to diverse groups of students, both from the Dutch educational system as well as European ones. The diversity of nationalities is intended to contribute to the learning experience as the working field will be internationally-orientated.

The panel discussed during the site visit the admission requirements, a Bachelor of Business Administration in one of the following domains: Leisure Management, Event Management, Tourism Management, Hotel Management, International Business or Economics.

Besides that, students should meet additional requirements. They are expected to possess knowledge of the events industry, have gained relevant work experience, being employed in the events industry (job, traineeship or placement) for the duration of the programme, proven research skills at a bachelor level (research methods and techniques, abstract and critical thinking skills), and a well-founded motivation for 'Events Management'.

Prospective students who have a Bachelor's degree in a field other than the ones listed above will be admissible, provided that they demonstrably meet in addition to the ones already mentioned sufficient knowledge of financial management and proven knowledge in the field of leisure / events.

On the website of the university (www.BUas.nl) and in the marketing brochure, the admission requirements for prospective students of the Master's programmes are published.

- As the study programme is English, a demonstrable knowledge of the English language is required. Students should meet Cambridge C1 Certificate in Advanced English (CAE), with a minimum subscore for Speaking of 169 or Cambridge C2 Certificate of Proficiency in English, with a minimum subscore for Speaking of 169, IELTS test (minimum overall band score of 6.0, and minimum subscore of 6.0 for speaking) or TOEFL test (minimum score of 80 internet-based, and minimum subscore of 20 for speaking). Students do not need to submit English language test results if
- they are havo or vwo graduate;
- the language of instruction of the secondary school or university completed or are completing is English in a native English-speaking country (i.e. one of the following countries: Australia, Canada (Quebec excluded), Ireland, New Zealand, the United Kingdom or the United States of America)
- they have obtained a diploma that is included in the list of diplomas compiled by Nuffic and one of the exam subjects was English.

The panel was informed about the intake interview procedures. Interested and eligible candidates will be invited for an interview, based on which an offer will be made or not. A context-oriented job of at least two days a week is mandatory. BUAs profits from a lot of relevant contacts in the working field. If students don't succeed in finding a context oriented job, BUAs can mediate.

A maximum of 40 students can be admitted per year. In the first year (2020-2021) BUAs will start with 20 students. BUAs organises two Open Days and one Open Evening every year in order to inform prospective students. Furthermore, two three-day International Orientation Events are organised every year by BUAs for international prospective students.

Considerations

The panel agrees that the intake procedure meets the standard for Universities of Applied Sciences in the Netherlands. The selection procedure is adequate. It is expected to fit well with the Bachelor program in leisure. The admission requirements look sufficient, although intake from International Business and Economics would probably depend on the content of these studies to be ready for the master level in this field.

The panel is convinced that lecturers will manage balance in the international classroom and take differences in students backgrounds into account. Lecturers showed to have proven experience in related study programmes on master level with differences in student backgrounds. They made clear that connectivity between students with different ages and differences in a lot of working experience, or just graduated students, offers opportunities for both. The diversity perspective is keen in learning communities.

It is positive to start off the first year with 20 students to experience the study programme. and keeping it small to 40 students to enable personal attention to the students.

The panel wonders what will happen if more than 40 students will apply and how it will affect the intake procedure. The panel has met a very keen delegation of the industry that can contribute to the intake procedure and recommends involving them in further development. The panel embraces the idea from industry in which passionate students demonstrate a detailed case. Especially for matching interviews, the involvement of professional field offers a great opportunity.

Student who don't meet the admission requirements can submit a request to the exam committee.

The panel suggests reconsidering the strict rule that students who lack some of the formal criteria but have considerable relevant work experience cannot be admitted. Exceptional entries could be considered given the need for master's-level expertise in this field.

Conclusion

The programme meets standard 5.

4.6 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.

Outline of findings

The panel read the detailed overview of the teaching staff, provided in the information dossier, giving information on their academic background and their teaching and examining credentials in the form of formal qualifications, teaching experience and proficiency in the English language.

All 22 staff members have many years of teaching experience, are qualified at Master's or PhD level, and international and sector-specific experiences have been focal points in the selection process for being involved in the M SEM programme. The head of the programme is a full professor and internationally renowned authority in the field of placemaking and events, leisure and tourism.

All staff involved in the programme have good didactic qualifications. All lecturers obtained a qualification in didactics in higher education and most of them have obtained BKE certification (Basic Examiner Qualification). The team members have been closely involved in the overall development of the programme and creation of the individual courses. Many of them are also involved in similar master programmes offered by the faculty of Leisure & Events at BUAs.

The panel discussed with the lecturers about their English proficiency. Nearly 90 % of the teaching staff of the Academy for Leisure & Events has English proficiency at the C1 or C2 level. The staff developing and delivering the programme of M SEM has a score of 100% at C1 or C2 level. English proficiency for all staff receives a great deal of attention and investment. Everyone is assessed by experts and tailor-made programmes are designed, which entail, for instance, a two-weeks intensive English course in Brighton combined with a follow-up programme, conversation groups and coaching on the job.

The panel was informed that all staff are structurally facilitated in their year work plan with hours reserved for professional development and sustainable employability (minimum of 80 hours annually for a full-time employee). BUAs offers a wide range of in-house courses focusing at professional development. They also offer courses and trainings that are externally facilitated.

To keep the practical knowledge and industry networks of all staff relevant and up to date lecturer internships in the field are implemented. This means that staff works at an industry partner for two days a week during six months. International traineeships for a longer period and international visiting scholarships exchanges are part of the professional development programme as well.

Considerations

The panel has met an enthusiastic, engaged and qualified team with a clear and shared view on the study programme. Most lecturers have BKO, BKE and English C1 or C2 and a fair percentage has a PhD or is working on it. They are all close to the field. BUAs had a long tradition in English programmes. The lecturers are very experienced in the field and are fluid in English. They work in small teams and get the chance to educate themselves. Lecturers themselves do not seem to be worried about the workload that goes with lecturing, guiding, personal attention, mentoring and giving feedback on the assignments. The management takes care of balancing different activities.

Conclusion

The programme meets standard 6.

4.7 Standard 7: Facilities

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

Outline of findings

The home base of the Academy for Leisure & Events is located in the Ocean building on the newly developed and centrally located campus of BUAs, with all academies located at a modern and well-equipped campus with state-of-the-art facilities, near the city centre of Breda. The panel read in the information dossier that the campus is expected to develop into an inspiring, vibrant and international meeting place, a learning community for students, staff and industry

and knowledge partners. With all academies and related networks of BUAs being located in close proximity of each other, it will be much easier to cooperate and share ideas, inspiration, knowledge and networks.

The panel heard during the site visit that High Impact Learning is one of the main building blocks of the educational vision of the Masters' programme. Digital tools are important elements to enhance High Impact Learning, which is why e-learning is a crucial part of the programme. A mix of digital tools is incorporated in the various modules. Since the part-time Master's students are only physically present at the university one day a week, it is of utmost importance that the IT facilities are optimal.

The Academy for Leisure & Events provides information to students by means of a personal portal (LMS). This LMS was demonstrated to the panel during the site visit. Via this portal (also accessible via the MyBUAS app) students have access to all BUAs systems (Single Sign On -SSO) and information about education/ the educational process (study materials, academic results, examinations). Additionally, information is distributed via newsletters and social media such as Facebook, Instagram, Twitter and LinkedIn.

At its campus, BUAs has a modern library with an elaborate collection of books, magazines and online material/databases. In order to provide a well-equipped study environment for the M SEM programme, the library's collection is international, containing applied science as well as academically-oriented publications, and the collection is connected to all major international library networks.

The university's Student Office assists BUAs students who go abroad and foreign students who come to BUAs for their studies. Furthermore, the Academy for Leisure & Events has a designated Business Desk that arranges various types of practical projects by liaising between host companies and students, and enables networking among industry players and students. In cooperation with Avans University of Applied Sciences, BUAs offers low-threshold access to sports facilities (BRESS).

Considerations

The panel has seen a recently renewed campus with a great variety in study environment. It is impressed by facilities in the different buildings, like the library, the experience corner (for research in emotions) and the start-up area where student cooperate with the working field. It agrees that all academies and related networks of BUAs being located in close proximity of each other, offers great opportunities in sharing ideas, inspiration, knowledge and networks. Room for learning communities is closely connected to working areas for lecturers. The panel agrees that this helps to ease communication. The Learning Management System (Cum Laude), digital learning community with sharepoint, intranet, online library access plagiarism checker and the personal LMS portal have been demonstrated, and the panel is convinced it is more than adequate for part-time students. BUAs doesn't offer housing on campus. In case international students can't find a place to stay, BUAs makes effort to mediate between international students and the municipality of Breda. The panel is pleased to hear that international students can join courses in Dutch language and intercultural classroom courses.

Conclusion

The programme meets standard 7.

4.8 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.

Outline of findings

Tutoring of students and provision of information will be ensured in various ways. The panel read in the information dossier that the small-scale approach fosters an informal atmosphere and facilitates personal attention to students. Staff members will be approachable and accessible to students, in the same way as they are in our other degree programmes, which promotes face-to-face contact during school days which will help discussing and addressing problems.

The panel was told during the site visit that from day one students are assigned to learning community groups of approximately five students under supervision of a coach. In this part-time master, it is expected that students will function in the events sector. As such a direct connection to the industry is embedded within the learning community context. In the first two semesters two learning community sessions will be scheduled with the coach. In semester three, during the graduation phase there will be learning community sessions scheduled every two to three weeks. In case of urgent (personal) matters the student can plan a separate session with his/her coach. For the more general study related questions or problems students can contact the programme coordinator.

The panel was told during the site visit that for students with personal problems and/or a functional impairment, student counsellors are available (the Academy for Leisure & Events has several student counsellors, in total 1.73 FTE). They can be consulted for practical advice and information and for coaching in case of personal issues or learning problems. The counsellors also decide on providing facilities to students with a functional impairment and give advice to staff on dealing with certain impairments. Students also have access to a confidential counsellor.

The programme coordinator and staff will frequently inform students about issues related to the M SEM programme or refer them to the Learning Management System (Cum Laude). Here students can find both general information about the programme and specific information about all elements of the Master's degree, such as timetables, study manuals per module, assignments, study materials, etc. In addition, students can keep track of their academic progress in Osiris, the university's digital system in which academic results (marks) are registered.

Considerations

The panel appreciates the choice for a small scale and personal approach. The panel is positive that counselling is available although they wonder if a counselling ratio of 1.73 FTE to 1400 students is sufficient. Student counsellors have a connecting role between exam committee and students with impairments where assessments are concerned. Students with an impairment or students with special needs are accommodated if more time for an exam is needed. Students with special needs can also ask the exam committee for adapted exams.

BUAs has experienced learning communities groups in other study programmes and lecturers are experienced and enthusiastic about it. Programme representatives are aware of the student's high workload due to the combination with a master's and work. Lecturers are fully aware of the workload student face. Experience in related master's prove that students can be successful in progressing in time.

Attention for stress is not explicitly addressed in the study programme, but the learning community offers opportunities to discuss it. The panel recommends paying ample attention to students in balancing the study programme, work and personal life.

Conclusion

The programme meets standard 8.

4.9 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.

Outline of findings

The quality assurance system of the programme complies with the institutional quality assurance system.

The strategic plan of the institute describes the strategic themes of the entire organisation and serves as the guiding principle for the Academy for Leisure & Events. The specific academy goals tie in with these institute wide themes. BUAs monitors progress on these goals by means of the Planning & Control cycle (P&C), addressing education, research and operations/services. Under the P&C cycle, the academy director reports directly to the Executive Board, and has formal meetings three times per year. Input for these meetings include the management contract and an annual report on the quality of education. With these systems, the Executive Board monitors whether the strategic BUAs objectives are attained and the results achieved are consolidated

The quality system is in keeping with the European Standards and Guidelines, for instance in its student-centred approach. The Academy for Leisure & Events involves all stakeholders with an 'appreciative approach': students, prospective students, alumni, industry, and staff members.

The panel read in the information dossier that evaluations are held for all parts of the programme, both by quantitative and qualitative methods, through surveys and discussions, and advice and input is requested from the stakeholders at several levels. BUAs furthermore participates in the NSE (Dutch National Student Survey).

The Academy for Leisure & Events uses quality cards to inform those responsible for education about student satisfaction. These cards present an overview of the topics of level of the programme, study load, quality of supervision and lecturers, activating teaching methods, clear information, link to industry and quality of assessment. All these components contribute to achieving the intended learning outcomes of the students. Trends over time are also made clear in the quality cards. The target score is at least 3.5 on a five- point scale. The panel has seen quality cards during the site visit.

After the evaluations, an improvement matrix for the past period is drawn up by those responsible for education, supported by the Q-team. This describes the main points for improvement, the underlying causes, the solutions, responsible persons and progress. The improvement matrix ensures the development function of quality assurance (PDCA Act phase).

A few topics will require extra attention in the PDCA cycle, such as the study load and the industry-school-student cooperation triangle. The necessity of closely monitoring the study load, is a known fact from the academies other professional Master's programme. It's important to keep a close eye on the work-life balance of the students.

Regarding the cooperation in the so-called triangle, there will be a special meeting after semester one and two between the three partners (industry, students and teachers) to evaluate their cooperation. The aim will be to develop new and better ways of working together, and keep the good ways, of course. The learning community can thus become more and more valuable for all involved. After semester three, there will be 'a day away from the office' with the entire staff, to evaluate and improve the full programme. Representatives of the industry and of the student group will be invited. In the future, alumni will also be invited to these days.

Considerations

The panel agrees that the provided annexes prove that the quality assurance system of M SEM is in line with other programmes of the Academy for Leisure & Events and of the institutional quality assurance system. Members of the board examiners, assessment committee, board of examiners, industry panel, curriculum committee, staff from programme committee and students of the program committee, are all involved in the field of quality care. Interviews during the site visit with staff, programme committee and exam committee proved that quality culture is common throughout the team and that the PDCA-cycle has been implemented in the development of the M SEM programme.

The panel appreciates the student evaluations of the educational programmes and the three individual performance interviews each year as fixed parts of the quality system. Also, the panel appreciates the fact that the industry is involved in the quality care. The panel has seen quality cards for the study programme of MSEM during the site visit. However, a target student satisfaction score of 3.5 on a five-point scale is quite low for a small scale programme. The panel recommends adapting this target.

Conclusion

The programme meets standard 9.

4.10 Standard 10: Student assessment

The programme has an adequate system of student assessment in place.

Outline of findings

Assessment policy

The assessment system of the M SEM programme complies with the assessment policy of BUAs. These include an assessment plan to ensure that all learning objectives are assessed, and quality criteria to ensure validity and reliability of tests and assessments such as the four eyes principle in drafting tests, course assessment matrices, the use of model answers and model grading sheets with assessment criteria, and thesis evaluations by two independent examiners. Students receive feedback after each test or assignment. Measures are taken to prevent and detect fraud and plagiarism.

The assessment cycle of M SEM is designed by the BKE/SKE expert group and describes all phases from test design until evaluation and improvements.

Assessment methods

The panel read in the information dossier that the programme intends to use a variety of assessment methods to match the knowledge and skills taught in the various courses. Besides written exams (papers, plans, reports, literature study, model descriptions) and oral exams (presentations, pitch), students need to prove active engagement and a self-assessment on the competency profile. Most courses will have more than one assessment method. Both individual assessments as group assessments are used.

The learning goals are developed based on the revised taxonomy of Bloom. Members of the exam committee explained during the site visit to the panel that this taxonomy will also be used in the assessment matrices.

Students will receive information about the assessment methods, assessment criteria and practice through the course descriptions and manuals. The panel was informed that in week 2 of semester 1, students carry out a self-assessment that makes clear which competencies need to be developed.

The M SEM programme is based on a set of competencies, which includes the Dublin Descriptors and the pillars for an applied Masters' degree as set by the Vereniging Hogescholen (Dutch Association of Universities of Applied Sciences).

The panel read in the information dossier that every competency consists of knowledge, skills and attitudes (BoKS), described in the competency profile. Every module of the programme contains one of the M SEM competencies, specified in learning goals, topics, teaching activities, learning activities, assessment methods, matrices and criteria.

Board of Examiners

The M SEM programme has its own Board of Examiners, existing of four members, including one external member from another faculty of BUAs. The Board of Examiners deals with individual objections and appeals, appoints examiners and screens a sample of the full cycle of assessments, from learning goals to assessments. Exemptions to new M SEM students will not be granted.

The members of the Board of Examiners are appointed by the Executive Board, the Board of Examiners is accountable to the Executive Board, while being independent in its work. In line with BUAs policy, all lecturers will have their BKE certification. The members of the board of examiners are currently working on obtaining their SKE certification. During the site visit, the panel was told that the exam committee was occasionally consulted during the development of the study programme, but not too much in the assessment, one member of the exam committee was personally involved in the development of the study programme.

As the learning goals are the starting point of the constructive alignment, they are formulated in a useful and clear way, living up to certain criteria as having a noun, having a verb, describing a level and being clearly understandable. The learning goals are developed based on the revised taxonomy of Bloom.

Graduation

In total the graduation trajectory consists of four assignments, two related to the preparation phase and two related to the execution phase. Because of the close alignment of the Strategic Value Creation Module and Graduation, the Graduation Proposal/Strategic Value Creation Plan is part of the workload of the SVC module. The self-assessment assignment in combination with the assignments related to the execution phase sum up to a workload of 18 ECTS for the Graduation trajectory. At the end of a successful Graduation the student will be awarded these 18 ECTS at once.

At the beginning of the Masters' programme in semester 1, the students will deliver a self-assessment report regarding the mastery level of the seven competencies and evidence that supports this self-assessment.

In semester 2 students will deliver a Graduation Proposal/ Strategic Value Creation Plan, with a Go/No Go evaluation by 2 assessors.

In semester 3, students will deliver a Graduation Portfolio. The panel was told during the site visit by members of the exam committee that the supervisor and the 2nd assessor will be responsible for the grading. The external company representative will function as a consultant in the assessment process and safeguards the connection to the industry.

In semester 3, student will also take an Oral Graduation exam. Evaluation will be carried out by the same graduation committee that assessed the Graduation Portfolio.

Considerations

Assessments meet the master level as they are context related, contain significant complexity and require analyses. The graduation portfolio shows an integration of integrated competencies. The panel agrees that the considerations made regarding the assessment programme fit the master programme. They agree with the variety in exams, the use of the taxonomy of Bloom, the graduation trajectory and an individually assessment of more than 50 per cent to the master programme. Group work is individually assessed. The taxonomy of Bloom fits for the description of the learning goals. The panel compliments the rich amount of feedback loops they have seen when the digital assessment environment Cum Laude was shown during the site visit.

The panel advises to explicitly formulate in the 'Regels en Richtlijnen van de Examencommissie' that the exam committee's main responsibility is to ascertain that each and every graduate has met the intended learning outcomes of the programme. Undersigning the diplomas by the chair of the exam committee is a common and transparent way of securing this validation. Organizing the diploma ceremony (like described in 'Regels en Richtlijnen van de Examencommissie', p.13) may be done through the exam committee, although not necessarily being part of their formal role.

Conclusion

The programme meets standard 10.

4.11 Qualification and field of study (CROHO)

The panel advises to award the degree 'Master of Arts' to the hbo-master Strategic Events Management. The panel supports the program's preference for the CROHO field of study 'economy'.

4.12 Conclusion

The panel concludes that the master's programme Strategic Events Management represents a coherent and truly interdisciplinary view on the domain, shown in the intended competencies and learning outcomes and in the way the curriculum has been set up. The input of the professional field has been clearly used. Diversity of the students will be an important part of the teaching-learning environment. The lecturers are well-equipped for teaching in this programme. The system of student assessment is adequate.

All in all, the panel assesses the quality of the programme as positive.

4.13 Recommendations

For further improvement of the programme, the panel has formulated the following recommendations:

- Outline the characteristics of an HBO master, compared to a WO master, more explicitly to potential students, the professional field and the industry.
- Provide some flexibility in the study programme when students are involved in company related event activities during courses.
- Consider involving the professional field in the intake procedure, and describe the procedure in more detail and as transparently as possible.
- To facilitate the need for lifelong learning and ensure the course is accessible to those who really need the specific competencies on offer, it is recommended that exceptional entries be considered in admissions. This also reflects the relatively low percentage of experienced event and hospitality industry professionals who hold tertiary credentials.
- Pay attention to developing professional leadership in the curriculum, and support students in balancing their study programme, work and personal life.
- Increase the target student satisfaction score of 3.5 on a five-point scale, e.g. to a 3.8 minimum target.
- Review the 'Regels en Richtlijnen van de Examencommissie' from the perspective of the formal/legal roles of an exam committee, i.e. to ascertain that the intended learning outcomes are met by each and every graduate.

5 Overview of the assessments

Standard	Assessment
Intended Learning outcomes <i>Standard 1 : 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</i>	Meets the standard
Curriculum; orientation Standard 2: The curriculum enables the students to master appropriate (professional or academic) research and professional skills.	Meets the standard
Curriculum; orientation <i>Standard 3: The contents of the curriculum enable students to achieve the intended learning outcomes.</i>	Meets the standard
Curriculum; content <i>Standard 4: The structure of the curriculum encourages study and enables students to achieve the intended learning outcomes.</i>	Meets the standard
Intake Standard 5: The curriculum ties in with the qualifications of the incoming students	Meets the standard
Staff Standard 6: The staff team is qualified for the realisation of the curriculum in terms of content and educational expertise. The team size is sufficient	Meets the standard
Facilities Standard 7: The accommodation and material facilities (infrastructure) are sufficient for the realisation of the curriculum	Meets the standard
Tutoring Standard 8: The tutoring of and provision of information to students are conducive to study progress and tie in with the needs of students	Meets the standard
Quality assurance Standard 9: The programme has an explicit and widely supported quality assurance system in place. It promotes	Meets the standard

the quality culture and has a focus on development.	
Student assessment Standard 10: The programme has an adequate student assessment system in place.	Meets the standard
Conclusion	Positive

Appendix 1: Composition of the panel

Chair

- Prof. dr. Eric Waarts, full professor at the Rotterdam School of Management (RSM), Erasmus University

Panel members

- Prof. Mary K. Farmer MBA, adjunct professor, University of British Columbia; Nipissing University

- Drs. Cor Jansen, CEO at Utrecht Marketing

Student member

- Carline van Breugel, master student policy, communication and organization at VU University.

On behalf of the NVAO, drs. Otto Schrofer was responsible for the process-coordination. Reina Louw MA acted as the panel's secretary and drafted the experts' report.

Policy advisor NVAO

-drs. Otto Schrofer

Secretaries

-Reina Louw MA

Appendix 2: Schedule of the site visit

The panel visited Breda University of Applied Sciences on December 11th 2019 as part of the external assessment procedure regarding the hbo-master Strategic Events Management.

8.45-9.15	Opening, presentation and panel meeting
9.15-9.45	Internal deliberations panel
9.45-10.30	Managing Board and Management
10.30-10.45	Break
10.45-11.45	Lecturers/ Development Team
11.45-12.15	Tour on New Campus
12.15- 13.15	Lunch & Internal deliberations Panel
13.15-14.00	Board of Examiners
14.00-14.15	Break
14.15-15.00	Representatives of the professional field
15.00- 15.30	Presentation of Cum Laude
15.30-17.00	Internal deliberations panel
17.00-17.15	Feedback on findings

Appendix 3: Documents reviewed

Programme documents presented by the institution

- Information dossier
- Appendices to the information dossier:
 - o Imagineering Master
 - o DRAFT_Designing for Learning Rethinking Education
 - o DRAFT_Introduction
 - o DRAFT_Rethinking Research
 - o DRAFT_The Complexity-Inspired Design Approach of Imagineering
 - o Interactive Presentation_Master in Imagineering
 - o De Professionele Masterstandaard- Vereniging Hogescholen
 - o Educational Vision NHTV (BUAs)2014-2024
 - o Final Qualifications M SEM
 - o Graduation Study Manual M SEM 2020-2021
 - o Intake Application Procedure of M SEM
 - o Competency Profile M SEM 2019-2025
 - o Creating Professional Value Strategy 2018-2021
 - o Academy plan 2018-2021
 - o Assessment Policy M SEM 2019-2023
 - o Concept EER 2020-2021
 - o Testing Framework BUAs 2016
 - o Hrm Policy framework 2018-2021
 - o NHTV quality assurance system for education 2015
 - o Quality care at Academy of Leisure 2019

- Documents made available during the site visit
 - o Literature (books, papers, research papers)
 - o Annual report exam committee 2018-2019
 - o Quality cards and improvement matrices
 - o Concept student evaluation survey semester 1
 - o Research publications lecturers in Leisure

Appendix 4: List of abbreviations

Ad	Associate degree
Ba	bachelor's degree
EC	European credit point
hbo	professional higher education
Ma	master's degree
NVAO	Accreditation Organisation of the Netherlands and Flanders
wo	Academic orientation

The panel report was ordered by NVAO for the initial accreditation of the programme hbo-master Strategic Events Management of Breda University of Applied Sciences

Application no 008665



Nederlands-Vlaamse Accreditatieorganisatie
Accreditation Organisation of the Netherlands and Flanders

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