

BSc International Leisure Sciences NHTV

*Report of the extensive programme assessment
12 and 13 November 2012*

Utrecht, The Netherlands
December 2012
www.AeQui.nl
Assessment Agency for higher Education


 *This document is best printed in duplex.*

Table of contents

Table of contents	3
Summary	4
Colophon	7
Introduction	8
Intended learning outcomes	10
Curriculum.....	12
Staff	17
Services and facilities	19
Quality assurance.....	20
Assessment and achieved learning outcomes	22
Attachments.....	25
Attachment 1 Assessment committee.....	26
Attachment 2 Program of the assessment	31
Attachment 3 Quantitative data	33
Attachment 4 Intended Learning Outcomes.....	34
Attachment 5 Overview of the programme.....	38
Attachment 6 Documents	39
Attachment 7 Declarations of independence	40

Summary

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

The programme has been running at NHTV since September 1st 2009. Before that, the programme was provided by Tilburg University. At NHTV, the programme is a part of the Academy for Leisure. The Bachelor's programme in International Leisure Sciences is a three-year academic Bachelor programme (180 EC). The programme aims to stimulate students to develop an inquisitive and analytical attitude.

Intended learning outcomes

The intended learning outcomes are well formulated and related to international standards, such as the Dublin descriptors. The academic Bachelor's programme is embedded in an environment of professional education and applied research. This is reflected in the orientation of the programme. The programme has an academic orientation, which is also discernible in the learning outcomes. 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. During the projects, students conduct research for real-life commissioners. The programme enables students to realise the intended learning outcomes. Regarding the content of the programme, the committee feels that the holistic approach to leisure is not yet fully realised. The economics of leisure and the leisure industry receive particularly little attention in the programme. The committee advises to rethink the role of the several disciplines in the programme. Also, economic literature related to the field of leisure can be used. 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 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. 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 research other possibilities for increasing student numbers.

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. 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, educational counselors and the programme director 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 is measured on a structural basis in a very complete manner. The programme uses course evaluations, round tables and participates in several national evaluation instruments to gather information about the quality of the programme. Relevant measures of improvement have been and will be taken if necessary. With the exception of the alumni (the first cohort of students graduated August 2012), all stakeholders are actively involved in quality assurance. Both students and representatives of the professional practice find that they are heard and taken seriously by the programme. This is enhanced by the small-scale character of the programme.

Assessment and achieved learning outcomes

The assessment 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 as-

sessments and exams. All assessments are reviewed afterwards by the assessment committee. The committee recommends introducing peer-review to the preparation of assessments. The programme uses a variety of assessment methods. In most courses, two forms of assessment are used. After reviewing the theses, the committee concludes that graduates of the Bachelor's programme achieve the required level.

Recommendations

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, recommends to explicitly include students in the debate about the academic climate.

Management expects an increase in students when the Master's programme of Leisure studies is transferred to the NHTV. The committee advises to research other possibilities for increasing student numbers. Reconsidering the name of both programmes, is one of the possible steps to be taken.

All standards of the NVAO assessment framework 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 MSc
Chair

Titia Buising MSc
Secretary

Overview

The judgements per standard are presented in the table below.

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. Feasibility 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. Measures for improvement 15. Programme committees, examining boards, staff, students, alumni and the professional field are actively involved	<i>Good</i> <i>Good</i> <i>Good</i>
Assessment and learning outcomes achieved 16.1 Assessment system 16.2 Achieved learning outcomes	<i>Satisfactory</i> <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: B Vrijetijdswetenschappen (hereinafter: BSc International Leisure Sciences)
Level: academic Bachelor
Number of credits: 180 EC
Nomenclature: Bachelor of Science
Location: Breda
Mode of study: fulltime
ISAT: 50756
Data on intake, graduates and drop-outs: see attachment 3.

Responsibility for the quality of the institute: H.M.C.M. van Oorschot LL.M., chairman of the Board of Governors
Responsibility 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, BA, student
Drs. T. Buising, secretary

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 specialized 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) being 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 programme has been running at NHTV since September 1st 2009. Before that, the programme was provided by Tilburg University. At NHTV, the programme is 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, Master's of Imagineering. Next to that, the academic Master's programme of Leisure Studies will be transferred from Tilburg University to NHTV.

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 to become a leading European and global centre of research and expertise within the next five years.

The programme

The Bachelor's programme in International Leisure Sciences is a three-year academic Bachelor programme (180 EC). The programme aims to stimulate students to develop an inquisitive and analytical attitude.

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. This integrated, multidisciplinary perspective is reflected in a holistic approach to leisure. This means that students learn to view leisure in a holistic manner, construing the content, process and context as part of a coherent leisure experience. Leisure is studied from economic, sociological, geographical, cultural, organisational and psychological perspectives.

The programme is based on a three-point model, an interactive triangle involving process, content and context of leisure experiences (the leisure triangle). The programme focuses on the organisational process, the enabling content and the conditional context of leisure practices. The programme is positioned as an exploratory programme, and adopted the tagline 'Exploring Meaningful Experiences': students acquire a substantial level of insight into the dynamic world of leisure through the various courses, training sessions and projects in the curriculum.

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 program for the site-visit and the interviewees were determined, see attachment 2. Two weeks prior to the site-visit, NHTV announced the open consultation to students and staff. Neither students nor staff used this possibility.

The assessment committee reviewed all the theses of the first cohort of students that graduated. 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 this 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 academic Bachelor's programme is embedded in an environment of professional education and applied research. This is reflected in the orientation of the programme. The programme has an academic orientation, which is also discernible in the learning outcomes. 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. 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. The committee, however, recommends to explicitly include 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 interviews and examination of underlying documentation, the assessment committee qualifies the intended learning outcomes as **satisfactory**.

Academic orientation

The programme has an academic orientation and, therefore, focuses on academic knowledge and research regarding the leisure field. The programme 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 (merely applying ready-made models), 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.

The programme is also unique in a sense that it is an academic programme embedded in an institute for applied education and research. This implies a unique balance between theory and practice. Academic insights have a practical context in which to be applied, resulting in close interaction between theory and practice. According to the self-evaluation report, this allows and even stimulates the lecturers and researchers to make explicit connections between academic insights on the one hand and the reality of the leisure field – the event organisers, the social workers developing neighbourhood pro-

grammes, the sports coaches, the policy makers, and so on – on the other. In the curriculum, academic and professional aspects meet in four projects. In these projects, students apply their academic knowledge either learned in cases or in real life assignments.

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 imagineering, 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 the 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 meet-

ings 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 the NHTV 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 in 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 from the Bachelors programme of International Leisure Sciences could operate on a more strategic level than students from professional Bachelors programmes. 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.

Intended Learning outcomes

The intended learning outcomes of the programme are categorized into several categories: general intellectual skills, research attitude, disciplinary knowledge and transdisciplinary skills. The academic orientation is visible in the intended learning outcomes. Not only are students expected to apply research methods and to carry out the various phases of research but also to contribute to the expansion of knowledge and to take a position in academic discourse regarding leisure. The embedded nature of the programme is also reflected in the intended learning outcomes. Students are considered capable of applying their knowledge in organisations that operate in the mixed economy of leisure.

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 skills and academic skills is more than adequately guaranteed in the programme. Moreover, a link with the professional field is present in the programme. During the projects, students conduct research for real-life commissioners. The programme enables students to realise the intended learning outcomes. Regarding the content of the programme, the committee feels that the holistic approach to leisure is not yet fully realised. The economics of leisure and the leisure industry receive particularly little attention in the programme. The committee advises to rethink the role of the several disciplines in the programme. Also, economic literature related to the field of leisure can be used. 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 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. 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 research other possibilities for increasing student numbers.

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

The academic orientation is reflected in every year of the programme. During the first year, students take Research Methods and Techniques 1 and 2 courses (each 6 EC). The first course focuses on qualitative research, whereas the second offers an introduction to quantitative research techniques. In the second year, Research Methods and Techniques courses 3 and 4 are programmed (each 6 EC). These courses discuss more advanced statistical techniques, such as univariate and multivariate techniques, multinomial logistic regression, factor analysis and modelling. Each Research Methods course consists of lectures and practicals. The third year Research Lab course (12 EC) is an online course. During this course, students are challenged to prove and integrate their research skills. In a virtual learning environment, students discuss research issues and each other's work. Students complete weekly assignments and write a research proposal. This research proposal is the starting point for the Bache-

lor's thesis. The thesis is an individual project regarding any topic related to the expertise of the staff.

The self-evaluation report also states that most of the lecturers hold PhDs, have research time, and incorporate the results of their research directly into their courses.

Academic skills, such as writing and debating, are taught in different courses. With the projects, students are expected to write reports and present the results. In every course, students are expected to write reports, papers or essays and to complete assignments. In most courses, presentations are also given by the students. The site visit revealed that students felt well prepared for writing in English. They also are positive about the level and content of the research courses in the programme.

The relationship with the professional field (and applied research) is discernible in the first two years of the programme. Each semester of the first and second year is completed with a project (6 EC each). The projects increase in complexity during each year, and all projects are related to the Research Methods and Techniques courses from the same semester. In the first project, rounding off the first semester, students conduct a small qualitative research project for a company in the leisure field. Students are ex-

pected to integrate the knowledge and skills learned from the previous courses (for example, the Research Methods and Techniques 1 courses and the introductory courses to sociology, anthropology and economics of leisure). In the fourth project (rounding off the second year), students write a scenario regarding strategic innovations in the leisure industry. In other courses, the relationship with applied research and the professional field is visible. In the second year imagineering course, (teams of) students carry out experience research for 'De Efteling'. During the site visit, this was confirmed by the students. Students also participate in projects for Dr. Anton Philipszaal in the Hague and for Brabantstad. Furthermore, the programme organises field trips on a regular basis. Students appreciate the real-life projects in the second year.

As mentioned earlier, a large number of the lecturers maintain close contact with the profession. Through these contacts, themes and cases are acquired, which are used in the programme. Students often present their Bachelor's Thesis research to either a public sector or business organisation.

The committee appreciates the focus on research in the programme. Students are well prepared for their Bachelor's thesis and any Master's programme they wish to follow. The committee is also positive about the link with the professional practice. During the projects and some other courses, students get in contact with clients in real-life projects. The programme has found an adequate balance between research and professional practice.

Contents

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

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

The first year of the BSc International Leisure Sciences programme offers students a general introduction into various scientific disciplines from the social and business sciences that are connected to the leisure phenomenon. The first year contains courses on Sociology of Leisure, Anthropology of Leisure, Economics of Leisure, Psychology of Leisure, Marketing of Leisure and Organisation of Leisure.

The first course, for example, addresses the role of leisure in our societies, how leisure consumption and identity are related and how sociological topics like 'social cohesion' can be studied within the context of leisure. In the Economics of Leisure course, attention is paid to core economic concepts relevant to the study of leisure, such as, needs, preferences and demand, cost-benefit analysis, private, public and public-private financing as well as economic growth and sustainable development.

According to the self-evaluation report, the second year is characterised by a broadening and deepening of the scope of the programme. The first semester focuses on the experience side of leisure with courses like Labour, Leisure and Care, Imagineering and the Philosophy of Science. The Imagineering course provides students with a thorough explanation of the experience economy. Imagineering is one of the trademarks of the academy. In the Imagineering course, students conduct a research assignment for De Efteling. The second semester focuses on the organizational aspects of leisure, and is comprised of Strategic Decision Making, Sustainability, Entrepreneurship and Performance and the Innovation and Change courses. This latter course is related to the first year course regarding the organisation of leisure and explores how organisations and networks in the leisure business evolve and innovate. Students learn theoretical backgrounds to organisational change, how to manage change and how to create innovative organisations.

The third year offers students the possibility to specialise and prepare for a Master's programme. In the first semester, students follow the external minor (18 EC). Most students take courses at universities abroad. Students remain in contact with the programme during this period through the online Research Lab course (see standard 2). During the second semester, students attend three courses: Leisure and Urban Processes, Intercultural Management and the Philosophy of Leisure.

The first course aims to acquaint students with the changing role of leisure and culture as 'drivers' or 'carriers' of urban quality; both economically, culturally as well as spatially. The latter course is the second philosophy course in the programme and addresses topics, such as the ethics of leisure, leisure as an exercise of free will, and the place of leisure in holistic theories of human behaviour. In the third

year, students also write a Bachelor's thesis (see standard 16).

Apart from the external minor in the third year, the programme does not offer any elective courses. During the minor, students are free to follow courses of their own choice (approved by the Board of Examiners). As mentioned before, most students choose to study abroad during the minor. During the site-visit, students indicated that even though the programme does not offer any electives, the programme offers enough possibilities for specialisation. According to students, the subject of first two projects and the minor are free of choice.

Lecturers remarked that a programme specific minor, regarding creative entrepreneurship, is currently being developed. As a part of this minor students execute projects in three creative cities in Europe. The new minor is also intended to attract more international students. Furthermore, the size of the minor is being examined.

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. According to the self-evaluation report, these aspects contribute to students achieving an international mindset. The student group is of diverse origin; interaction between foreign and local students during discussions, presentations and group projects is actively stimulated. This increases the international orientation of both groups of students, thus fulfilling the underlying ideas of the 'international classroom'. The site-visit revealed that the number of international students in the programme is quite limited. Students expressed their wishes for more international students. The students confirmed that the staff is quite international, and international examples are used in courses. Moreover, all students the committee spoke to during the site-visit plan on going abroad.

The committee also spoke with management and lecturers about the international character of the programme. It became clear that international aspects of the field of leisure, such as globalisation, international markets and international (sports) organisations are discussed in the second year course on strategy. Representatives expect the

worldwide Leisure Centre of Excellence label 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.

The self-evaluation report describes the way the coherence of the programme is managed. The programme works towards specialisation and intensification. The first year is characterized as monodisciplinary. In several courses students are introduced to core scientific fields regarding leisure. The second year focuses on multidisciplinary where courses cover several themes that are relevant to the study of leisure. The last semester of the programme is transdisciplinary. Different perspectives are integrated in a way that goes beyond sectoral and disciplinary divisions.

Regarding the content of the programme, students revealed during the site visit that the Sociology course paid quite a lot of attention to tourism, instead of leisure. Also, the economics course was quite general and not specifically focused on leisure. Students attend these courses with students from the academic Bachelor's programme in tourism.

The committee reviewed the literature and finds that it is in general sufficiently relevant and up-to-date. The literature regarding economics, however, is too generic. The committee recommends using economic literature related to the field of leisure.

The committee is also of the opinion that the holistic and multidisciplinary approach to leisure has not yet been realised in the programme. The core of the programme lies in the sociological, psychological and anthropological aspects of leisure. The economic aspects are somewhat neglected. Only the first year includes a course on economics. Important economic aspects of leisure, such as the leisure industry, receive little attention in the programme. The committee advises to rethink the role of the several disciplines in the programme.

Structure

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

Based on interviews and the examination of underlying documentation, the assessment committee qualifies this standard as **good**. There is a great diversity of teaching methods, which corresponds to the different forms of assessment. The teaching methods also relate to the academic nature of the courses.

The programme uses the educational framework NHTV based learning. According to the self-evaluation report, this framework stimulates students to partake in ideas and perspectives that might not intrinsically be their own, and requires students to show a marked evolution of their own frame of reference, their insight into their own position in a process and preconceptions. Students are taught to look for innovative solutions that, if necessary, call into question the existing frames and boundaries. Students are also trained to be action-oriented and reflective.

The main didactical concept used is the '4CID' didactical model. According to this model, the programme consists of:

- a) General theory. This is presented primarily in the first year courses, but the second and third year courses also provide an introduction to a particular field of study before exploring the relevance of the field to leisure;
- b) Supporting information (e.g. discipline-specific solution strategies). According to the self-evaluation report, the courses provide an overview of the toolbox inherent to a scientific discipline. The courses also feature a variety of teaching methods, such as lectures, seminars, excursions, and assignments (written or oral tests, presentations, debates, essays, computer based data analysis, etc.);
- c) 'Just in time'-information. Instructions on how to execute particular analysis, or how to perform a specific academic skill are embedded within the courses;
- d) Academic skills. This is part of the Research Methods and Techniques courses as well as the projects, online Research Lab course and the Bachelor's thesis project.

The number of contact hours decreases during the programme. On average, the first year consist of 11,6 contact hours per week. The second year encompasses 11 contact hours per week. The second semester of the third year consists of 6 contact hours (not including individual guidance during the writing of the Bachelor's thesis).

Incoming students

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

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

The programme is directly accessible to students with a vwo diploma (preferably with a proficiency in mathematics/statistics), a degree from a higher professional (hbo) or academic (wo) programme and students who completed the first year professional bachelor (HBO; e.g. NHTV 'IP Tourism and Leisure', or first year 'Vrijetijdsmanagement') or something equivalent for foreign students. Foreign students also need to pass an English language test (IELTS or TOEFL), and students from outside the EU need to obtain a residence permit. In the 2012-2013 academic year, 9 students enrolled in the Bachelor's programme.

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 a Master's programme is also offered at NHTV.

Feasibility

Standard 6: The curriculum is feasible.

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

The programme consists of six semesters of 30 EC each. The first two semesters are each divided into two terms of 15 EC. According to the self-evaluation report, the feasibility of the programme is managed

in several ways. First, consultation between lecturers makes sure that the various teaching methods and test formats are distributed in as balanced a manner as possible across and within the semesters. Second, the feasibility is monitored by using different evaluation instruments, such as student surveys and round table sessions.

The study load of courses is determined by consulting guidelines for the number of pages that can be processed per study hour, the number of hours required to attend lectures and tutorials, the number of hours required to prepare presentations, to do assignments and research, and to write final reports. The programme assumes a full-time working week and 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.

Based on the information provided and the interviews it conducted with students, lecturers and alumni, the committee confirms that the programme is feasible.

Scope and duration

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

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

The programme is a three-year Bachelor's programme with a total study load of 180 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. 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 interviews and the examination of 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 Associated Professors were newly appointed by the academy.

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 about 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 these four roles in the Knowledge Development and Research programme. Lecturers involved with the Bachelor'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. Research skills training 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 states the goals regarding the completion of doctoral degrees by the staff. Currently six staff members are PhD candidates with two of them expected to finish in 2013.

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

The self-evaluation report states that all course coordinators have graduated at the PhD Level or are engaged with a PhD trajectory, except for one coordinator of a Project who is qualified with a Master's degree. The three Associate Professors are actively involved in the programme, one of whom as coordinator of a course. Another Associate Professor keeps a part-time appointment as Professor at Tilburg University. Furthermore, an Associate Professor from the Academy of Tourism and another Associate Professor at Fontys, both PhDs, are also involved in teaching at the program. Guest lecturers are academics at the PhD level or key professionals in the field of Leisure.

The permanent staff members all have didactic credentials. Three recently hired staff members still need to obtain this certificate as part of their personal development plan. Approximately 30% of the staff is non-Dutch (representing in total 9 different 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 lead research groups within the programme, such as the Consumer Behaviour and the Leisure and Health research groups. Since 2011, the programme aims to organize at least one conference or international expert seminar per year. Staff members have a wide range of contacts with (inter)national research and educational partners.

As mentioned before, staff members also remain connected to the professional field through applied research and consultancy.

The site visit revealed that students in general are content with the lecturers. Lecturers teach classes related to their own research projects, and their proficiency in English is sufficient according to the students.

Size of staff

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

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

The programme consists of 27 lecturers with a total amount of 2.16 fte, 55% of which is permanent, 20% of which is hired from Tilburg University and 25% is temporarily. The committee ascertained that there is currently an acceptable staff-to-student ratio of 1:23. 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 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, educational counsellors and the programme director are available. The small number of students makes the programme quite informal and counsellors and lecturers easy accessible for students.

Accommodation and infrastructure

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

Based on interviews and the examination of 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. The results from the National Student Survey (NSE) show that students are in general content with the facilities. The improved score for the library/media department reflects the investments to equip the library in order 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, requiring the programme to keep up with ongoing technological developments.

For all students, NHTV-wide amenities are available, such as a library, a service desk and an International Office. Housing provides various types of classrooms appropriate for different teaching methods used. Students have work places near teachers' offices, which improves the quantity and quality of contact moments between teachers and students. During the site-visit, this was confirmed by the 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 interviews and the examination of underlying documentation, the assessment committee qualifies this standard as **satisfactory**.

The self-evaluation report states that given the small number of ILS students and teachers, students can easily ask teachers questions. Teachers can address students directly. The programme director is available for education related questions.

In the self-evaluation report, reference is made to the previous accreditation. The programme planned on installing a coach for students. Because some coaching elements were better embedded in existing courses, e.g. academic skills training, and because of the approachability of the staff, this has not been implemented.

The programme has educational counsellors available for students. Additionally, the academy offers student counselling regarding personal issues or dyslexia, for example. The student counsellors also provide information on all kinds of legislation, such as grants and regulations concerning the 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).

Information provided by the program is diverse. Study manuals, programmes, student handbooks, and study materials are provided to students digitally via N@tschool. Information about study progress is also provided digitally. The self-evaluation report states that students evaluate the provision of information as inadequate. Especially the clarity of deadlines of assignments and assessments is reviewed as insufficient. Starting academic year 2012-2013, the programme has stated this as a major point for improvement.

Quality assurance

The assessment committee is of the opinion that there is a solid quality assurance system. The quality of the programme is measured on a structural basis in a very complete manner. The programme uses course evaluations, round tables and participates in several national evaluation instruments to gather information about the quality of the programme. Relevant measures of improvement have been and will be taken if necessary. With the exception of the alumni, all stakeholders are actively involved in quality assurance. Both students and representatives of the professional practice find that they are heard and taken seriously by the programme. This is enhanced by the small-scale character of the programme.

Evaluation of the programme

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

Based on interviews and the 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.

Measures for improvement

Standard 14: The outcomes of these evaluations constitute the basis for demonstrable measures for improvement that contribute to the realisation of the targets.

Based on interviews and the examination of underlying documentation, the assessment committee qualifies this standard as **good**. The committee concludes that the programme continuously strives for

improvement. The implemented improvement measures regard different matters and levels.

Based on the evaluation results, the following improvements have been made:

- The courses have been improved, for example, adding new literature, including professional skills training and feedback (such as oral presentations);
- The connection between courses and the leisure domain has been strengthened by implementing an introductory lecture on the field of Leisure in the first week of the year. Moreover, field trips and case studies have been introduced;
- Beginning in academic year 2012-2013, all study manuals will be worked out in the same format;
- The planning of deadlines and other important dates will be included in the manual;
- To improve the involvement of the professional field, the programme has installed an Advisory Board. Assignments from the professional field have been incorporated into courses and projects.

Active involvement of stakeholders

Standard 15: 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 interviews and the examination of underlying documentation, the assessment committee qualifies this standard as **good**.

The various stakeholders are actively involved in the quality assurance of the programme. Lecturers and students are represented in the programme commit-

tee, which meets every term. The Programme Committee uses the evaluation results to advise on improvement points concerning the programme as a whole. The Programme Committee advises the program manager about the quality of education.

The programme has 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 are usually held after every term or semester. Twice a year (with each year group) Round Table sessions are organised to gather more qualitative information from students about the programme.

The educational advisor summarises the results of surveys and Round Tables per course. The course evaluation is then sent to the lecturers and the programme coordinator. Lecturers 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 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 the academic programmes, the academy will conduct its own alumni research, starting 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.

As mentioned earlier, the programme installed an Advisory Board. Starting next year, the programme will gather structural feedback from the professional field by means of a structural evaluation with each commissioner.

Assessment and achieved learning outcomes

The assessment 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 are reviewed afterwards by the assessment committee. The committee recommends introducing peer-review to the preparation of assessments. The programme uses a variety of assessment methods. In most courses, two forms of assessment are used. After reviewing the theses, the committee concludes that graduates of the Bachelor's programme achieve the required level.

Assessment

Standard 16, part 1: The programme has an adequate assessment system in place.

Based on interviews and the examination of 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 programme has developed its own Assessment Policy 2010-2013. 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 the construction and revision of assessments, procedures, and the 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, multiple choice questions, and essay questions, 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, the Board of Examiners is 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 delegated some of its tasks to the Assessment Committee. The Assessment Committee:

- writes the assessment policy and an 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 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) is reviewed 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 is reviewed by an external reviewer.

Reliable

According to the self-evaluation report, assessment serves 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 student's knowledge or skills are present and providing feedback about that (formative assessment).

The Board of Examiners officially appoints 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. During the site visit, it became clear that peer-review of assessments is not yet a structural part of the assessment process. Papers and essays are evaluated by using answer models. The committee recommends introducing peer-review for preparing assessments. This will enhance the quality of the assessments beforehand.

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

Results of written examinations must 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 are checked for plagiarism by using Ephorus.

Transparent

Information about assessment, criteria and dates is part of the study manuals. The study manuals also give insight in the different forms of assessment used in the courses.

Achieved learning outcomes

Standard 16, part 2: The programme demonstrates that the intended learning outcomes are achieved.

Based on interviews and the examination of underlying documentation, the assessment committee qualifies this part of the standard as **satisfactory**. During the site visit, the committee looked at the different assessments. It confirmed that the assessment seems adequate in terms of level and content. In addition, it feels that the assessments are sufficiently varied, well considered and attuned.

The self-evaluation report states that the Bachelor's thesis (12 EC) is the ultimate test of the academic skills in the programme. Students conduct an individual research project from start to finish, and demonstrate insight and mastery of research techniques at the academic bachelor level.

Students must have acquired a minimum of 114 ECTS before they can start the Bachelor's thesis. The assessment criteria of the thesis form a synthesis of all exit qualifications of the programme.

When the Bachelor programme was moved from Tilburg University to NHTV (in academic year 2009-2010), the set-up of the Bachelor's thesis was changed. At Tilburg University, the Bachelor's thesis was considered to be a step towards the Master's programme. At NHTV, without an academic Master's programme, the Bachelor's thesis was considered to be the 'final' product for students. Now with the anticipated move of the Master's programme of Leisure Studies to NHTV, the set-up of the Bachelor's thesis will be changed again.

In the current set-up, students start working on their thesis during the online Research Lab course. Towards the end of the year, students are assigned a supervisor based on their application for a particular theme and topic. The research proposal (developed during the Research Lab Course) must be approved by the scientific board. The scientific board consists of the supervisor and an expert in the field of research methods. Next, students execute their research plan and collect data, process and analyse data, draw conclusions, make recommendations, and, finally, reflect critically on their own research. Students need to finish the thesis within 15 weeks. Students are guided by a supervisor. The thesis is

read and evaluated by the supervisor and a second reader. They both grade the thesis according to an evaluation-matrix.

Starting academic year 2012-2013, the set-up of the Bachelor's thesis will change. The thesis is purely quantitative in nature and a rigorous methodological framework and datasets are provided in advance. Students are supervised in a systematic manner, using a combination of lectures, seminars and weekly individual meetings. The research will be related to the field of consumer behaviour. Students form pairs of two and develop a problem definition during the first two weeks. In two seminars, their progress in understanding the Bachelor's thesis framework and development of their problem definition is supervised. After these initial two weeks, the groups will meet on a weekly basis with the supervisor. During this period, students are provided with lectures to explain the various methodological steps based on their progress. The criteria involved in grading the theses are similar to the present criteria. The thesis and the individual exam both define 50% of the final grade (and both must be graded with 5,5 or higher).

The committee assessed the achieved learning outcomes by inspecting the seven available Bachelor'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 differences in the dissertations.

In one thesis a relevant discussion based on the results and conclusions was lacking. The committee discussed this during the site visit with management and lecturers, and understood the low grade for this thesis.

On a more general level, the committee is of the opinion that the theses could reflect the multidisciplinary character of the programme better. In most theses, a sociological approach to leisure is presented. During the site visit it became clear that this is part of the Tilburg heritage. Originally, the programme was part of the Sociology Department at Tilburg University.

In general, the committee concludes that the overall quality of the theses is satisfactory, and graduates of the Bachelor's programme achieve the required level. The representatives of the field with whom the committee has spoken are satisfied with the final level of the students. They indicated that the graduates understand the complexity of the leisure field and have a critical outlook.

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
Dr S. Hodes	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.

Ir R. Kloosterman	voorzitter	nee
M. Majoor LLB, MA	studentlid	nee

III Secretaris/Coördinator

Drs T. Buising	Gecertificeerd oktober 2010	
----------------	-----------------------------	--

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 werkterreinen. 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 onderwijsvisities, 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 the BSc ILS

Return International Leisure Sciences first year (reference day 1 september 2012)

Cohort	N (% vrouw)	pos BSA* after 1 yr	pos BSA after 2 yr	stopped/failed	passed the first yr
2009-2010	19 (68%)	2	8	9	12
2010-2011	18 (56%)	8	6	4	14
2011-2012	20 (70%)	9		4	16
2012-2013	9 (78%)				

Return International Leisure Sciences second year (reference day 1 september 2012)

Cohort	N (% vrouw)	stopped/failed	passed the second yr
2010-2011	10 (70%)	1	9
2011-2012	14 (50%)	0	14
2012-2013	16 (75%)		

Return International Leisure Sciences third year (reference day 1 september 2012)

Cohort	N (% vrouw)	not graduated yet	passed the third yr
2011-2012	9	2	7
2012-2013	14 (50%)		

*BSA=Binding Study Advise

2. Teacher -student ratio achieved;

3. Average amount of face-to-face instruction per stage of the study programme (a stage can be expressed in, for example, regular years of study, the work placement and the graduation period.

1 term A: 10 contact hours/week

1 term B: 12,4

1 term C: 12

1 term D: 12

2 sem1: 11

2 sem2: 11

3 sem1

3 sem2: 6+individual

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 	-
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

ILS - Year 1

(number of ECTS credits between brackets)

Semester 1		Semester 2	
Term A	Term B	Term C	Term D
-Research Methods and Techniques 1 (6, including practical)		-Research Methods and Techniques 2 (6, including practical)	
-Sociology of leisure (6) -Anthropology of leisure (6)	-Economics of Leisure (6) -Project 1 (6, including practical)	-Psychology of leisure (6) -Marketing of Leisure (6)	-Organization of Leisure (6) -Project 2 (6, including practical)

ILS - Year 2

(number of ECTS credits between brackets)

Semester 3	Semester 4
-Research Methods and Techniques 3 (6, including practical) -Philosophy of Science (6) -Labour, Leisure and Care (6) -Imagineering (6) -Project 3 (6, including practical)	-Research Methods and Techniques 4 (6, including practical) -Strategic Decision-Making (6) -Sustainability, Entrepreneurship and Performance (6) -Innovation and Change (6) -Project 4 (6, including practical)

ILS - Year 3

(number of ECTS credits between brackets)

Semester 5	Semester 6
-External Minor (18) -Research Lab (12; online course)	-Leisure and urban processes (6) -Intercultural management (6) -Philosophy of Leisure (6) -Bachelor thesis (12)

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:

ID_code	oplc	cijfer afs.rap
093549	ILS	6,1
093337	ILS	7,8
092891	ILS	5,7
091407	ILS	6
093301	ILS	7.5
090725	ILS	5,9
092958	ILS	7,5

Attachment 7 Declarations of independence

Declaration of independence and confidentiality

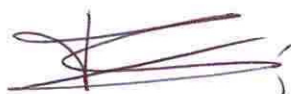
Prior to the assessment

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

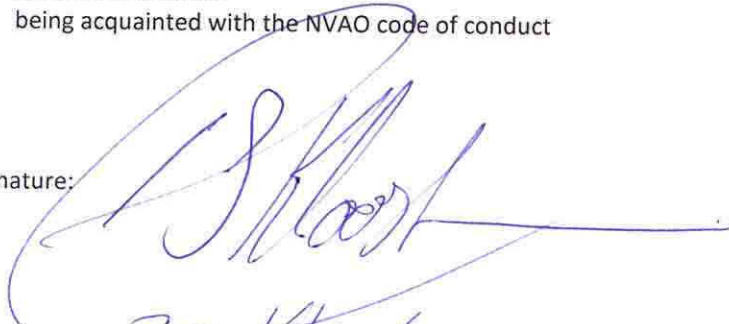
Prior to the assessment

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:

R.S. Kloosterman

Place:

Breda

Date:

12 November 2012

Declaration of independence and confidentiality

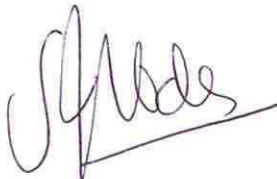
Prior to the assessment

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:

STEPHEN HODES

Place:

BREDA

Date:

19-11-12

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:

Merlin Maxime Majoor

Place:

Breda

Date:

12/11/2012

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:

CHRISTOPHER GRATTON

Place:

BREDA

Date:

12th November 2012

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:

Salvador Anton Clavé

Place:

Breda

Date:

12th November 2012