

MSc Leisure Studies NHTV

*Advisory report of the extensive initial accreditation
12 and 13 November 2012*


 *This document is best printed in duplex.*

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Summary

On November 12th and 13th 2012 an assessment committee of AeQui performed an assessment of the academic Leisure Studies Master's programme. The overall judgement of the committee regarding the quality of the programme is satisfactory.

The Master's programme Leisure Studies has been running at Tilburg University for almost thirty years. Both institutes agreed on transferring the Master's programme to NHTV. The programme will become part of the Academy of Leisure.

The programme is a one year Master's programme (60 EC). The first semester consists of courses, the second semester is dedicated to the Master's thesis. The programme aims for her students to develop an inquisitive and analysing attitude. The focus is not just on learning and correctly implementing specific organisational and control techniques in the context of professional practice, but on the development of academic-analytical skills to study issues in the field of organisation and spending leisure time, and implementing this knowledge in forms of strategy development.

Intended learning outcomes

The intended learning outcomes are well formulated and related to international standards, such as the Dublin descriptors. The Master's programme has an academic orientation, which is also reflected in the learning outcomes. The intended learning outcomes strongly focus on the ability to independently conduct academic research, to understand and critically value academic theories and to critically reflect on, integrate and apply research. The link with professional practice is also present.

The representatives of the professional practice are content with the level of the graduates. The committee is of the opinion that the programme effectively creates an academic environment.

Curriculum

The assessment committee is of the opinion that the development of research skills and academic skills is more than adequately guaranteed in the programme. Moreover, a link with the professional field is present in the programme.

The committee considers the structure of the programme to be good. The programme offers a great variety of teaching methods, which correspond to the different forms of assessment. Teaching is directly related to the research of lecturers. The teaching methods also relate to the academic nature of the courses. The programme is feasible. The number of incoming students is quite low. Management expects an increase in students when the Master's programme of Leisure studies is transferred to the NHTV.

Staff

Based on the self-evaluation report and interviews during the site visit, the committee ascertained that the staff is inspired and has the correct expertise and level. This was confirmed by the students, students are inspired by their lecturers. In addition, the students are satisfied with the approachability of the staff. All staff members have relevant didactic credentials and are active in research. The programme also has an effective staff policy, with specific attention for the recruitment of associate professors. The committee is also of the opinion that the staff-to-student ratio is good. During the site visit, it became clear that the workload of the lecturers is acceptable and that effective measures are taken to ensure that lecturers can spend time on their research and (if necessary) on their PhD.

Services and facilities

The assessment committee finds the services and facilities of the programme adequate. All relevant amenities are available for the students. The academy will move to the main building in a few years. Meanwhile the programme will improve the quality of ICT facilities. For guidance, counsellors and the coordinator of the programme are available. The small number of students makes the programme quite informal and counsellors and lecturers easy accessible for students.

Quality assurance

The assessment committee is of the opinion that there is a solid quality assurance system. The quality of the programme will be measured on a structural basis in a very complete manner. The programme will use course evaluations, round tables and participates in several national evaluation instruments to gather information about the quality of the programme. All stakeholders will be actively involved in quality assurance. This is enhanced by the small-scale character of the programme.

Assessment

The committee concludes that an adequate system of assessment is in place. The NHTV assessment framework has been translated into a programme assessment policy. According to the committee, the assessment policy covers all of the important aspects regarding assessment. The Board of Examiners and assessment committee play an important role in guaranteeing the quality of assessments and exams. All assessments will be subjected to peer review. The programme strives to use a variety of assessment methods. In most courses, two forms of assessment will be used. After reviewing the theses of the Tilburg programme, the committee concludes that graduates of the Master's programme achieve the required level.

Graduation guarantee and financial provisions

The Board of Governors of NHTV guarantees that students who start the Master's programme in Leisure Studies will be able to finish the programme within a timeframe of T+2 academic years, under the

condition of finishing the taught courses in the academic year T+1.

Recommendations

Next to these positive findings, the committee formulates recommendations for further improvement. The programme has many contacts, mainly in the region (Brabant). The committee advises to structure those contacts and to expand the contacts to a national and international level.

The committee is of the opinion that the programme effectively creates an academic environment. The committee, however, additionally recommends to explicitly include students in the debate about the academic climate.

Next to the focus on the academic environment, a link with the professional field is clearly present in the programme. With regards to this, the committee recommends to make this link with the professional field more explicit.

The committee also recommends formulating a vision regarding the role of internationalisation. Even though the programme is taught in English and attracts international students as well as international staff, the committee is of the opinion that internationalisation is not an explicit aspect of the courses.

Management expects an increase in students when the Master's programme of Leisure studies is transferred to the NHTV. The committee advises to develop a strategy for increasing student numbers and to define a target group.

All standards of the NVAO assessment framework (extensive initial accreditation) are assessed positively, hence the review committee awards a positive recommendation for the accreditation of the programme.

On behalf of the entire review committee,

Utrecht, December 2012

René S. Kloosterman
Chair

Titia Busing
Secretary

Overview

The judgements of the committee per standard are presented in the table below. The NVAO standard only allows for satisfactory and unsatisfactory. Whenever the committee judges a standard as good, it is of course satisfactory in NVAO definitions.

Standard	Judgement
Intended learning outcomes 1. Intended learning outcomes	<i>Satisfactory</i>
Curriculum 2. Orientation of the curriculum 3. Contents of the curriculum 4. Structure of the curriculum 5. Qualifications of incoming students 6. The curriculum is feasible 7. Scope and duration	<i>Good</i> <i>Satisfactory</i> <i>Good</i> <i>Satisfactory</i> <i>Satisfactory</i> <i>Satisfactory</i>
Staff 8. Effective staff policy 9. The staff is qualified 10. The size of staff	<i>Good</i> <i>Good</i> <i>Good</i>
Services and facilities 11. Accommodation and infrastructure 12. Tutoring and student information	<i>Satisfactory</i> <i>Satisfactory</i>
Quality assurance 13. Evaluation of the programme 14. Programme committees, examining boards, staff, students, alumni and the professional field are actively involved	<i>Good</i> <i>Good</i>
Assessment 15. Assessment system	<i>Satisfactory</i>
Graduation guarantee and financial provisions 16. Graduation guarantee and financial provisions	<i>Satisfactory</i>
General conclusion	Satisfactory

Colophon

Institute and programme

NHTV Breda University of Applied Sciences
Archimedesstraat 17, 4816 BA Breda
Telephone +31 76 5302203
Status institution: publicly funded
Result of institutional assessment: not applied for

Programme: M Leisure Studies (hereinafter: MSc Leisure Studies)
Level: Academic master
Number of credits: 60 EC
Nomenclature: Master of Science
Location: Breda
Mode of study: fulltime
ISAT: 60078 (CROHO MSc Leisure Studies at Tilburg University)
Data on intake, graduates and drop-outs at Tilburg University: see attachment 3.

Responsible for the quality of the institute: H.M.C.M. van Oorschot LLM, chairman of the Board of Governors
Responsible for the quality of the programme: A. Hardorff MSc, director Academy for Leisure
Contact information: hardorff.a@nhtv.nl / Tel.: (076) 530 22 03

Assessment committee

Ir R.S. Kloosterman, chair
Prof S. Antón Clavé, domain expert
Prof C. Gratton, domain expert
Ir S. Hodes, professional field expert
M.M. Majoor LLB, MA, student
Drs. T. Buising, secretary

The assessment was attended by N. Pronk, NVAO.
The Committee was presented to the NVAO for approval.

The assessment was conducted under responsibility of
AeQui VBI
Vlindersingel 220
3544 VM Utrecht, The Netherlands
+31 30 87 820 87
www.AeQui.nl

Introduction

NHTV Breda (hereinafter NHTV) positions itself as an independent school of higher education that focuses on the development of professional practice and science in the following related and specialised domains, each of which are housed in an academy: Hospitality & Facility, Urban Development & Logistics & Mobility, Tourism and Leisure.

The institute

NHTV aims to be an inspiring training, research and knowledge centre. NHTV defined three points of interest, which highlight the programmes at NHTV: internationalisation, academisation and excellence.

- Internationalisation: students are prepared for careers with an international context. It is the goal to attract more international students and employees.
- Academisation: next to higher vocational education, NHTV also offers academic education. NHTV only invests in academic programmes that are not (yet) offered elsewhere in the Netherlands.
- Excellence: NHTV wants to inspire and challenge both staff and students to develop their talents, knowledge and skills in order to integrate these as professionals or researchers in an excellent and sustainable way into society.

The Leisure Studies Master's programme has been running at Tilburg University for almost thirty years. Both institutes agreed on transferring the Master's programme to the NHTV. The Bachelor's level International Leisure Studies programme was transferred to NHTV in 2009. The Master's programme will become a part of the Academy for Leisure. The Academy for Leisure also offers the professional Bachelor's programme International Leisure Management and the professional Master's programme Imagineering.

According to the self-evaluation report, the mission of the academy is: 'designing for meaningful experiences' through education, research and industry related projects and consultancy'. The academy, together with Tilburg University, wants to create the leading centre for leisure research in The Netherlands with the goal of becoming a leading European

and global centre of research and expertise within the next five years.

The programme

The programme is a one-year Master's programme (60 EC). The first semester consists of courses, whereas the second semester is dedicated to the Master's thesis. The programme aims for her students to develop an inquisitive and analytical attitude. The focus is not on learning and correctly implementing specific organisational and control techniques in the context of professional practice, but rather on the development of academic-analytical skills to study issues in the field of organisation and spending leisure time, and implementing this knowledge in forms of strategy development.

According to the self-evaluation report, the field of leisure has undergone major changes in recent years. Globalisation, economic restructuring and the growth of the network society have changed the meaning of leisure. Tourism, sports and culture have become a more integral part of the 'experience economy', as contexts of emotional involvement, enrichment and personal transformation. To meet these changes, the programme employs an integrated, multidisciplinary perspective on leisure.

During the years the focus of the programme shifted from questions related to the availability and use of leisure time and interventions in this field by public and commercial organisations to questions relating to the organisational process, the enabling content and the conditional context of leisure practices. These questions are also addressed in the academy's research programme. The research programme consists of three research lines: Storytelling (content), Imagineering (process) and Creative places & spaces (context). The theme of the research pro-

programme is 'leisure in the network society: meaningful experience and co-creative innovation'.

The programme is based on a three-point model, an interactive triangle that involves process, content and context of leisure experiences (the leisure triangle). The programme adopted the tagline 'Leisure Studies: Creating Meaningful Experiences'. According to the self-evaluation report, this refers to the way in which experiences are created, developed and maintained not only by the individuals who engage in these practices (consumers), but also through actions of those responsible for assembling the raw materials needed to undertake a particular practice (producers, or increasingly, coproducers) as well as the structures that result from the continued existence of specific practices and the actions of participants (networks, routines, configurations). The programme studies questions related to the evolution, management/organisation and individual/social effects of leisure practices in terms of context, content and process, with regard to understanding the dynamics of current leisure practices as well as the ways to co-create, organise, facilitate and manage these practices.

The assessment

NHTV has assigned AeQui VBI to perform a quality assessment. In close co-operation with AeQui, NHTV has convened an independent and competent assessment committee. A preparatory meeting with representatives of the programme has taken place. In this meeting, the itinerary for the site-visit and the interviewees were determined, see attachment 2. Two weeks prior to the site-visit, NHTV announced an open consultation to students and staff. Neither students nor staff used this possibility.

The assessment committee made a choice of 15 theses over the last two years, and has reviewed these theses. The results of this review were input for discussions during the site-visit. The committee assessed in an independent manner. At the conclusion of the assessment, the results were presented to representatives of the programme. The concept of this report was sent to the representatives of the programme; and, their reactions have led to the final version of the report.

Intended learning outcomes

The intended learning outcomes are well formulated and related to international standards, such as the Dublin descriptors. The Master's programme has an academic orientation, which is also reflected in the learning outcomes. The intended learning outcomes strongly focus on the ability to independently conduct academic research, to understand and critically value academic theories and to critically reflect on, integrate and apply research. The link with professional practice is also present. The programme has many contacts, mainly in the region (Brabant). The committee advises to structure those contacts and to expand the contacts to a national and international level. Representatives from the professional field are content with the level of the graduates. The committee is of the opinion that the programme effectively creates an academic environment. The committee, however, recommends explicitly including students in the debate about the academic climate.

Intended learning outcomes

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

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

Academic orientation

The programme has an academic orientation and, therefore, aims to stimulate students to develop an inquisitive and analytical attitude. The focus is not just on learning and correctly implementing specific organisational and control techniques within the context of professional practice, but on the development of academic-analytical skills to study issues in the field of organisation and leisure time as well as to implement the knowledge thus acquired in the form of strategy development. Students learn to make contributions to concrete problems, with meaningful experiences as a result.

The programme is also unique in a sense that it will be an academic programme embedded in an institute for applied education and research. Furthermore, the programme focuses on the interaction between content, context and process of the reproduction of meaningful experiences (related to Imagination, Storytelling, Creative Places and Spaces). Students are introduced to the latest insights into theories and research regarding leisure and are invited to challenge them to further develop and deepen that knowledge from a holistic perspective.

During the site visit, the committee spoke with associate professors and management about the academic climate at NHTV. Academic climate is acknowledged as an important factor in an academic programme. The academic climate is realised by integrating research in the programme, by maintaining a tangible link with Tilburg University and by participating in international networks. The programme is currently establishing so-called academic work places (for imagination, for events and for storytelling), in which academic knowledge is organised. In the academic working place, research, professional practice and education meet. The committee noticed that students were not mentioned in the discussions about the academic climate. The committee is of the opinion that the academic climate is not only essential for research and lecturers but also for the academic training of students. The committee suggests including the position of students in the debate about academic climate and academic working places.

Links with professional practice

A large number of the lecturers maintain close contact with the professional field through advisory and consultancy positions, applied research or contract research, for example: membership of Boards and Supervisory Boards of companies and social organisations, participating in conferences, expert meetings and study days, or through involvement with the drawing up of policy documents and the development and innovation programmes.

Additionally, the programme actively participates in several professional practice networks. The academy participates in the Centre for Leisure and Tourism

Research (CeLToR). This is a joint initiative with TiU, Wageningen University and NHTV's Academy for Tourism. CeLToR houses a number of inter-university research groups (involving 60 researchers) in areas like Events, Sustainable Tourism, Health, Regional Development, Storytelling, etc. Together with TiU, the academy also collaborates with the Leisure Academy Brabant (LAB) This collaboration has a more regional and local focus, and aims to support the development of the leisure sector in Brabant through the application of academic research to real-life problems. The academy is a partner in the current application for a national Centre of Excellence on Leisure, Tourism and Hospitality in Breda. Furthermore, the academy is applying to become the third worldwide Leisure Centre of Excellence.

The academy is actively involved in the European Cultural Capital bid by Eindhoven/Brabant 2018. This project brings together a wide range of actors from the cultural field, and involves the cities of Eindhoven, Tilburg, Breda, Den Bosch and Helmond.

During the site visit, the committee also spoke with representatives from the professional field. It became clear that students understand the complexity of the leisure field and have a critical outlook. Moreover, the need for professionals trained on an academic level was underlined.

The committee noticed that the programme has quite a few contacts with the professional field. These contacts, however, are rather dependent on the individual lecturer. Therefore, the committee recommends both formalising and structuring the contacts. The committee also noticed that current contacts are mainly concentrated in Brabant. The committee advises to expand the contacts outside of Brabant.

According to the self-evaluation report, the programme prepares students for a professional career

as an applied researcher, strategic policy staff member, manager or staff member in a public, semi-public or private organisation. Graduates work in strategic positions in the international labour market, in which issues in the field of organisation and spending leisure time are studied integrally as well as academically/analytically. For example, in organisations such as the Province of North Holland, market research company Motivaction, NOC-NSF, the Mulier Research Institute, the Efteling and Center Parcs.

Intended Learning outcomes

The intended learning outcomes of the programme are categorised into several categories: general intellectual skills, research attitude, disciplinary knowledge and transdisciplinary skills. The academic orientation is visible in the intended learning outcomes. For example, not only are students expected to have a deep understanding of the underlying academic discussions in leisure, but also to independently set up, carry out and report on theoretically and analytically complex research projects. Students are also expected to critically reflect on, integrate and apply results of independently conducted research and to communicate about developments in the field.

In the self-evaluation report, the intended learning outcomes are related to the courses and the objectives of the courses. It is clear to the committee that all intended learning outcomes are adequately covered in the programme.

Dublin Descriptors

In the self-evaluation report, the intended learning outcomes are related to the Dublin Descriptors. Also, the Dublin descriptors have been concretised, and it is clear to the committee how the Dublin descriptors are translated in the programme. The committee concludes that the Dublin descriptors are reflected in the programme.

Curriculum

The assessment committee is of the opinion that the development of research and academic skills will be more than adequately guaranteed in the programme. Moreover, a link with the professional field is present in the programme. With regards to this, the committee recommends making the link with the professional field more explicit. The committee also recommends formulating a vision regarding the role of internationalisation. Even though the programme is taught in English and attracts international students as well as international staff, the committee is of the opinion that internationalisation is not an explicit aspect of the courses. The committee considers the structure of the programme to be good. The programme offers a great variety of teaching methods, which correspond to the different forms of assessment. And teaching is directly related to the research of lecturers. The teaching methods also relate to the academic nature of the courses. The programme is feasible. The number of incoming students is quite low. Management expects an increase in students when the Master's programme of Leisure studies is transferred to the NHTV. The committee advises to develop a strategy for increasing student numbers and to define a target group.

Orientation

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

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

The self-evaluation report describes the programme as a thesis oriented programme. The entire second semester will be dedicated to the Master's thesis (24 EC). During the Seminar Leisure Studies course (6 EC), which starts in the first semester, students are prepared for the Master's thesis. The course connects the five courses of the first semester to the Master's thesis. Based on the first five courses, students choose a theme for their Master's thesis. During the Seminar Leisure Studies course, students work in small thematic groups on their individual thesis proposal. In this course relevant literature and research is discussed. The course also addresses methodological knowledge and skills, related to the research topic of the group.

During the courses of the first semester, students are introduced to the latest insights and research relating the courses. This part of the programme is theory-driven and related to current international academic knowledge regarding leisure.

Academic skills, such as applying research results and methods, are taught in different courses. In

some courses students work in small groups to apply empirical research methods to various aspects of the organisation and experience of leisure time. Students are also expected to write and present papers and to carry out individual or group assignments. The site visit revealed that students are positive about the Seminar Leisure Studies course. During the seminars, a lot of themes were discussed and students felt well prepared to choose a subject for their thesis. Students also felt free to choose a topic of their specific interest. Furthermore, students remarked that the pre-master programme provided an adequate preparation for the Master's programme, especially regarding research methods and academic writing. It became clear that students see the Master's thesis as an important preparation for their career. The thesis offers possibilities for specialisation and profiling.

The relationship with the professional field is guaranteed by the contacts of the lecturers with the professional field (see also standard 9). Next to that students often conduct their Master's thesis for public or private organisations. During the site visit students indicated that the relationship with the professional field could be more explicit in the programme, by introducing more excursions to professional organisations in the programme.

The committee appreciates the focus on research in the programme. Students are well prepared for their Master's thesis.

Contents

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

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

The first semester consists of five courses:

1. Leisure, creativity and space;
2. Imagineering as strategic design in leisure organisations;
3. Understanding leisure attractions and events;
4. Experience marketing and,
5. Analysing Leisure interactions.

The first course or instance, regarding Leisure, creativity and space focuses on the factors that shape the on-going 'commercialisation' of leisure/cultural infrastructures and the ways in which these are mediated by policy making on both a transnational, national and local level.

Another course, the Analysing leisure interactions course familiarizes students with leisure interactions from different theoretical perspectives. First, the model of Leisure Practice Chains as well as new and additional literature related to practice theories, interaction rituals, lifestyles, and decision-making in practices will be discussed. Second, students will participate in one of two thematic groups: 1) Landscape of Creativity or 2) Landscape of Authenticity. During the thesis Landscape group, students will present and discuss literature. Third, students study an individual literature list. This list consists of titles selected from a list provided by the teaching staff.

According to the self-evaluation report, the positioning of the Master's thesis in the second semester is also intended to allow students to work on their thesis abroad. Other international aspects of the programme include the language that the programme is offered in, the international orientation of the subject matter, the attention given to themes of globalisation/regionalisation and the international student population.

The committee also spoke with students about the international character of the programme. It became

clear that students follow courses with students from the POLIS programme. This is an international programme for students from the MA European Urban Cultures (POLIS) programme who study in Brussels, Tilburg, Manchester and Tallinn. Students appreciate the interaction with these international students.

International aspects of the field of leisure, such as globalisation are discussed in the Leisure, Creativity and Space course. Also, representatives expect the label of worldwide Leisure Centre of Excellence to give an important pulse to the international character of the programme. The committee is of the opinion that even though the programme has some international aspects, a more structural vision and plan on internationalisation is lacking. The committee recommends formulating a vision on the international character of the programme. This is especially important regarding the ambition of the academy in becoming a leading European and global centre of research and expertise. In that regard, the committee also advises to add the word International to the name of the programme.

The programme does not offer any elective courses. The self-evaluation report states that the limited length of the programme is the main reason for this. During courses, however, students are free to choose subjects for their papers or assignments. These however need to be related to the content of the programme and the research programme of the academy.

The self-evaluation report describes the way in which the coherence of the programme is managed. First, the courses are related to the research programme of the academy, focusing on Storytelling, Imagineering and Creative places & spaces. Second, all courses can be related to the before mentioned leisure triangle, between process, content and context of leisure practices. For example, the Understanding Leisure Attractions and Events course deals with theories related to interactions between both the process and the context sides of the research triangle. In this course leisure organisations (attractions, events) that need to adapt to global and fast changing leisure markets by managing change and focusing on innovating products, services and procedures are discussed. The coherence of the programme is managed through follow up meetings

with lecturers during the programme and evaluations with students.

The committee viewed the literature and finds that in general it is sufficiently relevant and up-to-date. Regarding the content of the programme, students revealed during the site visit that the Lector with expertise in Sports left the programme. Especially for students interested in sports, this is quite a loss.

Structure

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

Based on the interviews and an examination of the underlying documentation, the assessment committee qualifies this standard as **good**. The committee appreciates the fact that lecturers teach from their own research experience.

The didactical model of the programme consists of collaborative, integral and active learning, in a challenging environment with a focus on internationalisation in which there is room for a differentiated supply in education. The first semester of the programme is dedicated to critically/reflectively learning and applying subject-related knowledge of issues regarding the content, context and process aspects of leisure. The second semester emphasises independently conducting research in this regard.

The courses consist of a mix of group discussions, group and individual writing and presentation assignments (based on literature and data analysis). In the thematic groups during the Seminar Leisure Studies course, the importance of learning from each other and giving and receiving feedback on the research proposals of other group members is stressed.

The number of contact hours decreases during the programme. On average, the first semester consist of 11 contact hours per week. The second semester consists mainly of individual guidance during the writing of the Master's thesis.

Incoming students

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

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

The programme is directly accessible to students with a Bachelor's degree in International Leisure Sciences or in Tourism (both NHTV), a related university Bachelor's programme from another institution, a completed pre-Master's programme in Leisure Studies (NHTV), a completed transfer programme or BAMA course (NHTV), a completed ILM Honours programme (NHTV) or a completed pre-Master's programme in Strategic Business Management (NHTV). In the 2012-2013 academic year, 18 students enrolled in the Master's programme at Tilburg University.

The committee concludes that the number of incoming students is quite low. During the site visit, this was discussed with several of the representatives of the programme. It became clear that it is expected that the number of students will increase when the Master's programme is transferred to NHTV. An increase of students particularly from the academic Bachelor's programme is foreseen. But the programme also wishes to attract hbo graduates and graduates from related Bachelor's programmes. It also became clear that, currently, 11 students are enrolled in the pre-Master's programme at NHTV/Afl. These students are all expected to continue their studies in the Master's programme. The committee recommends developing a strategy on increasing the number of incoming students. The committee also believes that selecting specific target groups can be helpful.

Feasibility

Standard 6: The curriculum is feasible.

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

The programme consists of two semesters, of 30 EC each. The first semester focuses on courses, the whereas second on the Master's thesis. According to the self-evaluation report, the feasibility of the programme will be managed in several ways. First, consultation between lectures makes sure that the various teaching methods and test formats are distrib-

uted in as balanced a manner as possible across and within the semesters. Second, the feasibility will be monitored using different evaluation instruments, such as student surveys and panel discussions. Third, the Seminar Leisure Studies course will provide students with peer-review while writing the thesis proposal and peer pressure to finish it.

The programme assumes a full-time working week as well as full availability and commitment on the part of the students. With careful planning and working with clear deadlines, the programme wants to achieve good results and a large number of students moving on to subsequent levels. During the site visit,

students revealed that they study on average 35 to 40 hours per week.

Scope and duration

Standard 7: The programme meets statutory requirements regarding the scope and duration of the curriculum.

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

The programme is a one-year Master's programme with a total study load of 60 EC and meets the legal requirements.

Staff

Based on the self-evaluation report and interviews during the site visit, the committee ascertained that the staff is inspired and has the correct expertise and level. This was confirmed by the students, as they are inspired by their lecturers. In addition, the students are satisfied with the ease of approaching staff. All staff members have relevant didactic credentials and are active in research. The programme also has an effective staff policy, with specific attention for the recruitment of associate professors. The committee is also of the opinion that the staff-to-student ratio is good. During the site visit, it became clear that the workload of the lecturers is acceptable and that effective measures are taken to ensure that lecturers can spend time on their research and (if necessary) on their PhD.

Staff policy

Standard 8: The programme has an effective staff policy in place.

Based on the interviews and an examination of the underlying documentation, the assessment committee qualifies this standard as **good**. The NHTV-wide Human Resources Policy is well established. Lecturers get every opportunity to develop themselves and the committee considers this very positive.

The staff policy of the programme is embedded in the NHTV overall Human Resources Management (HRM) policy, which derives from the pillars of the NHTV-wide policy plan: academisation, internationalisation, and excellence. Since 2011-12, NHTV has a formalised Knowledge Development and Research (KD&R) program. Knowledge development and research is viewed in a broad sense, comprising both practice-oriented and academic-oriented research activities, performed by the staff.

In 2010-2011, the selection procedure for Associate Professors was revised, as they play a crucial role in the strategic ambition of NHTV. In 2010-11, two newly Associated Professors were appointed by the academy. The Academy for Leisure has six Associate professors, of which three are work-field Associate Professors. The latter bring in experience and practical knowledge from the work field, contributing as guest lecturers and participating in projects.

The staff policy of the Academy for Leisure includes annual planning, performance and assessment interviews with all staff members. According to the self-evaluation report, each staff member is responsible for pro-actively gathering evidence for their own performance. Staff members also draw up a PDP (Personal Development Plan) in consultation with

their managers. All core staff members are active researchers in either practice-based research or fundamental academic research. During mid-term performance interviews, progress on educational and research performance is monitored.

In 2011-2012, the academy introduced a framework consisting of the different knowledge-development/research roles lecturers can perform: 1) Education related knowledge development; 2) Practice-based professional research; 3) Practice-based academic research or; 4) Fundamental academic research (mainly PhD candidates). Lecturers can have one of four roles in the Knowledge Development and Research programme. Lecturers involved with the Master's programme fulfil either Role 3 (Practice-based academic research) or Role 4 (Fundamental academic research).

NHTV has a training department, the School for Creative Education. The School for Creative Education, offers training courses on didactic skills, time management, English skills, and software-related skills. Also training in research skills and cross-cultural skills will be added to the portfolio of courses offered. The programme also has a plan on training and development. This plan addresses knowledge development, educational skills (didactical, development of education, testing and e-learning), internationalisation and general skills. This plan also expresses the goal regarding the completion of doctoral degrees by the staff. Currently six staff members (from the academy) are PhD candidates with two of them expected to finish in 2013. Some of them are supervised by the Associate Professors from the Master's programme.

Staff is qualified

Standard 9: The staff is qualified for the realisation of the curriculum in terms of content, educational expertise and organisation.

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

The self-evaluation report states that the staff will consist of core team members from Tilburg University and current lecturers from the Academy of Leisure. In the academic year 2013 - 2014, all course coordinators will have a PhD, and the three Associate Professors are actively involved in the programme. Two members of the staff will keep appointments as Professors at Tilburg University and will keep supervising PhD students.

All staff members have previous experience in teaching. The staff consists of at least four nationalities. All staff members have an active role in the research programme of the academy. The research lines are led by the Associate Professors. Other staff members also lead research groups within the programme, such as the Consumer Behaviour and the Leisure and Health research groups. Since 2011, the programme aims to organise at least one conference or an international expert seminar per year. Staff members have a wide range of contacts with (inter)national research and educational partners. Also, staff members have written many articles and are experienced in writing policy reports, for example, for the Organisation for Economic Co-operation and Development (OECD), the Council of Europe, or for the United Nations World Tourism Organisation (UNWTO).

As mentioned before, staff members also remain connected to the professional practice, through applied research and consultancy. Staff members from Tilburg University conduct research for mu-

nicipalities, provinces, ministries and companies; and participate on advisory boards and supervisory boards of public and commercial institutions and organisations; participate in expert meetings, advisory boards and quality teams concerning societal aspects of leisure and are involved in the development of policy.

The site visit revealed that students in general are very content with the lecturers. Lecturers are inspiring and stimulate students to take a different view on leisure. The committee finds that the lecturers are very competent and enthusiastic.

Size of staff

Standard 10: The size of the staff is sufficient for the realisation of the curriculum.

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

The programme consists of 13 lecturers with a total amount of 1,6 fte, of which 75% is permanent. The committee ascertained that there is currently an acceptable staff-to-student ratio of 1:18. In addition, it understood from students during the visit that lecturers are easily accessible and approachable.

During the site visit, the committee discussed the workload with lecturers. Lecturers indicated that teaching courses for the first time is quite intense. Some lecturers are PhD candidates. They feel well supported by the programme in their research and are usually relieved from managerial tasks. PhD candidates can spend 40% of their time on their PhD. Staff members with an academic profile can spend 1 or 2 days per week on research and knowledge development.

Services and facilities

The assessment committee finds the services and facilities of the programme adequate. All relevant amenities are available for students. The academy will move to the main building in a few years. Meanwhile, the programme will improve the quality of ICT facilities. For guidance, counsellors and the coordinator of the programme are available. The small number of students makes the programme quite informal and counsellors and lecturers are easily accessible for students.

Accommodation and infrastructure

Standard 11: The accommodation and the facilities (infrastructure) are sufficient for the realisation of the curriculum.

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

The academy is housed in Breda. The buildings have recently been renovated. In 2015-2016, the academy will move to the main building of NHTV. There are many classrooms available (number of seats varying from 20 to 40) all of which have state-of-the-art equipment, such as projectors and smart boards. Some classrooms have recording facilities which enable professors to make web lectures. Furthermore, a large lecture-hall is available (120 seats). Student work areas are available for students to study and work on group assignments. A wireless network is available throughout the building.

Results from the National Student Survey (NSE) show that (Bachelor) students are in general content with the facilities. The improved score for the library/media department reflects the investments to equip the library to adequately support research on both professional and academic levels. Also, most study facilities (such as the digital learning environment and the availability of student work areas) have improved from 2011 to 2012. Despite the improved score, the digital learning environment and ICT facilities are below average. The self-evaluation report states that the quality of ICT facilities is a point of improvement, making sure that the programme keeps up the ongoing technological developments.

For all students, NHTV-wide amenities are available, such as a library, a service desk and an International

Office. Students have work areas near lecturers' offices, which improves the quantity and quality of contact moments between lecturers and students.

Tutoring and student information

Standard 12: Tutoring and student information provision bolster students' progress and tie in with the needs of students.

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

The Master's programme will use N@tschool, the digital learning environment used by NHTV. Here students can find study materials, web lectures and manuals.

The self-evaluation report states that given the small number of students and lecturers, students can easily ask questions to lecturers. Also, lecturers can address students directly. The Master's programme coordinator is also available for students. In addition, the academy offers student counselling regarding personal circumstances, dyslexia, etc. Student counsellors also provide information on all kinds of legislation, such as grants and regulations concerning Binding Study Advice (BSA). Furthermore, NHTV offers a range of training programs focusing on the most common study problems (e.g., anxiety, study stress, study approach and study discipline).

The self-evaluation report states that the contact between students and lecturers during the second half of the programme is a point of attention. During this phase, when students write their thesis, there is a lack of contact between students and lecturers. To create more contact, a career day was organised last year.

Quality assurance

The assessment committee is of the opinion that there is a solid quality assurance system. The quality of the programme will be measured on a structural basis in a very complete manner. The programme will use course evaluations, round tables and participates in several national evaluation instruments to gather information about the quality of the programme. All stakeholders will be actively involved in quality assurance. The small-scale character of the programme enhances this.

Evaluation of the programme

Standard 13: The programme is evaluated on a regular basis, partly on the basis of assessable targets.

Based on the interviews and an examination of underlying documentation, the assessment committee qualifies this standard as **good**. The committee is of the opinion that the quality assurance system is good and is implemented periodically, structurally and accurately.

NHTV applies an internal quality assurance system, based on the Deming cycle of Plan, Do, Check and Act. The objectives of the institutional quality assurance system are:

- Ensuring the quality of the study programmes;
- Making the quality and improvement function of education transparent;
- Making quality assurance and improvement functions transparent at the institutional level.

At an institutional level, the Board of Governors is responsible for quality assurance. Within the academies, the academy director is responsible. Each academy tailors the overall NHTV quality system to its own specific situation.

Active involvement of stakeholders

Standard 14: Programme committees, examining boards, staff, students, alumni and the relevant professional field of the programme are actively involved in the programme's internal quality assurance.

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

Various stakeholders will be actively involved in the quality of assurance of the programme. Lecturers and students will be represented in the programme committee, which will meet every month. The Edu-

cation Committee advises the program manager about the quality of education. The Programme Committee uses the evaluation results to advise on improvement points concerning the programme as a whole.

The programme will have a Quality Team (Q-team). The Q-team is responsible for setting up, carrying out and reporting on evaluations held with all stakeholders. The evaluation calendar indicates which topics are measured with which stakeholders and at which point in time. Student questionnaires will be held after every term or semester. Also, twice a year (with each year group) Round Table sessions will be organised to gather more qualitative information from students about the programme.

The educational advisor will summarise the results of surveys and Round Tables per course. The course evaluations will be sent to the lecturers and the programme coordinator. Lecturers will write a final reflection on their course based on their own experience and the students' feedback. To finalise the cycle, the lecturer(s), programme coordinator and the educational advisor will have a discussion about the course, and make a definite agreement on the points of improvement.

The academy participates in the HBO-Monitor among alumni. For academic programmes, the academy will conduct its own alumni research, which will begin academic year 2012-2013. NHTV also participates in the National Student Survey (NSE). Every two years, NHTV carries out an employee satisfaction survey. Lecturers can also provide feedback during formal team meetings or the annual performance interviews.

Assessment

The committee concludes that an adequate system of assessment is in place. NHTV's assessment framework has been translated into a programme assessment policy. According to the committee, the assessment policy covers all of the important aspects regarding assessment. The Board of Examiners and assessment committee play an important role in guaranteeing the quality of assessments and exams. All assessments will be subjected to peer review. The programme strives to use a variety of assessment methods. In most courses, two forms of assessment will be used. After reviewing the theses, the committee concludes that graduates of the Master's programme achieve the required level.

Assessment

Standard 15: The programme has an adequate assessment system in place.

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

Valid

The NHTV wide assessment framework describes general starting points to guarantee the quality of assessment. Based on this framework, the Bachelor's programme has developed its own Assessment Policy 2010-2013. According to the self-evaluation report, this plan will also be applicable for the Master's programme. Central in the assessment policy is the operationalisation of the following criteria: content validity, reliability, transparency and efficiency. In order to meet these criteria, the policy describes guidelines for construction and revision of assessments, procedures, and quality management of the assessment system. The yearly updated Assessment Plan describes the activities on assessment.

According to the policy plan, the programme strives for a varied mix of assessment forms (method mix). Depending on the learning targets, phase of the programme, group size, and so on, the following forms of testing are applied: written examinations with open-ended questions and essay questions, oral examinations, take-home exams, group papers, pair-work papers, individual papers, presentations and research reports, or a combination of any of these. All forms of testing should be in line with the intended learning outcomes and the teaching methods.

The programme distinguishes two kinds of study units: courses and projects. Assessments of courses always include an individual knowledge test, defining

at least 50% of the final grade. Projects are assessed with a form of performance assessment, such as a research report or a presentation (individual or a group product).

In accordance with the Law on Higher Education, an Board of Examiners will be installed. The Board of Examiners will be responsible for the quality of assessments and exams. The Board of Examiners reports to the Board of Governors on a yearly basis. The Board of Examiners will delegate some of her tasks to the (yet to be installed) Assessment Committee. The Assessment Committee:

- Writes the assessment policy and assessment plan;
- Checks and guarantees the implementation of the policy and plan;
- Organises quality management regarding assessments;
- Regularly examines the level of assessments, and gathers the opinions of students about assessments;
- Takes action if the quality of assessments is not adequate.

During the visit, the committee spoke with representatives of the examination committee and assessment committee (from the Bachelor's programme) about their role in the implementation of the assessment policy and monitoring the quality of assessment. The assessment committee regularly checks assessments made by the lecturers and organises meetings about assessment. Each assessment (exam or assignment) will be reviewed afterwards by the assessment committee. The assessment committee reviews the validity, level, content, relationship with the learning outcomes and the transparency of the assessment. It also became clear that a selection of theses will be reviewed by an external reviewer.

Reliable

According to the self-evaluation report, assessment will serve a double purpose. Apart from measuring a student's performance level (summative assessment), assessment has a diagnostic and informative function: to identify the areas where gaps in students' knowledge or skills are present and provide feedback about that (formative assessment).

The Board of Examiners will officially appoint lecturers to be assessors. The construction of assessments is a responsibility of the lecturer, and the principles as set out in the Assessment Policy 2010-2013 need to be followed. Peer-review will be a structural part of the assessment process.

Each academic year, students will be offered two opportunities to take examinations per course. The first opportunity is scheduled immediately after the term that the course (or project) is delivered. The second opportunity is scheduled in the exam period of the next term. Negative results cannot be compensated for by above-average results from other courses; each course or project has to be concluded with a sufficient mark.

Results of written examinations will be determined no later than 15 working days after the day the examination was held. During a period of at least 3 weeks after publication of examination results, students are entitled to inspect their examination papers. All papers and theses will be checked for plagiarism by using Ephorus.

Transparent

Information about assessment, criteria and dates will be a part of the study manuals. The study manuals also give insight into the different forms of assessment used in the courses. To ensure that all lecturers provide the same information about courses and assessment, a new study manual has been developed for the Master's programme.

During the site visit, students revealed that they are content with the varied mix of assessment methods used in the programme.

Achieved learning outcomes

Standard 15, part 2: The programme demonstrates that the intended learning outcomes are achieved.

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

The procedures and criteria for the Master's thesis are derived from Tilburg University. As mentioned earlier, the Seminar Leisure Studies course is an important part of the thesis process. The course starts with introductory lectures on current research themes related to Leisure in the network society. The themes represent the range of subjects on which students can write their Master's thesis. After these lectures, there will be seminar groups (as many as possible according to their preference).

The seminar groups (4-6 students) are meant to provide an environment to start, stimulate, structure, discuss and present the individual thesis projects. Students will be introduced to the different stages of the thesis project: defining the problem; study of literature; developing an ITP; elaborating and operationalising theory; implementing (field) research; data processing and analysis; reporting, drawing conclusions and formulating recommendations. The ITP is evaluated by an expert in methodology and a second lecturer. Only after a 'go' from both lecturers and the supervisor can, the student start writing the Master's thesis. Students hand in their thesis mid-June. The thesis will be assessed by the supervisor and a second assessor. If necessary, adjustments can be made before mid-August, after which a second assessment by the supervisor and the second assessor will take place.

Because the programme is already up and running at Tilburg University, the committee assessed the achieved learning outcomes by inspecting fifteen Master's theses. The committee members read the theses and assessed their presentation of the problem and review of the literature, methods and justification, conclusion and discussion, structure, legibility and verification. In general, the committee agreed with the grades awarded by the supervisors. The grading was fair and reflected the differences in the dissertations.

Graduation guarantee and financial provisions

Graduation guarantee and financial provisions

Standard 16a: The institution guarantees students that they can complete the entire curriculum and makes sufficient financial provisions available.

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

The Board of Governors at NHTV guarantees that students who start the Master's programme in Leisure Studies will be able to finish the programme within a timeframe of T+2 academic years, under the condition that he or she finishes the taught courses

in academic year T+1. The programme will start in the academic year 2013-14 if at least 15 students apply for the Master's. The break-even point for the programme is calculated at 25 students, this is also the number of students expected to start in academic year 2013 - 2014. The financial situation of NHTV allows the addition of the programme to its portfolio, under those conditions. The addition of the programme is part of NHTV's strategy to evolve towards a higher education institution with, not only a vocational, but also a strong academic portfolio.

Attachments

Attachment 1 Assessment committee

This form is produced in accordance with NVAO standards.

I Basisgegevens

Administratieve gegevens opleiding(en)¹	
naam opleiding zoals in CROHO	B Vrijtijdswetenschappen M Leisure Studies
registratienummer CROHO	B Vrijtijdswetenschappen 50756 M Leisure Studies N.A. het betreft een Toets Nieuwe Opleiding voor het overnemen van de masteropleiding die thans wordt aangeboden door universiteit Tilburg onder ISAT code overigens 60078. De opleiding zal daar per september 2013 worden stopgezet.
oriëntatie en niveau opleiding	WO Bachelor WO Master
graad en titel	BSc MSc
afstudeerrichtingen / 'tracks'	N.v.t.
onderwijsvorm(en) ²	Regulier
aantal studiepunten	B Vrijtijdswetenschappen 180 M Leisure Studies 60
locatie(s)	Breda
variant(en)	Voltijd

Administratieve gegevens instelling	
naam instelling	NHTV internationale hogeschool Breda (21UI)
status instelling (bekostigd of rechtspersoon voor hoger onderwijs)	Bekostigd
resultaat instellingstoets kwaliteitszorg	Niet aangevraagd
gegevens contactpersoon instelling	N. de Leeuw, tel: 076-5332203
e-mailadres voor kopie aanmelding	Leeuw.n@nhtv.nl; info@AeQui.nl

II. Overzicht panelleden en secretaris

Naam (inclusief titulatuur)	Rol (voorzitter / lid / student-lid / secretaris)	Domeindeskundige (ja / nee)
Prof dr S. Anton Clavé	lid	ja
Prof dr Ch. Gratton	lid	ja

¹ Panelleden kunnen voor meer opleidingen in een cluster worden ingezet; hiervoor 1 formulier invullen en benodigde gegevens herhalen.

² Hieronder worden bijvoorbeeld verstaan: afstandsonderwijs, werkplekgerelateerd onderwijs, flexibel onderwijs, competentiegericht onderwijs of onderwijs voor excellente studenten.

Dr S. Hodes	lid	ja
Ir R. Kloosterman	voorzitter	nee
M. Majoor LLB, MA	studentlid	nee

III Secretaris/Coördinator

Drs T. Buising	Gecertificeerd oktober 2010	
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IV Korte functiebeschrijvingen panelleden

1	Salvador Anton Clavé is Dean of the Faculty of Tourism and Geography, ROVIRA I VIRGILI UNIVERSITY, Catalonia
2	Chris Gratton is Professor of Sports Economics and Director of the Sport Industry Research Centre at Sheffield Hallam University
3	Stephen Hodes is oprichter en partner van adviesbureau LAgroun
4	René Kloosterman is directeur van AeQui, evaluatiebureau voor het hoger onderwijs
5	Merlin Majoor is a graduate student in both Philosophy (rMA) and Private Law (LLM) at Utrecht University

V Overzicht deskundigheden binnen panel³

Deskundigheid	De deskundigheid blijkt uit:
deskundigheid ten aanzien van de ontwikkelingen in het vakgebied	Mr Anton Director of the Research Group on Spatial Analysis and Tourism Studies (since 1998), Director of the Foundation for the Tourism Studies (since 1999), Director of the School of Tourism and Leisure (2002-2012), Dean of the Faculty of Tourism and Geography (since 2012) and General Director of the Science and Technology Park for Tourism and Leisure (since 2006). Mr Hodes was Assistant professor Leisure Management Hogeschool INHolland, Amsterdam Mr Gratton is Professor of Sports Economics and Director of the Sport Industry Research Centre at Sheffield Hallam University.
internationale deskundigheid	Mr Anton is a professor at the Universitat Rovira I Virgili, Taragona, with large international research and teaching experience. Mr Hodes leads a consulting firm with international assignments. He was director of het Nederlands Bureau voor Toerisme, New York. Mr Gratton is Professor of Sports Economics and Director of the Sport Industry Research Centre at Sheffield Hallam University, with large international research and teaching experience.
werkvelddeskundigheid in het voor de opleiding relevante beroepenveld	Mr Hodes leads a consulting firm with international assignments. He was director of het Nederlands Bureau voor Toerisme, New York.
ervaring met het geven en ontwikkelen van onderwijs op het desbetreffende opleidingsniveau en deskundigheid ten	Mr Anton is a professor at the Universitat Rovira I Virgili, Taragona, with large international research and teaching experience.

³ N.B. De secretaris is GEEN panellid

aanzien van de door de opleiding gehanteerde onderwijsvorm(en) ⁴	Mr Hodes was Associate professor Leisure Management Hogeschool INHolland, Amsterdam. Mr Gratton is Professor of Sports Economics and Director of the Sport Industry Research Centre at Sheffield Hallam University, with large international research and teaching experience.
visitatie- of auditdeskundigheid	Mr Kloosterman chaired many assessment panels both for hbo programmes as well as wo programmes. Has also done assessments of research institutes.
studentgebonden deskundigheid	Mr Majoor is a graduate student in both Philosophy (rMA) and Private Law (LLM) at Utrecht University. He obtained bachelor degrees in both Law (Utrecht Law College - honours program) and Philosophy.

Curricula Vitae

Salvador Anton Clavé

Position

ROVIRA I VIRGILI UNIVERSITY, FACULTY OF TOURISM AND GEOGRAPHY (FTG)

Senior Lecturer (2002-2010), Full Professor (2010-present)

Lecturing and Research in Tourism

Director of the Research Group on Spatial Analysis and Tourism Studies (since 1998), Director to the Foundation for the Tourism Studies (since 1999), Director of the School of Tourism and Leisure (2002-2012), Dean of the Faculty of Tourism and Geography (since 2012) and General Director of the Science and Technology Park for Tourism and Leisure (since 2006)

ROVIRA I VIRGILI UNIVERSITY, FACULTY OF HUMANITIES

Assistant professor (1991- 1993), Contract lecturer (1993- 1998), Senior Lecturer (1998-2002)

Lecturing and Research in Geography, Tourism and Leisure

Education

1990-1995 PhD (Extraordinary PhD Award)

UNIVERSITAT ROVIRA I VIRGILI

DEPARTMENT OF GEOGRAPHY, Tarragona, Catalonia, ES

Geography, Environment and Planning

1989-1991 Master (Excellent)

UNIVERSITAT AUTONOMA DE BARCELONA

URBAN, REGIONAL AND METROPOLITAN STUDIES INSTITUTE, Barcelona, Catalonia, ES

Regional Economics and Planning

1982-1987 Licence's Degree (National Award from the Ministry of Education and Science)

⁴ Hieronder worden bijvoorbeeld verstaan afstandsonderwijs, werkplekgerelateerd onderwijs, flexibel onderwijs, competentiegericht onderwijs of onderwijs voor excellente studenten.

UNIVERSITAT DE BARCELONA,
FACULTY OF ARTS, Tarragona, Catalonia, ES
Geography and History

Profile

Very large experience of coordinating research projects as Director of the *Research Group on Spatial Analysis and Tourism Studies*, the *Foundation for the Tourism Studies* and the *Science and Technology Park for Tourism and Leisure*

Very large experience working in collaborative environments and sharing research between interdisciplinary work teams at the Universitat Rovira I Virgili.

Large experience doing research in international environments such as several European and American universities (a.o. Exeter, Nottingham, Paris-Est, Washington).

Stephen Hodes

Tijdens studie bouwkunde en direct daarna in werk altijd betrokken bij de vrijetijdssector, kunst en cultuur, (city)marketing en de ruimtelijke componenten van deze werkerterreinen. Internationale werkervaring opgedaan in onder andere Nieuw Zeeland, Noord-Amerika, Rusland (Sint Petersburg), Zuid-Afrika, Tanzania, België, Polen en Hongarije. Heeft zitting in diverse besturen, raden van toezicht en adviesraden van diverse instellingen in Nederland op het gebied van vrijetijd, cultuur en marketing.

Opleiding

Bouwkundig Ingenieur, Technische Universiteit Delft (1970 – 1976)
Bachelor of Architecture, University of Cape Town, Zuid-Afrika (1968 – 1970)
Rondebosch Boys Highschool, Cape Town (1962 – 1968)

Werkervaring

LAGroup *Leisure & Arts Consulting* directeur / partner (vanaf 1997)
Lector Leisure Management Hogeschool INHolland, Amsterdam (2004 – 2006)
KPMG Management Consulting *Adviesgroep Toerisme, Recreatie en Cultuur*
senior adviseur en vanaf 1996 directeur (1991 – 1997)
Nederlands Bureau voor Toerisme voor Noord-Amerika, New York directeur (1985 – 1991)
Nederlands Bureau voor Toerisme, Den Haag marketing manager (1982 – 1985)
Protours, inkomende touroperator, Delft directeur (1976 – 1982)

Chris Gratton BA(Econ), MA(Econ), PhD

Chris Gratton is Professor of Sports Economics and Director of the Sport Industry Research Centre at Sheffield Hallam University. He has an international reputation as a sports economist, a subject which he has played a major role in developing since the late 1970s. He currently has five academic sports books in print in this subject area, the latest being *The Economics of Sport Broadcasting* published in 2007. Since the beginning of 2005 he has been a Keynote Speaker at 8 major sports conferences around the world including Japan, China, South America and Europe. In June 2008 he was a Keynote Speaker at the IOC/CCTV2 Beijing Forum on Olympic Economy to celebrate 50 days from the opening ceremony of the Olympics. The forum was live on national television throughout China. Since then he has been invited as a Keynote Speaker to sports conferences in Shanghai and Brazil in November 2008, Shanghai in November 2009, and South Korea in August 2010. He also represents the UK on the *EU Workshop on Sport and Economics*.

Chris has 13 years experience in carrying out evaluations of major sports events starting with the European Football Championships in England in 1996 (Euro 96). Over this time his research team has been involved with evaluating the economic benefits of hosting of major World and European championships in the UK in a wide range of sports as well as other major sports events that include Wimbledon, the London Marathon (twice in 2000 and 2010), and the UK stages of the Tour de France.

Qualifications

BA (Econ) Honours First Class, Econometrics, University of Manchester, 1969

MA (Econ) Econometrics, University of Manchester, 1974

PhD Economics, University of Manchester, 1989

Previous Appointments:

Head of Research	School of Sport and Leisure Management, Sheffield Hallam University	(1994-2003)
Senior Lecturer	Dept of Leisure Studies, Tilburg University, The Netherlands,	(1991-94)
Reader	Dept of Economics, Manchester Metropolitan University (formerly Manchester Polytechnic),	(1990-91)
Lecturer	Dept of Economics, Manchester Metropolitan University.	(1971-75)
/Senior Lecturer /Principal Lecturer		(1975-80)
		(1980-90)

René Kloosterman heeft na zijn studie Technische Bedrijfskunde (TUE, 1991) gewerkt voor het adviesbureau KPMG Consulting en sindsdien grote projecten uitgevoerd in de food-industry in binnen- en buitenland (Rusland, Kazachstan, Tsjechië, Curaçao). Sinds 1995 is hij actief als zelfstandig ondernemer en interimmanager.

Vanaf 2002 is hij actief op het gebied van onderwijsvisitaties, zowel in de hoedanigheid als directeur en later ook eigenaar van een VBI, als in de rol van commissievoorzitter. Hij heeft zowel HBO als WO-opleidingen en onderzoeksinstituten gevisiteerd.

Merlin Majoor (1987) is research masterstudent Wijsbegeerte en masterstudent Privaatrecht aan de Universiteit Utrecht. Eerder rondde hij bachelors af in de rechten (Utrecht Law College - honours program) en wijsbegeerte. Hij is in het bijzonder geïnteresseerd in taalfilosofie en filosofie van de geest, antieke filosofie, geschiedenis van de analytische wijsbegeerte in de 20ste eeuw en de wetenschapsgeschiedenis. Naast zijn studie was Merlin onder meer actief als wedstrijdroeier, onderzoeksassistent en was hij gedurende een jaar voorzitter van de stichting Utrecht University Model United Nations ('UUMUN'), waarvoor hij deelnam aan conferenties in Oxford en Harvard. Momenteel is Merlin lid van het bestuur van de Graduate School van de Faculteit Geesteswetenschappen (UU), verzorgt hij werkcolleges filosofie en is hij lid van enkele adviescommissies in het hoger onderwijs.

Attachment 2 Program of the assessment

12 November 2012: exploration

11.00 – 13.00	Arrival of committee Lunch and internal meeting
13.00 – 13.45	<i>Board, rector, and management</i> Introduction, purpose and program of the assessment
14.00 – 14.45	<i>Show-case</i> Demonstration-possibility for the programmes (related to academic climate)
14.45 – 15.45	<i>Associate professors</i> Research and education, academic climate
15.45 – 16.00	<i>Guided tour</i> Facilities
16.00 – 16.30	<i>Open consultations</i> Possibility for students and staff to exchange thoughts with the committee. Also documentation review
16.30 – 17.00	<i>Exam committee</i> Assessments and assessment policy, final results
17.00 – 17.45	<i>Representatives of the professional field</i> Connection between programme and professional field, examination and intended learning outcomes <i>Alumni</i> Connection between programme and professional field, examination and intended learning outcomes
17.45 – 18.15	Feedback of preliminary findings, focus-points for the next assessment day

13 November 2012: In-depth assessment

08.30 – 09.00	Arrival of committee
09.00 – 10.15	<i>Teaching staff BSc (including: programme manager, testing committee member)</i> Intended learning outcomes, programme, examining, quality of staff, academic climate
10.30 – 11.45	<i>Teaching staff MSc (including: programme manager, testing committee member)</i> Intended learning outcomes, programme, examining, quality of staff, academic climate
12.00 – 13.00	Lunch and document review
13.00 – 14.00	<i>Students BSc (including a delegation of the programme committee)</i> Programme, testing, quality of staff, graduation
14.15 – 15.15	<i>Students MSc</i> Programme, testing, graduation
15.15 – 16.30	Additional research, formulating conclusions
16.30 – 17.00	Feedback of findings and conclusions

Attachment 3 Quantitative data

As provided by the programme.

Entry, transfer and exit data of Tilburg MSc programme in Leisure Studies

Performance Rates Tilburg Pre-master's programme in Leisure Studies (reference date 1 September 2012): pre-master's degree* completed						
Cohort	N (% female)	pre-master's after 1 y	pre-master's after 2 y	pre-master's > 2 y	still in the process of completion	drop-out rate
2003-2004	54 (63%)	26%	56%	65%	0%	35%
2004-2005	41 (78%)	17%	44%	54%	0%	46%
2005-2006	26 (62%)	4%	35%	46%	0%	54%
2006-2007	28 (57%)	43%	54%	57%	0%	43%
2007-2008	22 (59%)	9%	50%	59%	0%	41%
2008-2009	22 (68%)	55%	86%	91%	0%	9%
2009-2010	9 (65%)	44%	67%	-	11%	22%
2010-2011	5 (80%)	20%	40%	40%	0%	60%
2011-2012	11 (55%)	55%	-	-	45%**	0%**

* excluding integrated transfer programme NHTV-TiU (bama)

** tentative

Performance Rates Tilburg MSc programme in Leisure Studies (reference date 1 September 2012): master's degree* completed						
Cohort	N (% female)	degree after 1 y	degree after 2 y	degree > 2 y	still in the process of completion	drop-out rate
2004-2005	35 (63%)	89%	97%	97%	0%	3%
2005-2006	48 (83%)	75%	94%	96%	0%	4%
2006-2007	47 (77%)	68%	92%	96%	0%	4%
2007-2008	59 (52%)	73%	93%	95%	0%	5%
2008-2009	40 (55%)	70%	90%	93%	0%	7%
2009-2010	37 (57%)	84%	95%	0%	0%	5%
2010-2011	22 (73%)	73%	86%	-	5%	9%
2011-2012	7 (57%)	43%	-	-	57%**	0%**

* excluding Polis-variant

** tentative

Tilburg MSc programme in Vrijetijdwetenschappen / Leisure Studies degrees awarded

Number of Tilburg MSc programme in Vrijetijdwetenschappen / Leisure Studies degrees awarded				
	bachelor's	master's*	doctoral	total
2002-2003	-	-	30	30
2003-2004	4	-	38	42
2004-2005	21	31	70	122
2005-2006	49	39	56	144
2006-2007	58	41	14	113
2007-2008	29	52	2	83
2008-2009	33	40	-	73
2009-2010	25	40	-	65
2010-2011	12	21	-	33
2011-2012	0	3	-	3
total	231	267	210	708

* excluding Polis-variant

Number of students enrolled on Tilburg MSc programme in Vrijetijdwetenschappen / Leisure Studies

Number of students enrolled on Tilburg MSc programme in Vrijetijdwetenschappen / Leisure Studies									
	bachelor's			master's*			pre-master's**		
	total	m	f	total	m	f	total	m	f
2004	181	56	125	35	13	22			
2005	215	84	131	77	16	61	45	16	29
2006	189	78	111	88	23	65	51	19	32
2007	155	64	91	94	32	62	50	21	29
2008	80	36	44	85	34	51	46	15	31
2009	50	20	30	60	27	33	39	15	24
2010	17	8	9	30	10	20	18	6	12
2011	2	2	0	11	6	5	14	7	7
2012***	2	2	0	18***	9	9	6	5	1

* excluding Polis-variant

** excluding integrated transfer programme NHTV-TiU (bama)

*** tentative

Number of students enrolled on Tilburg MSc programme in Leisure Studies (including and excluding Polis variant), divided by entry route (reference date 1 September 2012)

Number of students enrolled and cohort size of the Tilburg MSc programme in Leisure Studies (excluding Polis variant)						
	Total number of students enrolled	Cohort (new entrants)	BSc programme in Leisure Studies (VTW/ILS)	Premaster's programme in Leisure Studies*	Premaster's programme Bama**	External Bachelor's programme (NL/foreign)
0809	52	39	25	9	3	2
0910	46	37	10	21	2	4
1011	25	22	11	9	1	1
1112	12	7	1	2	0	4
1213	18	14	0	11	1	2

Number of students enrolled and cohort size of the Tilburg MSc programme in Leisure Studies (including Polis variant)						
	Total number of students enrolled	Cohort (new entrants)	BSc programme in Leisure Studies (VTW/ILS)	Premaster's programme in Leisure Studies*	Premaster's programme Bama**	External Bachelor's programme (NL/foreign)
0809	58	45	28	10	3	4
0910	50	41	10	22	2	7
1011	26	24	11	9	1	3
1112	13	8	1	2	0	5
1213	19	15	0	11	1	3

- * Premaster Leisure Studies = regular pre-master's programme, i.e. one-year pre-master's programme exclusive of transfer variant NHTV (bama**)
- ** Premaster bama = integrated transfer programme TiU-NHTV

Attachment 4 Intended Learning Outcomes

NHTV/Academy for Leisure	
ILS BSc programme	MSc programme in Leisure Studies
1. GENERAL INTELLECTUAL BASIC SKILLS	
1.1. Logical, analytical reasoning	
Logical and analytical reasoning, problematising and putting problems into context	A deep understanding of the underlying academic discussion in leisure and connections to concrete issues
1.2. Critical reflection (including self-reflection)	
Ability to reflect on one's own professional knowledge and actions, and on those of others	Having the flexibility to adapt one's point of view upon the acquisition of new knowledge
1.3. Ethical/normative awareness	
<ul style="list-style-type: none"> - Familiar with, and conforming to the principles of scientific objectivity, integrity and responsibility - Aware of social-political and ethical aspects connected with operating in the field of Leisure Sciences 	<ul style="list-style-type: none"> - Integrating ethical principles and values into one's professional conduct - Applying ethical and normative modes of thought in one's own research work methods
1.4. Communication skills	
<ul style="list-style-type: none"> - Clear verbal communication skills and, in good academic English, report in writing about aspects of the discipline with fellow-professionals as well as other interested parties - Command of academic English - ICT and presentation skills 	<ul style="list-style-type: none"> - Acquiring written and oral communication skills in research and problem solving in one's own discipline - Being able to communicate effectively developments in one's own discipline and their repercussions on society - Providing comments and criticism, in a constructive manner, to reports produced by fellow-students, fellow-professionals, and colleagues - Applying academic English, orally and in writing
1.5. Applying several perspectives / sources	
<ul style="list-style-type: none"> - Applying and assessing several sources of information, and making an accurate, qualitatively sound selection; - Applying a multidisciplinary angle in approaching practice-related problems - Aware of intercultural differences in availability, use, perception and organisation of leisure (time) 	<ul style="list-style-type: none"> - Recognising the relevance and applicability of leisure-academic theories and models in practice, both nationally and internationally - Being able to involve and critically value academic views in leisure - Being aware of other disciplinary and stakeholder perspectives, and being able to evaluate their qualities and constraints, academically/scientifically or otherwise - Applying one's own academic/scientific perspective to problems occurring in practice, both nationally and internationally - Being able to deal with and put into words uncertainties, also in complex situations and in the absence of complete data - Being able to deal with and interpret differences between transnational and cross-national data

2. RESEARCH ATTITUDE

2.1. Seeing connections and having an eye for trends and developments	
<ul style="list-style-type: none"> - Contributing to knowledge growth based on an interested and an inquisitive mindset - Recognising paradigms within Leisure Sciences - Independently forming opinions on issues in the field of Leisure Sciences - Ability to set up, conduct and report on research projects (while being supervised) into the availability, use, perception and/or organisation of leisure (time) 	<ul style="list-style-type: none"> - Gathering and evaluating information, quickly and efficiently, relevant to a certain problem and to one's own discipline - Independently setting up and carrying out theoretically and analytically complex research projects in one's own discipline, as well as writing clear and critical reports on these projects
2.2. Aimed at adapting/expanding the level of knowledge	
<ul style="list-style-type: none"> - Critical attitude towards one's own findings and conclusions and those of others - Looking for and being open to new points of view 	<ul style="list-style-type: none"> - Ability to rethink and expand knowledge acquired - Ability to make concrete contributions to knowledge deepening
2.3. Lifelong learning	
<ul style="list-style-type: none"> - Self-motivated, constant pursuit of knowledge - Willingness to practise lifelong learning 	<ul style="list-style-type: none"> - Closely and critically monitoring, evaluating and applying national and international developments in the discipline, relevant to the practice of one's profession - Practising 'Lifelong learning' as an intended effect of the study programme as a whole

3. DISCIPLINARY KNOWLEDGE

3.1. Knowledge and understanding of the basic principles and history of the discipline	
<ul style="list-style-type: none"> - Knowledge of, and understanding of developments in the availability, use, perception and organisation of leisure (time) - Knowledge and understanding of the basic principles, history and development of Leisure Sciences 	<ul style="list-style-type: none"> - A deep understanding of and critically valuing the latest (more complex) academic theories related to the interaction between content (storytelling and narrative), context (spaces and events) and process (Imagineering and creative entrepreneurship) of leisure practices in the network society - A deep understanding of and critically valuing advanced research methods and techniques - Acquiring insight into the way in which the discipline evolves, e.g. with regard to the development of new methods and instruments - Making a contribution to the development of leisure studies by means of translating empirical findings (Master's thesis)
3.2. Understanding of the structure of and connection between the various subareas of the discipline	
<ul style="list-style-type: none"> - Overall understanding of the multidisciplinary field of Leisure Sciences, with an eye for the connection between the subareas and their mutual relationships - Knowledge and understanding of the most important models and conceptual frameworks in the field of Leisure Science. 	<ul style="list-style-type: none"> - Overall understanding of the multidisciplinary and national and international character of leisure practices in the network society, recognising the connection between the subareas (content, context and process) and research issues - Contributing to specialist knowledge, including the formation of theory and development of knowledge related to the subareas (content, context and process) of leisure practices in the network society
3.3. Recognising discipline-bound paradigms	

	<ul style="list-style-type: none"> - Critically reflecting on and being able to integrate and apply existing paradigms to the field of Leisure in the network society
3.4. Specific practical skills	
<ul style="list-style-type: none"> - Application of knowledge in organisations targeting the leisure market (practical context) 	<ul style="list-style-type: none"> - Applying strategic decision-making skills: being able to make the transition from knowledge to strategy through clear and practical policy recommendations
3.5. Knowledge and understanding of research methods and theory formation	
<ul style="list-style-type: none"> - Knowledge of socio-scientific research methods and techniques - Knowledge of the history and development of research in the discipline and the methods and approaches used in it 	<ul style="list-style-type: none"> - A deep understanding of and critically valuing more in-depth/comprehensive theories and techniques (in the area of theory formation, research methods, and approaches to problems related to Leisure in the network society)
3.6. Taking a position in academic/scientific discourse	
<ul style="list-style-type: none"> - Taking a critical point of view with regard to topics in academic/scientific literature in one's own discipline 	<ul style="list-style-type: none"> - Demonstrating originality in critical thinking/awareness - Independently determining the direction in expanding knowledge and conducting research - Being able to combine research with practical relevance
3.7. Applying discipline-specific analysis techniques	
<ul style="list-style-type: none"> - Being able to apply research methods and techniques currently in use in the discipline - Being able to translate sociological problems to discipline-bound problems, and – according to current research methods and techniques - connect them with empirical and theoretical insights in the field of Leisure Sciences - Insight into how a research process progresses - Being able to carry out – in a methodological manner and while being supervised – the research cycle (or parts of the research cycle): asking transparent questions regarding one's own discipline and being able to test hypotheses based on knowledge and skills acquired with regard to problem formulation, theory construction and research methods and techniques - Interpreting and reporting research findings 	<ul style="list-style-type: none"> - Being able to apply advanced contemporary research methods and techniques while carrying out independent and academically sound research, in which the entire research cycle is completed (from defining the problem to making recommendations) - Critical reflection on the usability and applicability of findings to the further development of advanced academic/scientific ideas and/or practical applications in the field of Leisure in the network society
3.8. Evaluation of discipline-specific research	
<ul style="list-style-type: none"> - Understanding and interpreting premises, informational content and empirical soundness of research and theories in the field of Leisure Sciences; - Understanding and interpreting specialist literature 	<ul style="list-style-type: none"> - Making an original and critical contribution to knowledge development in at least one subarea (content, context and process) of leisure practices in the network society
3.9. Mastery of disciplinary skills	
<ul style="list-style-type: none"> - Mastery of basic professional skills, such as project-based working, being able to work in a team, reporting and advising 	<ul style="list-style-type: none"> - Mastery of specific discipline-related skills, such as working in group projects, and reporting on these projects, and making clear recommendations with regard to strategic decision-making processes

4. TRANSDISCIPLINARY SKILLS

4.1. Knowledge and skills not relating to one's own discipline	
<ul style="list-style-type: none"> - Knowledge of the most important philosophical concepts and approaches, particularly relating to philosophy of science - Knowledge of the basic principles of a (at least one) related or non-related discipline 	<ul style="list-style-type: none"> -
4.2. Multidisciplinary partnerships	
<ul style="list-style-type: none"> - Applying a multidisciplinary perspective in academic/scientific activities 	<ul style="list-style-type: none"> - Appreciation of the need for multidisciplinary management perspectives - Being able to place one's own research in a multidisciplinary framework - Being able to place one's own research in a transnational or cross-national framework - Being able to work in a multidisciplinary and international team

Attachment 5 Overview of the programme

Course				MSc programme in Leisure Studies	
	c/n*	ects	ch**	Type of instruction	Assessment method
Semester 1					
Leisure, creativity and space	C	6	28	14 lectures	individual papers (2 x 50%)
Imagineering as strategic design in leisure organisations	C	6	28	6 lectures, 7 tutorials, presentation	take-home test (50%), group assignment (50%)
Understanding leisure attractions and events	C	6	36	10 lectures, 7 tutorials, presentation	group presentation (10%), group assignment (30%), written examination (open questions) (60%)
Experience marketing	C	6	28	6 lectures, 2 practicals, 6 tutorials	group assignment (30%), active participation (10%), individual assignment (60%)
Analyzing leisure interactions	C	6	28	7 lectures (block 1), 7 tutorials (block 2), presentation	oral examination (60%), presentation (40%)
Seminar leisure studies (see semester 2)			18	5 lectures (block 1), 4 tutorials	
Semester 2					
Seminar leisure studies	C	6	10	4 tutorials, discussion ITP	active participation (50%), individual research proposal (50%)
Master's thesis leisure studies	C	24	24	individual supervision	individual Master's thesis (100%)
Total ects / ch		60	200		

* c=compulsory, nc=not compulsory

** total contact hours per course

Attachment 6 Documents

- Critical reflection and appendices
- Theses and assessment forms;
- Information material;
- Studybooks and syllabi, readers, study guides;
- Examples of projects, research reports of students;
- Thesis Regulations and guidelines for making assignments;
- Regulations / manuals;
- Examination and Examination Regulations;
- Key materials (exams, test instructions, key policies and the like) with model answers;
- Recent reports Programme Committee, Examination Committee;
- Teaching and curriculum evaluations, student satisfaction monitor (s), etc.;
- Alumni surveys;
- Annual reports (education, research, last three years).

Theses:

Number	Date	Mark
655213	311011	6
430491	310811	7,5
190571	310811	8
220993	310811	8
962086	310812	7
880543	251011	6,5
448889	310811	8
139215	310811	6,5
757660	310811	7,5
630326	310811	7,5
232991	310811	8
108204	121011	6
842234	310812	7
640135	310812	7,5
664719	310811	8

Attachment 7 Declarations of independence

Declaration of independence and confidentiality

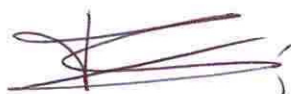
Prior to the assessment

The undersigned has been asked to assess the programmes BSc in International Leisure Sciences and MSc in Leisure Studies, at NHTV Breda.

Hereby I certify to:

- not maintaining any (family) connections or ties of a personal nature or as a researcher/teacher, professional or consultant with the above institution, which could affect a fully independent judgement regarding the quality of the programme in either a positive or a negative sense
- not having maintained such connections or ties with the institution during the past five years
- observing strict confidentiality with regard to all that has come and will come to my notice in connection with the assessment, insofar such confidentiality can reasonably be claimed by the programme, the institution or NVAO
- being acquainted with the NVAO code of conduct

Signature:



Full name:

T. Bui'sing

Place:

Breda

Date:

12 - 11 - 2012

Declaration of independence and confidentiality

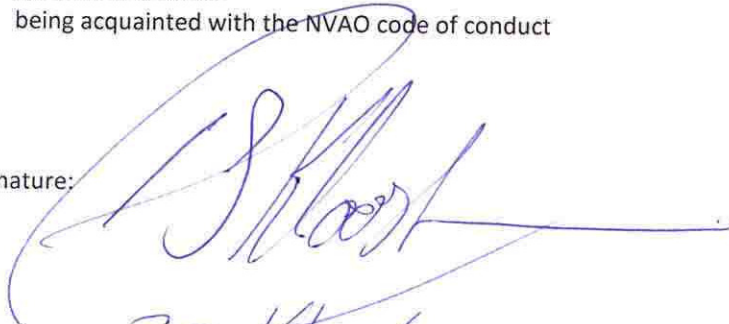
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Signature:



Full name:

R.S. Kloosterman

Place:

Breda

Date:

12 November 2012

Declaration of independence and confidentiality

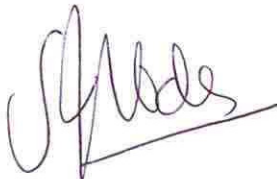
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Signature:



Full name:

STEPHEN HODES

Place:

BREDA

Date:

19-11-12

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Signature:



Full name:

Merlin Maxime Majoor

Place:

Breda

Date:

12/11/2012

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Signature:



Full name:

CHRISTOPHER GRATTON

Place:

BREDA

Date:

12th November 2012

Declaration of independence and confidentiality

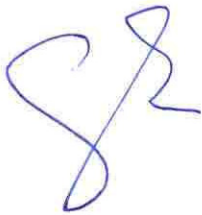
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- being acquainted with the NVAO code of conduct

Signature:



Full name:

Salvador Anton Clavé

Place:

Breda

Date:

12th November 2012