

wo-master  
Executive Master in  
Cultural Leadership  
Universiteit Maastricht

July 2018

NVAO limited initial accreditation

Panel report

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# 1 Executive summary

On 29 March 2018, the Accreditation Organisation of the Netherlands and Flanders (NVAO) received a request for an initial accreditation procedure regarding a proposed Master in Cultural Leadership at the School of Business and Economics of Maastricht University. NVAO installed an expert panel. The panel members studied the information provided by the institution and discussed the proposed programme with representatives of the institution (Maastricht University *and* London's Royal Academy of Arts), the faculty (School of Business and Economics) and the programme (Master in Cultural Leadership) during a site visit on 21 June 2018.

Maastricht University (UM) and the Royal Academy of Arts in London (RA) decided to pool their strengths. EMCL is a unique programme of UM in collaboration with the RA. The UM director is responsible for the programme and its quality assurance. RA has appointed a dedicated director. Together they will develop and implement the programme.

The proposed inter- and multidisciplinary programme in Cultural Leadership is an executive master's programme aimed at holders of a bachelor's or master's degree in different fields of expertise who aspire to become a leader in the field of creative and cultural industries. Contributing to the growth of these industries across Europe is UM's greater mission with this programme. The main objective is to deliver cultural leaders with in-depth knowledge of economics, management and law, who at the same time pay attention to society and sustainability matters and act accordingly, in a flexible and ethically, socially responsible way.

## *Standard 1 Intended learning Outcomes*

Society calls for a new kind of cultural leader. Introducing a programme to deliver these new leaders is of great importance. The panel has seen an interesting UM-RA-combination of strengths and is as excited about this entrepreneurial opportunity and the programme's future, as all stakeholders obviously are.

A clear translation is being made from Dublin descriptors to generic intended learning outcomes for the School of Business and Economics to specific programme objectives for the Executive Master in Cultural Leadership.

Positioning the programme as an executive master is a good choice, according to the panel. A valuable learning community will be created, consisting of all kinds of students bringing in all kinds of cases from their individual professional experiences.

The combination of 'academic' and 'professional' education is well thought through, according to the panel. The policy is set out quite well, without denying the possible tension between an academic and a professional approach.

Being more transparent about what the programme will be focusing on, is the panel's most important recommendation. According to the panel, the programme focuses on (financial and artistic aspects of) visual arts, including museums, collection management and auctions. This is considered to be a strength that should be emphasised.

## *Standard 2 Teaching-learning environment*

The programme is a 60 EC programme, consisting of eight modules (regarding the fields of arts, culture, business, management, collections management, logistics, law, personal leadership, technology, innovation, research methods, exhibitions and events), a couple of compulsory study trips, a "floating module" Cultural Leadership Development Trajectory woven into all modules of the programme as a leitmotiv, and, at the end of the programme, a thesis or thesis internship project.

According to the panel, the programme is beautifully designed. The collaboration with RA is a true unique selling point and so are the special events, the study trips and the three different teaching locations. Students will be provided with all kinds of opportunities to learn and experience, to put theoretical knowledge to practice and to meet with inspiring artists and influential cultural leaders.

The panel was also impressed by the highly qualified teachers and considers them to be charismatic and inspiring. The teachers also succeeded in presenting themselves as a team, crossing boundaries between the Netherlands and the UK.

The panel was pleased to find out that the future student population was indeed diverse. The programme management assured the panel that a lot of the actual applicants are artists and not only economists or businessmen.

The combination of academic and professional education is a dominant feature of SBE policy. Students turned out to be great ambassadors of this policy: they made it clear that this combination is not only possible but in fact quite fruitful.

Being more transparent about what the programme focuses on, is the panel's most important recommendation. A more explicit choice should probably be made: either hold on to the current content of the programme and change the title or change the programme and hold on to the current title.

#### *Standard 3 Assessment*

Throughout the curriculum students encounter various forms of assessment: assignments written individually or in a group (essays, papers, plans etc.) and assignments in the form of an individual or group presentation (the apprentice style task, a group debate, dragons' den style business pitch etc.). At the end of the programme, students write a thesis.

The panel was impressed by the assessment system. Assessment methods are adequate and the methods are diverse and will most likely be even more diverse in the future, since new forms of digital output (short films, blogs etc.) are being considered. The assessment evaluation forms too are exceptionally elaborate, according to the panel.

The panel's most important recommendation concerns these evaluation forms and the assessment method of the thesis and thesis internship project. The panel feels a criterion for reflection on the usefulness of research methods should be added to the evaluation form. The panel would also like to suggest to use two separate evaluation forms: one for the academic thesis and another one for the internship project. By using two forms instead of one, a distinction can be made between academically oriented why-questions (thesis) and professionally oriented how-questions (internship).

The panel comes to the conclusion that the programme meets all assessments standards. Therefore the panel advises the NVAO to take a positive decision regarding the quality of the proposed programme of the academic Executive Master in Cultural Leadership at Maastricht University.

The Hague, 26 July 2018

On behalf of the assessment panel convened for the initial limited accreditation assessment of the academic Executive Master in Cultural Leadership at Maastricht University,

Prof. dr. A. (Arjo) Klamer  
(chair)

Drs. B.E. (Barbara) Roemers  
(secretary)

## 2 Introduction

### 2.1 The procedure

NVAO received a request from Maastricht University for an initial accreditation procedure including programme documents regarding a proposed Executive Master Cultural Leadership (EMCL from now on). The request (number 006610) was received on 29 March 2018.

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

To assess the EMCL programme, the NVAO convened an international panel of experts (see also Annex 1: Composition of the panel). The panel consisted of:

Chair:

- Prof. dr. Arjo Klamer

Panel members:

- Prof. dr. Jonathan Sapsed
- Dr. Quirijn van den Hoogen
- Naomi Russell, B.Mus (Hons)

Student member:

- Sebastiaan van Leunen, BA

On behalf of the NVAO, drs. Laura Oosterveld was responsible for the process coordination and drs. Barbara Roemers was responsible for the drafting of the experts' report.

This composition reflects the expertise deemed necessary by NVAO. (Annex 1: Composition of the panel). All panel members signed a statement of independence and confidentiality.

The panel has based its assessment on the standards and criteria described in the NVAO Assessment framework for the higher education accreditation system of the Netherlands (Stcrt. 2016, nr 69458).

The following procedure was undertaken. The panel members prepared the assessment by analysing the documents provided by the institution (Annex 3: Documents reviewed). The panel organised a preparatory meeting on 20 June 2018, i.e. the day before the site visit. During this meeting, the panel members shared their first impressions and formulated questions for the site visit.

The site visit took place on 21 June 2018 at Maastricht University (at the School of Business and Economics). During this visit, the panel was able to pose the formulated questions and to discuss key topics with the programme stakeholders. By doing so the panel gathered additional information during the sessions (Annex 2: Schedule of the site visit). Afterwards, the panel discussed the findings and considerations and pronounced its preliminary assessments per theme and standard as well as an overall judgment. At the end of the site visit, the panel's initial findings and considerations were presented to the institution.

Based on the findings, considerations and conclusions the secretary wrote a draft advisory report that was first presented to the panel members. After the panel members had commented on the draft report, the chair endorsed the report. On 26 July 2018 the advisory report was sent to the institution, which was given the opportunity to respond to any factual inaccuracies in the report. The institution replied on 2 August 2018. All suggested corrections were adopted. Subsequently the final report was endorsed by the panel chair. The panel composed its advice fully independently and offered it to the NVAO on 6 August 2018.

## **2.2 Panel report**

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

The third chapter provides a description of the programme including its position within the institution, the Maastricht University and within the higher education system of the Netherlands.

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

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

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

## 3 Description of the programme

### 3.1 General

Country	: The Netherlands
Institution	: Maastricht University
Programme	: Executive Master in Cultural Leadership
Level	: Academic master
Orientation	: part time
Degree	: Master of Arts
Location	: Maastricht
Study Load (EC)	: 60
Field of Study (CROHO)	: Economics

### 3.2 Profile of the institution

Maastricht University (UM) is a public university in the Netherlands, located in Maastricht. The university is relatively young (founded in 1976) and small (about 17.000 students). The nationalities of the students are diverse: half of the student population comes from outside the Netherlands and together these foreign students bring in over a hundred nationalities.

The UM sees itself, according to the website, first and foremost as an open and inclusive academic community, striving for a good mix between Dutch and international students and addressing European and global issues in the educational programmes. Core values are 1) being innovative in education, 2) adopting an inclusive approach, 3) taking social responsibility and 4) being a sustainable institution.

Education at UM is based on the *Problem-Based Learning* (PBL) method that focuses on the learning process of the student (in stead of being centred around the transfer of information from lecturer to student). Small groups of students discuss specific problems in depth and are being led to pose all types of explanatory questions in order to eventually formulate the subject matter to be studied. This PBL approach and group discussions stimulate students to acquire relevant knowledge, insight and skills relatively independently. This emphasis on self-motivation is a core feature of PBL. After individually acquiring the relevant knowledge, it is shared with the group members and discussed.

The university consists of six faculties: 1) Faculty of Health, Medicine and Life Sciences, 2) Faculty of Psychology and Neuroscience, 3) School of Business and Economics, 4) Faculty of Law, 5) Faculty of Arts and Social Sciences and 6) Faculty of Science and Engineering (until January 2018 known as the Faculty of Humanities and Sciences).

The School of Business and Economics (SBE) was founded in 1984. It is currently the biggest faculty within UM in terms of student numbers (over 4000 students). UMIO is the executive branch of SBE (where the Executive Master in Cultural Leadership will be accommodated) and offers MBA programmes, executive masters, management courses, workshops and seminars for individual professionals. (In addition, UMIO also co-creates customised learning and development trajectories that focus on specific business practices and challenges for organisations.)

### 3.3 Profile of the programme

The new multi- and interdisciplinary programme of the Executive Master in Cultural Leadership (EMCL) that UM is about to offer, is a master's programme aimed at holders of a bachelor's or master's degree in different fields of expertise who aspire to become a leader in the field of creative and cultural industries. Contributing to the growth of these industries across Europe is UM's greater mission with this programme.

Understanding and acting upon the relation between arts and business is what this programme is about. According to the documentation provided by UM the creative and cultural industries need a new kind of leaders. The main objective of the programme is to deliver cultural leaders with in-depth knowledge of economics, management and law, who at the same time pay attention to society and sustainability matters and act accordingly, namely in a flexible and in an ethically and socially responsible way.

EMCL is a unique programme of UM in collaboration with the Royal Academy of Arts (RA) in London. No other institution of higher education in the Netherlands offers a programme with a similar profile, nor with this unique collaboration between UM and RA. UM is responsible for the programme, the teaching-learning environment and the quality assurance. Together they will develop and implement the EMCL programme's Education and Examination Regulations (EER).

The 60 EC programme consists of ten modules including eight "regular" models, one module of study trips and one thesis module, all together counting for 52 EC. The "floating module" Cultural Leadership Development Trajectory counts for 8 EC. The modules are scheduled around special events such as the RA 250 year anniversary, the FRIEZE Art Fair, the MACCH Conference, the Venice Biennale and several other events. These events provide students with opportunities to directly apply theory and research methods to practice and to expand their professional network.

Only students holding a bachelor's or master's degree *and* bringing in at least five years of relevant work experience are admitted. This is essential for the programme and the didactic concept behind it; students use and refer to cases from their own professional experience and learn from discussing these cases with fellow students.

Studying this programme takes one year. A schedule of two years is also possible for those who prefer a lower study load per week. The language of instruction is English. Students who complete the programme will be awarded with the academic degree of Master of Arts. To be able to award students with academic degrees the institution needs initial accreditation (see section 2.1).



## 4 Assessment per standard

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

The assessment is based on the standards and criteria described in the NVAO Assessment framework for the higher education accreditation system of the Netherlands (Stcrt. 2016, nr 69458). Fundamental to the assessment is discussion with peers regarding the content and quality of the new programme.

Regarding each of the standards, the assessment panel gives a substantiated judgment being 'meets the standard', 'partially meets the standard' or 'does not meet the standard'. The panel subsequently gives a substantiated final overall conclusion regarding the quality of the programme being 'positive', 'conditionally positive' or 'negative'.

### 4.1 Standard 1: Intended learning outcomes

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

#### *Outline of findings*

The EMCL programme is a master's programme aimed at holders of a bachelor's and/or master's degree in different fields of expertise who aspire to become leaders in the field of creative and cultural industries. Students who complete the programme will be awarded with the academic degree of Master of Arts.

Understanding the relation between arts and business is what this programme is about. The main objective is to deliver cultural leaders with in-depth knowledge of economics, law and management, who at the same time pay attention to society and sustainability matters and act accordingly. According to UM, cultural leaders educated at UM will be flexible and socially and ethically responsible leaders in a complex and fast changing society.

The UM chose to position the programme as an executive master. An executive master is characterised by small groups of students, all with professional experience, a high level of interaction between students, focus on learning in stead of teaching, a flexible programme (combinable with work), diversity of students and cases, development of managerial skills within a specific field, focus on depth (theory) and applicability (practice) through working with cases, assessing through written assignments, oral presentations and papers like reflective learning journals, a highly qualified teaching staff, a didactic concept based on the triangle student-company-school, a (higher than standard) tuition fee being paid (partly) by the employer and, last but not least, collaboration with an international institution.

UM and the Royal Academy of Arts in London decided to pool their strengths. EMCL is a unique programme of UM in collaboration with the RA. UM is responsible for the programme. Both institutions have appointed a programme director to whom the panel spoke during the site visit. Their tasks and responsibilities are described in the EMCL Collaboration Agreement. Together they will develop and implement the programme.

The basis of all SBE programmes is formed by the five Dublin Descriptors (briefly: 1. Knowledge and understanding, 2. Applying, 3. Judging, 4. Communicating and 5. Learning). These have been translated to a set of four master-level intended learning outcomes (ILOs) for all SBE Master's programmes: I Knowledge and insight (DD1 and 2), II Academic attitude (DD2, 3 and 5), III Global Citizenship (DD3) and IV Interpersonal Competences (DD4). These SBE ILOs have been translated to content-specific and contextually relevant ILOs for EMCL, called Programme Objectives (POs). The POs formulated and presented in March 2018 have been revised in June 2018 and have been discussed in detail during the site visit. After the site visit a new version of the POs is presented to the panel in July 2018:

*Table 1: EMCL programme objectives*

SBE ILOs	I Knowledge and insight (DD 1 and 2)	II Academic attitude (DD 2, 3 and 5)	III Global citizenship (DD 3)	IV Interpersonal comp. (DD 4)
	Graduates are able to develop insights, based on academic knowledge in a self-directed manner	Graduates are able to demonstrate an academic attitude	Graduates are able to actively engage in the global community in a globally responsible manner	Graduates are able to demonstrate excellent interpersonal competences in an international professional setting
POs EMCL	<p>1.1 Students are able to appraise academic research in and related to arts, culture and leadership.</p> <p>1.2 Students are able to integrate theory and practice and combine knowledge from different disciplines.</p> <p>1.3 Students are able to solve problems related to business and society using appropriate analytical techniques and methods.</p>	<p>2.1 Students develop responsible, sustainable and ethical behaviour.</p> <p>2.2 Students demonstrate well-grounded academic reasoning and apply critical reflection in evaluating research.</p> <p>2.3 Students can contrast how different situations and conditions require different leadership responses.</p> <p>2.4 Students synthesise cultural leadership across disciplines and perspectives.</p>	<p>3.1 Students judge the different demands of stakeholders across the globe.</p> <p>3.2 Students are able to evaluate effective leadership with respect to global cultures.</p>	<p>4.1 Students have the ability to reflect upon and analyse the decision-making process in cultural and artistic contexts.</p> <p>4.2 Students demonstrate the ability to construct a coherent and substantiated argument (based on appropriate research and analysis) and communicate effectively (in oral, written or digital form) to relevant stakeholders and audiences.</p> <p>4.3 Students learn to operate effectively in multi-cultural teams, demonstrating the ability to work collaboratively towards the development, research, organisation and expression of ideas within an allocated time-frame.</p>

During the site visit the panel spoke to several stakeholders about the relevance of the programme.

The SBE Board explained the programme's relevance by emphasising the value and the impact of the inspiring collaboration with RA, resulting in boundaries being crossed and bridges being built (despite Brexit!). Secondly the SBE Board argues that the interdisciplinary approach will stimulate future cultural leaders to move forward in a more sustainable manner.

The programme management team mentions the value of the special kind of leaders (rather than managers) that the programme delivers: leaders focused on making responsible and ethical decisions and having an impact on society.

One of the consulted potential employers noted that the EMCL programme is broader than the educational programmes of other institutes of art; EMCL has a stronger focus on developing an academic attitude and academic skills. On the other hand, (executive) MBA programmes have a more instrumental and less creative way of approaching issues and dealing with them. The EMCL programme fills exactly that lack between these two types of existing programmes, according to this employer. The need for more creativity is confirmed by the other employers, as is the need for a more agile and lean approach from which for example leaders in museums could benefit when working with business people, politicians and philanthropists. The employers state that bringing the art world, the academic world and the business world together is valuable, because this will lead to inspirational leadership. One of the employers saw the possibility that the programme will also contribute to a stronger position of Maastricht as a cultural city.

The academic character of the programme for professionals (i.e. the possible tension between an academic and a professional focus and approach) and the value of "getting back" to research methods and writing a thesis after a few years of work experience, has also been discussed with the programme's stakeholders.

The SBE board states that this is what UMIO is all about: life long learning. Taking professionals back to an academic environment where they eventually will write a thesis. The EMCL thesis is not meant to be a launching pad for an academic career. It serves as a practical, empirical research project within the student's own field, possibly ending up in a business consultant project for the company he or she works for. In this way students will be led beyond the intellectual exercise to personal development and change of behaviour. This approach is in fact one of the important features of SBE (thesis) policy.

Employers argue that plenty of "regular" courses are available to study in the evening, but actually evaluating problems rigorously and looking for solutions and finding answers, i.e. developing academic skills, is what makes the EMCL programme unique and extra valuable in the field.

The MBA students and MBA alumni confirm the added value of being trained in academic skills and explain how it changed their professional behaviour. They stated being more open- minded now and anxious to look for real evidence instead of "writing towards" a conclusion. They were also enthusiastic about the academic skills training which provides them with a broader perspective (for instance on sustainability) and gets them beyond the buzzword phase. Their final point is that the academic component is more of a challenge for holders of a bachelor's degree than it is for those holding a master's degree and that it is probably not so much a matter of "forgetting about academic skills" during a professional career.

The teachers too, emphasise the added value of the academic signature and explain how training of these skills is organised (see section 4.2).

The meaning of leadership and the similarities and differences between culture, cultural, art(s), visual arts, performing arts were a key topic during the site visit.

The SBE board and the programme management explain what they mean by a cultural leader: a cultural leader is more of a leader than a manager, uses academic reasoning, understands people, acts upon the demands of the future, moves forward in a sustainable manner, acts in an ethical and socially responsible way, crosses boundaries and connects different disciplines (art, law, business, economics, communication etc.). All these features together make the cultural leader capable of operating within and across organisations and capable of transforming organisations in a sustainable way.

When it comes to comparing visual arts and performing arts, the SBE board, the programme management, the employers and the teaching staff all agree upon the notion that these are in fact two different fields, but skills learnt in one field are applicable in another. Themes and questions connected to starting a creative process and making artists blossom go beyond a specific art field. The different sectors contain many shared qualities, according to the stakeholders.

### *Considerations*

The panel acknowledges that society calls for a new kind of cultural leader. Introducing a programme to deliver these new leaders is of great importance. Within this perspective, the panel has seen an interesting UM-RA-combination of strengths. Both UM and RA will benefit greatly from this partnership. The panel is as excited about this entrepreneurial opportunity and the programme's future, as all stakeholders obviously are.

A clear translation is being made from Dublin descriptors to generic SBE intended learning outcomes (ILOs) to specific EMCL ILOs, called programme objectives (POs). According to the panel, the module descriptions in the actual module manuals stored in the digital baseroom reflected a higher level of learning outcomes than the POs in the overview document provided by the institution in advance. The programme management confirmed this discrepancy and responded adequately by agreeing upon revising the POs once again. The programme management provided the panel with the newly revised POs in the third week of July. In short: one of the POs referring to SBE's ILO academic attitude (i.e. the PO stating that students show well-grounded academic reasoning and understand how different situations and conditions require different leadership responses) is now divided into two POs: one concerning academic reasoning and one concerning professional leadership responses. Secondly, verbs like apply, understand, discuss etc. have been replaced by verbs like reflect, synthesise, integrate, develop, etc. By doing so the POs were upgraded to the intended master-level and aligned with the module manuals already reflecting this master-level.

Contentwise the POs are well thought through according to the panel. They reflect core requirements for cultural leadership combining knowledge, insight and critical thinking, intellectual rigour, and extensive practical experience. Of particular note is the clear acknowledgement of the pan-European and global environment in which museums and art institutions exist, often ever-changing and ambiguous, and the need for development of agile skills and appreciation of complexity to lead effectively. The inclusion of SMART learning goals provides a good framework for students to develop personal rigour in setting goals and assessing progress.

Positioning the programme as an executive master is a good choice, according to the panel. A valuable learning community will be created, consisting of all kinds of students bringing in all kinds of cases from their individual professional experiences. This will contribute to a strong connection between theory and practice, useful for future leaders in its broadest sense.

The combination of 'academic' and 'professional' initially raised some panel members' eyebrows, but the explanations provided by the stakeholders during the site visit proved to be convincing enough to make the panel change its mind; the SBE board set out the policy quite well, without denying the possible tension between academic and professional. And the added value of academic skills for a professional was especially well explained by the MBA students and alumni, according to the panel.

Although the panel is enthusiastic about this new UM-RA-programme, the panel would like to make some recommendations, focused on reinforcing.

The panel members are not necessarily in favour of the idea that problems within the field of visual arts (painting, sculpture, architecture etc.) require the exact same skills as problems within the field of performing arts (theatre, dance, opera, etc.). Instead of emphasising the (arguably few) similarities and common grounds of the different fields, the panel advises to consider the actual focus on visual arts as a strength and emphasise that. There is not necessarily a need to broaden the scope, according to the panel. The risk of broadening the scope to the detriment of the intensity and coherence of the programme should probably not be taken. But there *is* a need for being transparent about what the programme will be focusing on, to attract the right students. Although the focus on visual arts and art trade will not come as a surprise to students, since the collaboration with RA is prominent, a different programme title could perhaps be considered to underline the scope of this distinct profile. One of the panel members suggested 'Art Leadership' or 'Leadership in Art Curation'. Subsequently the panel thinks the programme could be clearer about what is meant by leadership within this programme (see also section 4.2).

The panel's last advice concerns involvement of stakeholders: employers and members of the board of examiners were not consulted in the process of drafting the programme. Critical friends in the persons of employers and examiners can be valuable when drafting a new programme. The panel advises the programme management to intensify contact with these stakeholders and to consult the employers and members of the board of examiners during evaluation sessions to come.

A perhaps less prominent question that remains to be answered is why, besides the two UM and RA programme directors, a third programme director from the MACCH is not appointed.

The panel emphasises that these recommendations are aimed at reinforcement of the programme's position in the field and do not detract from the panels' positive opinion on the initiated programme.

### *Conclusion*

The programme meets standard 1.

## 4.2 Standard 2: Teaching-learning environment

*The curriculum, the teaching-learning environment and the quality of the teaching staff enable the incoming students to achieve the intended learning outcomes.*

### *Outline of findings*

The EMCL programme is a 60 EC programme, consisting of 8 modules, a couple of compulsory study trips (two at least), a “floating module” Cultural Leadership Development Trajectory (CLDT) which is woven into all modules of the programme and, at the end of the programme, a thesis or thesis internship project (TIP). To decide for a thesis or a TIP is up to students, in line with SBE and UMIO policy.

The modules covering critical perspectives in art and culture (module 1), art business and management (module 2), art and law (module 4) and research methods (module 7) form the programme’s basis. The sequence of the modules is aligned with special art events in Maastricht, Brussels and London in order to facilitate and stimulate international experiences and immediate integration of theory and practice.

As stated in the former chapter, UM and RA are both responsible for 50% of the teaching-learning environment.

*Table 2: EMCL curriculum overview*

Mod. Nr.	Mth	Module Name	EC	Location	UM/RA	Cultural Leadership Development Trajectory	Special Event
1a	10	Programme Introduction	0	London	RA (2018) UM (2019)	Introduction to CLDT	RA 250 year anniversary event
1b	10	<b>Critical Perspectives in Art and Culture</b>	5	London	RA (2018) UM (2019)	Leading institutional cultural change and the evolution of the museums and exhibition spaces	FRIEZE Art Fair
2	11	<b>Art Business and Management</b>	5	Maastricht	UM	Cultural business leadership, and creation of value project	Chateau St Gerlach & Maastricht Euregio
3	12	Collecting, collections management and logistics	4	London	RA	Creating sustainable collections: private and public	December Auction Sales: Sotheby's, Christies and Philips
4	01	<b>Art and Law</b>	5	Brussels	UM	Managing legal frameworks for protecting cultural heritage	BRAFA Art Fair
5	03	Personal Leadership	2	Maastricht	UM	Skills training: personal leadership and negotiation	TEFAF Art Fair

6	04	Technology and Innovation	4	London	RA	Leading technological change and its applications	Cambridge Technology Company visit
7	05	<b>Research methods</b>	5	Maastricht	UM	Leadership by communicating with data	MACCH Conference
8	06	Exhibitions and Events	4	London	RA	Learning from great exhibitions and key curators	RA of Arts Summer Exhibition
9	06 + 07	Study trips	2		RA (50%) UM (50%)	Skills for applied cultural management	Venice Biennale and Art Basel
10	07 + 08	Thesis or Thesis Internship Project	16		RA (50%) UM (50%)	Research integrity	
			52			8	

The programme's didactic concept is based on UM's distinctive pedagogical approach, namely 'problem-based learning' (PBL) in which learning is the result of an engaged interaction between academic staff and students, fuelled by their experiences and knowledge, with the objective of developing understanding and insights. The EMCL teaching methods focus on context-based learning and real-world experiences. The RA is a prominent and constant supplier of these practical experiences and real-life case studies. During the site visit teachers explain how PBL will be implemented. One of the teachers refers to the flight simulator he uses and summarises what happens during a typical flight simulator session, from crash and emotions to the analysis of what happened. (Students have to point out who the leader was, analyse what they had been saying about each other, whether and how they were building a trust relationship, what the influence of their body language was etc.) Another teacher sets out how reflection is being taught. He explains how students initially are satisfied with their learning outcomes, but change their opinion about this as soon as they are confronted with the learning outcomes of fellow students. This is the starting point of the reflection phase. The next phase is about taking the individual and personal experiences and reflections to a more generic extent and, by doing so, to an academic level.

The EMCL teaching staff consists of teachers from both UM and RA. About 50% of them is professor, 40% has a PhD and 10% holds a master's degree. The panel saw the CVs of all (envisioned) teachers. Most of them have multidisciplinary expertise (i.e. expertise in art and/or culture combined with expertise in economics, management, law, communications and leadership). University Teacher Qualification (UTQ) which includes the PBL approach is compulsory for the teaching staff. Besides that SBE also provides training that addresses working in international multicultural groups.

Digital content, skills and output were extensively debated during the site visit. The programme management pointed out "digital subjects" are not limited to the module Technology and Innovation (with a focus on recent trends and developments and on associated opportunities and risks) but are also covered in the Cultural Leadership Development Trajectory (including video and blog assessment) and in the module Personal Leadership (with much emphasis on media).

Admission to EMCL is granted by the Admission Board if the applying student holds an academic bachelor's or master's degree *and* has at least five years of relevant work experience *and* has a visible interest in arts and culture demonstrated in the cover letter *and* demonstrates proficiency in English (IELTS level 6,5 or above) *and* has two reference letters (at least one from a current or previous employer). Students pay a tuition fee of €39.000 / £34.000. Employers paying (part of) the fee is hoped for. The institution is currently exploring opportunities to get scholarships.

The programme is both academically and professionally oriented. Module 7 contains a broad overview of different research methods. Together with a supervisor the student decides which of the research methods is the most appropriate for his or her research project. The research project is either a "regular" academic thesis or a thesis internship project (TIP) which can be implemented at the student's own or an external organisation and could serve as a business consultant project.

### *Considerations*

According to the panel, the programme is beautifully designed and attractive. The collaboration with RA is a true unique selling point and so are the special events, the study trips and the three different teaching locations. Students will be provided with all kinds of opportunities to learn and experience, to put theoretical knowledge to practice and to meet with inspiring artists and influential cultural leaders.

Speaking to the teachers was inspiring. According to the panel, the examples given by the teachers were vivid and appealing and demonstrated 'activating education' with a high level of interaction between students and fellow students and between students and teachers. The panel was impressed by the highly qualified teachers and considers them to be charismatic and inspiring. The teachers also succeeded in presenting themselves as a team (all well aware of the instructions in the UM handbook for teachers), which is not self-evident, given the fact that some of them are based in the UK and others in the Netherlands.

Digital communication turned out to be addressed sufficiently in the programme and teachers are well aware of the importance of the subject. Whether blurring the boundaries between real and digital experiences is or isn't something to endeavour, has also been discussed. The panel was happy to hear that the importance of supporting both real and digital experiences was being stressed. Teachers are convinced that different audiences seek for and are being served by different experiences. Therefore it is not so much a matter of replacing the real experience (and by doing so, cannibalising it), but more a matter of lowering the boundaries to access and to extend the reach. The panel agrees and emphasises that dealing with the challenges of the rapidly developing digital environment should be prioritised in the programme. More attention for practices that involve the audience or the visitors should be part of that.

The panel was pleased to find out that students applying for the EMCL programme indeed do have different backgrounds. Some panel members feared most of the applying students would have a background in economics or business, but the programme management assured the panel that a lot of the actual applicants are artists. Artists who seem to aspire to make their (family) business grow or even take it to an international level.



Since the success of the programme and the achieved learning outcomes will very much be depending on the diversity of incoming students who bring in a variety of expertise and cases, the panel hopes that not only for the academic year 2018/2019 but also in the future, the student population will indeed be very diverse.

In this perspective, the tuition fee could be an obstacle. But the employers the panel spoke to were optimistic and the majority of them declared that they would be willing to pay (part of) the tuition fee for an employee. Besides that, the panel was pleased to hear UM is putting a lot of effort into networking for scholarships.

As stated before (section 4.1), the panel was not immediately convinced of the format of a combination of academic and professional education. But SBE MBA students and alumni gave the panel interesting reflections on their academic output and argued convincingly that the training in professional leadership qualities had been quite effective and useful as well. They would not have wanted to miss out on either academic or professional training (see also section 4.1 ).

Although the panel thinks the teaching-learning environment of this new UM-RA-programme is attractive and activating, the panel would like to make some recommendations, focused on reinforcing.

As stated before (section 4.1), the programme is focused on visual arts and mostly on art trade, art markets, i.e. the commercial part of the visual arts field. There is not necessarily a need to broaden the scope and include other art forms (such as opera, ballet, theatre etc.) or enhanced attention to publicly funded institutions, according to the panel. But the panel feels that probably a more explicit choice should be made: either hold on to the current content of the programme and change the title or change the programme and hold on to the current title.

As stated before (section 4.1), the panel thinks the programme could be clearer about what is meant by leadership within this programme. There is a vast body of leadership theory which the programme could connect to, covering more than the skills of negotiating, persuading and building a trust relationship which the current programme seems to focus on.

Thirdly the panel thinks more attention should be paid to the hybrid character of art organisations. Disputes and even clashes between businessmen and artists are common. Preparing students for this tension area should perhaps not be restricted to the global perspective section in module 2.

The panel emphasises these recommendations are aimed at reinforcement of the (profile of) programme and do not detract from the panels' positive opinion on it.

### *Conclusion*

The programme meets standard 2.

### 4.3 Standard 3: Assessment

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

#### *Outline of findings*

SBE assessment policy, which applies to all SBE programmes, is based on four principles: 1) striving for constructive alignment between POs, teaching activities and assessment tasks, 2) embedding assessment of learning, assessment for learning and assessment as learning approach in the programme, 3) fostering student engagement and 4) continuous development of assessment.

The panel has seen the EMCL assessment evaluation forms which are based on SBE standardised criteria.

Throughout the curriculum students encounter various forms of assessment: assignments written individually or in a group (such as essays, reports, individual reflective papers, strategic plans, critical analyses and a thesis) and assignments in the form of an individual or group presentation (such as the apprentice style task, a group debate, dragons' den style business pitch etc.).

*Table 3: EMCL assessment methods*

Mod. Nr.	Module Name	Individual	Group
1	Critical Perspectives in Art and Culture	Reflective paper	
2	Art Business and Management	Report of an organisation	Presentation
3	Collecting, collections management and logistics	Essay + strategic plan	Apprentice style task
4	Art and Law	Assignment on private law Assignment on property law Academic assignment including footnotes, a bibliography and reference to literature	Written case analysis + oral presentation
5	Personal Leadership	Reflective paper about a leadership challenge	Presentation
6	Technology and Innovation	Reflection	Project + group debate
7	Research methods	Critical analysis of dealers and opaque markets and a thesis proposal	
8	Exhibitions and Events	Reflective paper about developing and applying an effective communication and marketing strategy	Dragons' den: business pitch of an innovative event
9	Study trips	Reflective learning journal	Case-based presentation
10	Thesis or Thesis Internship Project	Thesis + thesis presentation	

Group assignments are related to events (exhibitions, auctions etc.) Students reflect on actual event preparation issues and are asked to find solutions. Their considerations are then mirrored against the actual course of action and students then write an individual paper. In this paper the student has to blend his professional reality with the theories and concepts covered during the education sessions. This approach reinforces the bridge between academic and professional practice the programme attempts to build.

In delivering their master's thesis students must choose between a regular thesis and a thesis internship project (TIP). The UM thesis coordinator is the assessor (i.e. does the grading), the academic supervisor acts as a corrector of the regular thesis (i.e. provides feedback, both in words and in scores) and the external internship supervisor plays a supportive role and advises the student throughout the internship. The academic supervisor is involved in scoring and grading (as is the academic second reader), the external internship supervisor is not.

In each module manual the assessment method and weighing of the assessed skills are described and linked to one or more programme objectives. The assessment of the module on art business and management (module 2) for instance is linked to PO 1.2 (*students are able to integrate theory and practice and combine knowledge from different disciplines*) and divided into two assessments, being an individual report (70%) and a group presentation (30%). The criteria for the individual report are: 1) relevance of the literature (30%), quality of the structure (30%), quality of the writing (30%) and the quality of the overall presentation (10%). Criteria for the group presentation are: motivation of investigation method, identification of strengths and weaknesses, reference to literature, theory combined with practice and a coherent and substantiated presentation.

A board of examiners is installed. The board will be consulted annually in the evaluation process of the Education and Examination Regulations (EER). Achieved learning outcomes (including the quality of the theses and the TIPs) will be evaluated every three years.

### *Considerations*

The panel was impressed by the assessment system. The SBE system is well thought through and obviously a product of years of evaluation and adaptation for improvement, from which EMCL will benefit.

The (SBE standardised) assessment evaluation forms too are exceptionally elaborate, according to the panel. The forms hold all the information students need to prepare themselves adequately and teachers assured the panel they were willing to work with these forms, although this will be time-consuming.

Assessment methods are adequate to assess the POs. The methods are diverse and will most likely be even more diverse in the future, since the programme management is considering new forms such as short films, blogs, social media campaigns and other options for digital output. The panel is very much in favour of this broadening.

The site visit revealed that the SBE board, the programme management, teachers, examiners, students and employers all support the dual academic-professional approach, also when it comes to writing a thesis. Nevertheless, the panel would like to recommend some adaptations of the assessment method of the thesis/TIP. Most importantly a criterion

for reflection on the usefulness of research methods (which goes beyond explaining the chosen methods) should be added to the evaluation form.

The panel would also like to suggest to use two separate evaluation forms: one for the academic thesis and another one for the internship project in which the external supervisor could then have a role in scoring and grading. By using two forms instead of one, a distinction can be made between academically oriented why-questions (thesis) and professionally oriented how-questions (internship).

Another suggestion the panel would like to make, concerns the rigorousness of the evaluation forms. A more holistic approach could save time and would not necessarily be rejected by students, since SBE students seem to be more interested in finding out what they could have done better than in the grade they are rewarded with.

Lastly the panel advises the board of examiners to strengthen their position and for example incorporate the question “does the programme meet the academic criteria” in their daily work, instead of just linking it to the annual and three annual PDCA-cycle evaluation.

The panel emphasises these recommendations and considerations are aimed at reinforcement of the assessment system and do by no means detract from the panels’ positive opinion on it. According to the panel, the assessment system is valid, reliable and transparent.

#### *Conclusion*

The programme meets standard 3.

#### **4.4 Qualification and field of study (CROHO)**

The panel advises to award the degree ‘Master of Arts’ to the academic Executive Master in Cultural Leadership. The EMCL programme will, depending on UM’s preference, most likely be incorporated in the CROHO field Economics.

#### **4.5 Conclusion**

According to the panel, the Executive Master in Cultural Leadership is an interesting programme with great potential of creating a new generation of cultural leaders who are both academically and professionally well equipped. Among the most prominent strengths of the programme are collaboration with the Royal Academy of Arts, the attractive and activating programme providing good opportunities to apply theory to practice and to build a broad professional network, the European approach (Maastricht, London, Brussels, Venice, Basel etc.), the interdisciplinary character (arts, communications, business, economics, law etc.) and, last but not least, the involvement of inspiring and highly qualified teachers.

The panel is undecided about the programme’s title reflecting the programme’s content. But the panel expects the programme management to make wise and responsible choices when it comes to providing future students with accurate information on the programme.

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

## 5 Overview of the assessments

Standard	Assessment
<p><b>Intended Learning outcomes</b>  <i>Standard 1 : The intended learning outcomes tie in with the level and orientation of the programme; they are geared to the expectations of the professional field, the discipline, and international requirements</i></p>	Meets the standard.
<p><b>Teaching-learning environment</b>  <i>Standard 2 : The curriculum, the teaching-learning environment and the quality of the teaching staff enable the incoming students to achieve the intended learning outcomes.</i></p>	Meets the standard.
<p><b>Assesment</b>  <i>Standard 3: The programme has an adequate system of student assessment in place.</i></p>	Meets the standard.
<p><b>Conclusion</b></p>	Positive

## Annex 1: Composition of the panel

The following list contains the names and a brief description of the panel members.

Naam panel member	Brief description panel member
Prof. dr. Arjo Klamer	<b>Arjo Klamer</b> is professor of the Economics of Art and Culture at <i>Erasmus University</i> in Rotterdam, The Netherlands. He holds the world's only chair in the field of cultural economics.
Prof. dr. Jonathan Sapsed	<b>Jonathan Sapsed</b> is professor of Innovation and Entrepreneurship at <i>Newcastle University Business School</i> where he researches and lectures on innovation management and policy.
Dr. Quirijn van den Hoogen	<b>Quirijn van den Hoogen</b> is university lecturer and member of the board of examiners of Sociology of Art and Arts policy at the <i>University of Groningen</i> . He has also been a member of the assessment evaluation committee of this university's Faculty of Humanities.
Naomi Russell	<b>Naomi Russell</b> is an expert in arts and culture with 20 years experience working internationally both in-house, on an interim basis and as consultant/advisor. Currently she works as interim Adjunct Director at Opera Ballet Vlaanderen. She also teaches courses at Zuyd Hogeschool in Maastricht and at Erasmus University in Rotterdam.
Sebastiaan van Leunen, BA	<b>Sebastiaan van Leunen</b> is a third-year student International and European Law at the University of Groningen and holds a bachelor's degree in history.

All members have signed a declaration of independence and confidentiality.

On behalf of the NVAO, drs. Laura Oosterveld was responsible for the process coordination and drs. Barbara Roemers was responsible for the drafting of the experts' report.

## Annex 2: Schedule of the site visit

The panel members, the process coordinator and the secretary met on 20 June 2018 to prepare the site visit.

Time (20 June)	Meeting
15:30-18:30	<b>Preparatory Peer Review Team Meeting</b> ( <i>confidential</i> )
	Prof. dr. Arjo Klamer, chair
	Prof. dr. Jonathan Sapsed, panel member
	Dr. Quirijn van den Hoogen, panel member
	Naomi Russell, B.Mus (Hons), panel member
	Sebastiaan van Leunen, BA, student member
	Drs. Laura Oosterveld, process coordinator
	Drs. Barbara Roemers, secretary

The panel visited Maastricht University on 21 June 2018 as part of the external assessment procedure regarding the Executive Master in Cultural Leadership.

Time (21 June)	Meeting
08:45 - 09:00	<b>Welcome</b>
09:00 - 09:30	<b>School of Business and Economics Board</b>
	Prof. Peter Møllgaard, Dean
	Prof. Marielle Heijltjes, Director UMIO
	Edward Peters, RC, Managing Director SBE
09:30 - 09:40	<b>Break</b>
09:40 - 10:30	<b>Programme Management</b>
	Prof. Rachel Pownall, Academic Director EMCL
	Dr. Anna Dempster, Head of Academic Programmes, RA
	Prof. Alexander Brügggen, Director Executive Master's programmes
10:30 - 10:45	<b>Break</b>
10:45 - 11:30	<b>Employers</b>
	Dr. Tim Hunter, Falcon Fine Art
	Sanne ten Brink, BA, Head Curator, ING
	Drs. Marco van Vulpen, Partner at BMC
	Drs. Paul Lambrechts, Maastricht Municipality
11:30 - 12:15	<b>Teaching staff</b>
	Prof. Hildegard Schneider
	Prof. Piet Eichholtz
	Prof. Wim Gijsselaers
	Prof. Wilko Letterie
	Dr. Joop de Jong
	Dr. Boris Blumberg
	Dr. Tzo Zen Ang
12:15 - 13:15	<b>Lunch &amp; Peer review deliberation</b> ( <i>confidential</i> )

13:15 - 13:45	<b>Board of Examiners &amp; Assessment Committee</b>
	Dr. Erik de Regt, Chair Board of Examiners
	Dirk Tempelaar, Chair Assessment Committee
	Matthijs Krooi, Coordinator of Assurance of Learning
13:45 - 14:30	<b>Students and alumni</b>
	Bence Balogh, MBA Student UMIO, T-Systems Nederland
	Joep Braken, MBA Student UMIO, Fortimedix Surgical
	Daniel Kroonen, MBA Alumnus UMIO, Sogeti
	Ingmar Mingels, MBA Alumnus UMIO, Self-employed
	Jesper Thijsen, MBA Alumnus UMIO, JVT Consultancy
14:30 - 15:00	<b>Second Meeting with Programme Management</b>
	Sir Prof Charles Saumarez-Smith, CEO RA
	Prof. Marielle Heijltjes, Director UMIO
	Prof. Rachel Pownall, Academic Director EMCL
	Dr. Anna Dempster, Head of Academic Programmes, RA
15:00 - 16:00	<b>Peer Review Team Meeting</b> ( <i>confidential</i> )
16:00 - 16:30	<b>Exit meeting: presentation of initial findings</b>
	Prof. Peter Møllgaard, Dean
	Prof. Marielle Heijltjes, Director UMIO
	Prof. Alexander Brügggen, Director Executive Masters' programmes
	Prof. Rachel Pownall, Academic Director EMCL
	Dr. Boris Blumberg
	Sir Prof Charles Saumarez-Smith, CEO RA
	Dr. Anna Dempster, Head of Academic Programmes, RA



## Annex 3: Documents reviewed

The following list contains the documents presented by the institution.

Information file
Executive Master in Cultural Leadership - NVAO Initial accreditation 2018
Appendices to the information file
The curriculum - content, credits and hours
Detailed module descriptions
Documents presented in the digital base room
EMCL Curriculum Map
Improvement to EMCL Programme Objectives
EMCL Collaboration Agreement (Draft)
SBE Quality Assurance Handbook
Assurance of Learning
SBE Complaints Regulations
Information on PBL
Student Services
Employability
Handbook for Teaching Staff
University Teacher Qualification
The Advanced Teacher Training
CVs EMCL Teaching Staff
SBE Assessment Policy
Programme Assessment - complete overview
Assessment Samples
EMCL Thesis Code of Practice
EMCL Thesis Score Form
EMCL Thesis Supervision Card
EMCL Education and Examination Regulations
Module manuals of all modules (including study trips, thesis and CLDT)

## Annex 4: List of abbreviations

The following list contains abbreviations used in this report.

Abbreviation	Explanation
BA, Ba	Bachelor
BRAFA	Brussels Art Fair
CLDT	Cultural Leadership Development Trajectory
CTC	Cambridge Technology Company
DD	Dublin Descriptor(s)
EC	European Credit(s) referring to study load (1 EC = 28 hours)
ECTS	European Credit Transfer System
EER	Education and Examination Regulations ( <i>Onderwijs- en Examenregeling</i> )
EMBA	Executive Master of Business Administration (SBE programme)
EMCL	Executive Master in Cultural Leadership
FIAC	Foire Internationale d'Art Contemporain in Paris
Frieze	International contemporary art fair in London, staged by the publishers of Frieze Magazine
IELTS	International English Language Testing System
ILO	Intended learning outcome(s)
MA, Ma	Master
MACCH	Maastricht Centre for Arts and Culture, Conservation and Heritage
NVAO	<i>Nederlands-Vlaamse Accreditatieorganisatie</i> (= Accreditation Organisation of the Netherlands and Flanders)
PBL	Problem-Based Learning
PO	Programme Objective(s)
RA	Royal Academy of Arts in London
SBE	School of Business and Economics (part of Maastricht University)
TEFAF	The European Fine Art Fair in Maastricht
TIP	Thesis Internship Project
UM	<i>Universiteit Maastricht</i> (= Maastricht University)
UMIO	UMIO is the executive branch of Maastricht University. Two explanations are being used for IO in UMIO: <ol style="list-style-type: none"> <li>1. Individual professionals and Organisations</li> <li>2. Industrial Organisation</li> <li>3. Inside Outside</li> </ol>
UTQ	University Teacher Qualification ( <i>Basiskwalificatie Onderwijs</i> )
Wo	<i>Wetenschappelijk onderwijs</i> (= academic education)

The panel report was ordered by NVAO for the initial accreditation of the programme Executive Master in Cultural Leadership of Maastricht University.

Accreditation Organisation of the Netherlands and Flanders (NVAO)  
Parkstraat 28  
PO Box 85498 | 2508 CD DEN HAAG  
T 31 70 312 23 00  
E [info@nvaio.net](mailto:info@nvaio.net)  
W [www.nvaio.net](http://www.nvaio.net)

Aanvraagnummer 006610