

## Besluit

**Besluit strekkende tot het verlenen van accreditatie aan de opleiding hbo-master Tourism Destination Management van de NHTV Internationale Hogeschool Breda alsmede tot toekenning van het bijzonder kenmerk Internationalisering**

### Gegevens

datum	Naam instelling	: NHTV Internationale Hogeschool Breda
27 september 2012	Naam opleiding	: hbo-master Tourism Destination Management (68 ECTS) (postinitieel)
onderwerp	Datum aanvraag	: 20 januari 2012
Besluit	Variant opleiding	: voltijd
accreditatie hbo-master	Locatie opleiding	: Breda
Tourism Destination	Datum goedkeuren	
Management van de	panel	: 1 november 2011
NHTV Internationale	Datum locatiebezoeken	: 7 en 8 november 2011
Hogeschool Breda	Datum visitatierapport	: december 2011
(000207)		
uw kenmerk		
-		
ons kenmerk	<b>Beoordelingskader</b>	
NVAO/20122502/AH	Beoordelingskader voor de uitgebreide opleidingsbeoordeling van de NVAO (Stcrt. 2010, nr 21523 en Stcrt. 2011, nr 21131)	
bijlagen	4	Kader voor het bijzonder kenmerk Internationalisering van 14 november 2011.

### Bevindingen

De NVAO stelt vast dat in het visitatierapport merendeels deugdelijk en kenbaar is gemotiveerd op welke gronden het panel de kwaliteit van de opleiding voldoende heeft bevonden en heeft geadviseerd tot toekenning van het bijzonder kenmerk Internationalisering. Omdat het paneloordeel op standaarden 3, 15 en 16 'voldoende' luidt dient het totaaloordeel over de opleiding eveneens 'voldoende te zijn. Het panel geeft echter in afwijking van de bestaande beslisregels een totaaloordeel 'goed'.

### Advies van het visitatiepanel

Samenvatting bevindingen en overwegingen panel.

On November 7th and 8th 2011 an assessment committee of AeQui has performed an assessment of the Master programme Tourism Destination Management (TDM). The overall judgement of the committee regarding the quality of the programme is good.

Tourism Destination Management is a 1-year Master programme (68 EC). The goal of the programme is to offer professional candidates a deeper theoretical insight in issues of design, development of tourism destination areas.

It enables future professionals to develop analytical, pro-active and problem-solving attitudes and skills towards these issues. Next to this, students develop knowledge and

Pagina 2 van 10 skills required to design and implement professional advice, as well as academic research in an international and cross-cultural setting. Further, expertise to innovate, participate and lead processes of collaboration, negotiation and change in tourism destination management, are built and strengthened through this programme.

#### *Intended learning outcomes*

The intended learning outcomes are defined in a competency profile which was developed by NHTV as TDM is a unique programme in the Netherlands and the rest of the world. A total number of 40 final qualifications was defined after consulting the professional field, divided over three categories. The definition of these qualifications is quite specific and contains both hard and soft skills. There is a clear relation with the Dublin descriptors, as defined for the (professional) Master level.

#### *Curriculum*

The programme is unique because of the excellent integration between theory and practice. The fact that students can apply the theory of phase 1 during a three-month fieldwork project in the second phase is a strong learning experience. This opportunity is one of the main reasons for students to apply to this programme. The added value of the international classroom concept is high. Due to intensive coaching and highly motivated students the dropout rate is very low. Not all students that apply to the programme have a tourism background in terms of a bachelor degree or working experience. Yet, they do not experience big problems entering the course.

#### *Staff*

The team of lecturers is enthusiastic. Their aim is to coach and guide the students in a personal way. The student-lecturer ratio is in balance to reach that goal. The staff policy of NHTV has a strong focus on the professional and academic development of the lecturers. The policy is executed well. It will lead to an increasing number of master degrees and PhDs among the lecturers. The quality of the lecturers is excellent. The staff has strong relations to the (international) professional domain, also due to the variety of (international) backgrounds of the lecturers. They show a strong dedication to the programme and the students.

#### *Facilities*

The general services and facilities are satisfactory. The accommodation for foreign students as well as the use of up to date software are issues that can be improved. Due to the dedication of the staff, the tutoring is good. Because of the tutoring, with a lot of personal attention for each of the students, the dropout rate is low.

#### *Quality assurance*

The quality care system of NHTV is thorough. Evaluations take place structurally. The evaluations lead to implementation of improvement measures. All stakeholders are involved in the evaluation system. Formally an Advisory Board with representatives from the professional field is in place.

#### *Assessment and learning outcomes achieved*

The programme has a proper assessment system in place. The balance between group assessment and individual assessment has changed in favour of individual assessment over the recent years. With regard to transparency there is room for improvement. Although the assessors use an evaluation form when grading the theses, the written feedback is not

Pagina 3 van 10 available for students. The theses represent a Masters level. Grading is realistic and the research skills clearly transcend bachelor level. The subjects of the theses are relevant and represent current issues.

### ***Recommendations***

The Master programme Tourism Destination Management is a special experience in itself. Due to the quality of the programme, the way it has been structured and the quality and ambition of the faculty a world class Master programme is presented. The programme continuously is subject to evaluation, re-evaluation and further improvement.

In view of that recommendations can be provided in a number of areas for further improvement. These subjects are covered in the following report but can be summarised here as follows:

1. Rethink and re-establish the Advisory Board, in a way that the individual members have a more complete overview over the programme;
2. Simplify the final qualifications as set out in the professional profile and make sure all stakeholders (students, teachers, coaches, guest lecturers) have a proper understanding of the qualifications students are supposed to realise at the end of the programme;
3. Improve the assessment and grading procedure, by re-evaluation of the position and working of the Exam Board, increasing the level of transparency of grading procedures and provision of proper feedback on marks in writing the balance between group and individual rating;
4. Increase the level of servicing the students in the area of finding proper accommodation during the period they have to stay in Breda and facilitate them more in the job search activities at the end of the programme by organizing e.g. campus recruitment activities;
5. Raise the international profile even more by stimulation of truly international research projects and the recruitment of more highly qualified international staff.

### ***Distinctive quality feature internationalisation***

Based on the interviews and examination of the underlying documentation, the assessment committee qualifies the distinctive quality feature 'internationalisation' as good. Taking into consideration the international orientation of the field 'internationalization' in general, can hardly be unique in a tourism oriented programme. None the less, this programme is very special and distinctive, particularly because of the three-month field project which takes places at three destinations in the Asian Pacific region. No other master programme around the world offers this. The combination of the international classroom and the field project offer the students a strong learning experience. In order to have full benefit from the international classroom concept the admission policy is strict.

The distinctiveness also shows through the international background of staff and guest lecturers. The accommodation for foreign students should have full focus as it seems difficult for them to find proper housing.

The assessment committee qualifies the standard 'vision on internationalisation' as good. In the design and implementation of the programme, annual and continuous feedback from stakeholders in the domain of international tourism destinations is sustained. TDM maintains an active and up-to-date network of international academic relations and partnerships. Existing links with partner institutions abroad are strengthened and staff exchange is embedded in the staff appraisal and development cycle. TDM has established performance indicators for monitoring internationalisation strategies. These objectives have been detailed out into four main categories: Education, Knowledge Development, Research and Operational Management. The vision and its translation into the TDM course is evaluated at

Pagina 4 van 10 several levels. At the level of the programme the internationalisation strategy is reviewed annually through meetings with course management, lecturing and coaching staff.

The assessment committee qualifies the standard 'learning outcomes' as good. For TDM, in 2006 an international curriculum was established on the basis of a benchmark and a market analysis on trends in tourism destination management. In terms of internationalisation the key learning outcome is to develop students into responsible professionals capable of operating within a complex and cross-cultural global knowledge and work environment. The basis of the curriculum is the overview of 40 final qualifications, which are divided in three categories: knowledge and insight, skills and attitude. No less than 23 of these 40 qualifications are explicitly linked to internationalisation. Intended learning outcomes of all study units in the first phase as well as the teaching and assessing in the second phase, zoom into the international dimension in which destination management takes place. The competencies are assessed regularly, not only because complexity increases but also to provide the possibility to monitor the student's development. As a large part of the competencies has an international focus, the development of the students in relation to internationalisation is also assessed and monitored. At the level of the TDM programme, to assess the connection between qualifications and output, a graduate employability research was implemented in early 2011. Alumni indicate that the international character of the course, especially related to the field research project in phase two, is seen as one of the strongest components of the course.

The assessment committee qualifies the standard 'teaching and learning' as excellent. The TDM programme is organized in three phases in which a cross-over between theory and practice and exposure to international and intercultural complexities achieves an increasing level throughout the course. Due to the mix of international students, as well as lecturers, it is possible to use the dynamics of the interaction between all participants. The second phase of the programme, the field research project, consists of the undertaking of research and advisory assignments on locations in three different tourism destinations in the Asia/Pacific region. For each of these destinations selected, research assignments are prepared together with local stakeholders. The main purpose of the second phase is for students to apply theoretical frameworks into real life destination settings. During the second phase, education is linked to research, while theory is directly connected to international professional practice. This provides a unique and intense learning process and enables students to really operate in the tourism destination management practice. According to the assessment committee the process of creating cross cultural understanding, combined with creating a professional attitude and enhancing skills towards solving problems, is a very strong attribute of the programme. The fact that it is even deepened and enriched during the second phase of the programme makes it a unique concept.

The assessment committee qualifies the standard 'personnel' as good. When attracting new staff for internationally oriented positions, recruitment abroad is included. NHTV employs 53 international employees, of which 9 are working at TDM: 33% of the total staff involved at TDM. In the academic year 2010-2011 41 visiting professors and international tourism experts were involved in the programme. All lecturers within TDM have previous experience in working in international classroom settings with diverse nationalities and cultures, at undergraduate as well as postgraduate and professional level. A number of lecturers are members of the academic tourism community. They are frequently invited to participate in international conferences. They also participate in international research projects, which have resulted in a variety of publications in academic journals and contributions to books.

Pagina 5 van 10 The assessment committee qualifies the standard 'students' as excellent. In the academic year 2011-2012 inbound diploma mobility at the TDM programme is 80% involving 29 students from 17 countries. International experiences are gained firstly at home by means of the international classroom concept, and the input of visiting professors, international guest lecturers and internationally experienced staff. International mobility is most strongly included in the TDM curriculum, through an international field research project of three months, that comprises 20 EC of the total 68 of the programme. Phase 1 and 2 create a strong cohesiveness among the students. The contrast with phase 3 is quite big. Students write a thesis and do this at the location where they want. In many cases foreign students go back to their home country. Students expressed to the assessment committee that housing in Breda is hard to find for TDM students, due to the short period of study and the fact that they have to leave after only four months for the second phase of the programme.

#### **Aanbevelingen**

De NVAO onderschrijft de aanbevelingen van het panel met name over de implementatie van het toetsbeleid en over de verdere intensivering van de internationale activiteiten.

Pagina 6 van 10 **Besluit**

Ingevolge het bepaalde in artikel 5a.10, derde lid, van de WHW heeft de NVAO het college van bestuur van de NHTV Internationale Hogeschool Breda te Breda in de gelegenheid gesteld zijn zienswijze op het voornemen tot besluit van 19 juni 2012 naar voren te brengen. Bij e-mail van 13 september 2012 heeft de instelling van de gelegenheid gebruik gemaakt om te reageren. Dit heeft geleid tot enkele tekstuele aanpassingen in bijlage 3.

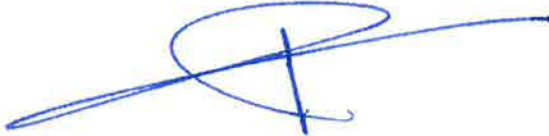
De NVAO besluit accreditatie te verlenen aan de opleiding hbo-master Tourism Destination Management (68 ECTS; variant: voltijd; locatie: Breda) van de NHTV Internationale Hogeschool Breda te Breda. De NVAO beoordeelt de kwaliteit van de opleiding als voldoende.

De NVAO besluit het bijzonder kenmerk 'internationalisering' toe te kennen.

Dit besluit treedt in werking op 1 februari 2013 en is van kracht tot en met 31 januari 2019.

Den Haag, 27 september 2012

Nederlands-Vlaamse Accreditatieorganisatie

A handwritten signature in blue ink, consisting of a large, stylized 'R' followed by a horizontal line and a vertical line crossing it.

R.P. Zevenbergen  
(bestuurder)

Tegen dit besluit kan op grond van het bepaalde in de Algemene wet bestuursrecht door een belanghebbende bezwaar worden gemaakt bij de NVAO. De termijn voor het indienen van bezwaar bedraagt zes weken.

Onderwerp	Standaarden	Beoordeling door het panel <i>voltijd</i>
<b>1. Beoogde eindkwalificaties</b>	1. De beoogde eindkwalificaties van de opleiding zijn wat betreft inhoud, niveau en oriëntatie geconcretiseerd en voldoen aan internationale eisen	G
<b>2. Programma</b>	2. De oriëntatie van het programma waarborgt de ontwikkeling van vaardigheden op het gebied van wetenschappelijk onderzoek en/of de beroepspraktijk.	E
	3. De inhoud van het programma biedt studenten de mogelijkheid om de beoogde eindkwalificaties te bereiken.	V
	4. De vormgeving van het programma zet aan tot studeren en biedt studenten de mogelijkheid om de beoogde eindkwalificaties te bereiken.	E
	5. Het programma sluit aan bij de kwalificaties van de instromende studenten.	G
	6. Het programma is studeerbaar.	G
	7. De opleiding voldoet aan wettelijke eisen met betrekking tot de omvang en de duur van het programma.	V
	<b>3. Personeel</b>	8. De opleiding beschikt over een doeltreffend personeelsbeleid.
9. Het personeel is gekwalificeerd voor de inhoudelijke, onderwijskundige en organisatorische realisatie van het programma.		E
10. De omvang van het personeel is toereikend voor de realisatie van het programma.		G
<b>4. Voorzieningen</b>	11. De huisvesting en de materiële voorzieningen zijn toereikend voor de realisatie van het programma.	V
	12. De studiebegeleiding en de informatievoorziening aan studenten bevorderen de studievoortgang en sluiten aan bij de behoefte van studenten.	G
<b>5. Kwaliteitszorg</b>	13. De opleiding wordt periodiek geëvalueerd, mede aan de hand van toetsbare streefdoelen.	G
	14. De uitkomsten van deze evaluatie vormen de basis voor aantoonbare verbetermaatregelen die bijdragen aan realisatie van de streefdoelen.	G
	15. Bij de interne kwaliteitszorg zijn de opleidings- en examencommissie, medewerkers, studenten, alumni en het afnemend beroepenveld van de opleiding actief betrokken.	V
<b>6. Toetsing en gerealiseerde eindkwalificaties</b>	16. De opleiding beschikt over een adequaat systeem van toetsing en toont aan dat de beoogde eindkwalificaties worden gerealiseerd.	V
	<b>Opleiding als geheel</b>	V
<b>Eindoordeel</b>		<b>V*</b>

\*panel komt tot eindoordeel 'goed', maar op basis van de beslisregels dient dit 'voldoende' te zijn

Onderwerp	Standaarden	Beoordeling door het panel voltijd
Bijzonder kenmerk 'Internationalisering'	1. Vision on internationalisation	G
	2. Learning outcomes.	G
	3. Teaching and learning.	E
	4. Staff.	G
	5. Students.	E
<b>Totaaloordeel</b>		<b>G</b>

De standaarden krijgen het oordeel onvoldoende (O), voldoende (V), goed (G) of excellent (E). Het eindoordeel over de opleiding als geheel wordt op dezelfde schaal gegeven.



Docent-student ratio	1 : 15																																										
Kwalificatie docenten	All of the 16 lecturing and supervising staff members are graduated at Masters level; 3 Associate Professors are involved, 5 lecturers are graduated at PhD level and 2 are PhD candidates. One third of staff is non-Dutch. Most guest lecturers are recognized researchers or Academics at PhD level, from international universities or tourism professionals with at least a Master degree.																																										
Studielast	40 uur per week																																										
Contacturen	Average amount of face-to-face instruction: during the first phase, on average students have 14-18 contact hours per week, excluding guest lectures  Fase 1: gemiddeld 16 contacturen per week (klokuren) exclusief gastcolleges. Fase 2 : field research in the Asia/Pacific region): gemiddeld 12 tot 13 contacturen per week (klokuren). Fase 3: (final dissertation): gemiddeld 30 contacturen (klokuren) aan begeleiding per student gedurende de fase.																																										
Rendement	<table border="1"> <thead> <tr> <th>Year</th> <th>Applications</th> <th>Rejected</th> <th>Accepted</th> <th>Enrolled</th> <th>Graduated</th> </tr> </thead> <tbody> <tr> <td>2006/07</td> <td>16</td> <td>3</td> <td>13</td> <td>10</td> <td>10</td> </tr> <tr> <td>2007/08</td> <td>18</td> <td>3</td> <td>15</td> <td>15</td> <td>15</td> </tr> <tr> <td>2008/09</td> <td>22</td> <td>3</td> <td>19</td> <td>18</td> <td>16</td> </tr> <tr> <td>2009/10</td> <td>46</td> <td>12</td> <td>34</td> <td>21</td> <td>18</td> </tr> <tr> <td>2010/11</td> <td>65</td> <td>24</td> <td>41</td> <td>31</td> <td>-</td> </tr> <tr> <td>2011/12</td> <td>65</td> <td>21</td> <td>44</td> <td>30</td> <td>-</td> </tr> </tbody> </table>	Year	Applications	Rejected	Accepted	Enrolled	Graduated	2006/07	16	3	13	10	10	2007/08	18	3	15	15	15	2008/09	22	3	19	18	16	2009/10	46	12	34	21	18	2010/11	65	24	41	31	-	2011/12	65	21	44	30	-
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Pagina 10 van 10 **Bijlage 4: panelsamenstelling**

- Rob de Lusenet, (voorzitter), zelfstandig gevestigd organisatieadviseur en interim manager op directie/Raad van Bestuur niveau;
- Andrew Holden (lid). PhD Geography (Tourism), University of Reading, 1998; Professor of Environment and Tourism/ Director of the Institute for Tourism Research (INTOUR), University of Bedfordshire (UK);
- Ben James, (lid). Graduate Diploma of Management, University of Melbourne, 2002; Director Aviation Marketing at Schiphol Airport, 2011- 2012;
- Alexandra Moonen, (student-lid). Heeft in augustus 2010 haar BSc behaald in Sociale Geografie aan de Radboud Universiteit Nijmegen.

Het panel werd ondersteund door A.J.van Noort MSc, gecertificeerd secretaris.