MASTER'S PROGRAMME

LEISURE STUDIES

NHTV BREDA UNIVERSITY OF APPLIED SCIENCES

CONTENTS

This report was finalized on 1 October 2018.

REPORT ON THE MASTER'S PROGRAMME LEISURE STUDIES OF NHTV BREDA UNIVERSITY OF APPLIED SCIENCES

This report takes the NVAO's Assessment Framework for Extensive Programme Assessments as a starting point (September 2016).

ADMINISTRATIVE DATA REGARDING THE PROGRAMME

Master's programme Leisure Studies

Name of the programme: Leisure Studies
CROHO number: 60078
Level of the programme: master's
Orientation of the programme: academic
Number of credits: 60 EC
Specializations or tracks: -
Location(s):   Breda
Mode(s) of study: full time
Language of instruction: English
Expiration of accreditation: 29/04/2020

The visit of the assessment panel Leisure and Tourism to the NHTV Breda University of Applied Sciences took place on 22 - 24 May 2018.

ADMINISTRATIVE DATA REGARDING THE INSTITUTION

Name of the institution: NHTV Breda University of Applied Sciences
Status of the institution: publicly funded institution
Result institutional quality assurance assessment: applied (pending)

COMPOSITION OF THE ASSESSMENT PANEL

The NVAO has approved the composition of the panel on 28 November 2017. The panel that assessed the master's programme Leisure Studies consisted of:
- Prof. D.W. (David) Airey (chair), emeritus professor in Tourism Management at the University of Surrey (United Kingdom);
- Prof. A. (Andrew) Holden, professor in Environment and Tourism at the University of Bedfordshire (United Kingdom);
- A. (Anneke) van Mispelaar, partner and project manager at Bureau BUITEN, a consultancy firm in the field of spatial economy, sustainability & energy and leisure economics & heritage;
- L. (Luc) van den Boogaart, alumnus of the master's programme Cultural/Economic Geography & Tourism of the Radboud University in Nijmegen (October 2017).

Dr. D. (Dominique) Sluijsmans, *Lector Professioneel Beoordelen* at Hogeschool Zuyd acted as referee of the panel.

The panel was supported by drs. L.C. (Linda) te Marvelde, who acted as secretary.

WORKING METHOD OF THE ASSESSMENT PANEL

Preparation
QANU received the self-assessment report of the master's programme Leisure Studies between April 9 and 17 2018 and made it available to the panel. The panel members read the self-assessment and prepared questions, comments and remarks prior to the site visit. The secretary collected these questions in a document and arranged them according to panel conversation and subject.

In addition, panel members read recent theses from the master's programme. In consultation with the chair, fifteen theses were selected from the academic years 2015-2016 and 2016-2017 covering the full range of marks given and all specialisations. The panel members also received the grades and the assessment forms filled out by the examiners and supervisors. An overview of all documents reviewed by the panel is included in Appendix 5.

The project manager drafted a programme for the site visit. This was discussed with the chair of the panel and the policy officer. As requested by QANU, the programme carefully selected discussion partners. A schedule of the programme for the site visit is included in Appendix 4.

Site visit
The site visit took place on May 22 and 23 2018 at NHTV Breda University of Applied Sciences. In a preparatory meeting on the first day of the site visit, the panel members discussed their findings based on the self-assessment and on the theses and formulated the questions and issues to be raised in the interviews with representatives of the programme and other stakeholders.

During the site visit, the panel studied a selection of documents provided by the programme. They included course descriptions, course materials, written exams, assignments and other assessments.

The panel interviewed the programme management, students, alumni, staff members, members of the Programme Committee and members of the Board of Examiners.

After the final meeting with the management, the panel members extensively discussed their assessment of the programme and prepared a preliminary presentation of the findings. The site visit was concluded with a presentation of these preliminary findings by the chair.

Report
After the visit, the secretary produced a draft version of the report. She submitted the report to the panel members for comments. The secretary processed corrections, remarks and suggestions for improvement provided by the panel members to produce the revised draft report. This was then sent to NHTV Breda University of Applied Sciences to check for factual errors. The comments and suggestions provided by the programme management were discussed with the chair of the assessment panel and, where necessary, with the other panel members. After incorporating the panel's comments, the secretary compiled the final version of the report.

Definition of judgements standards
In accordance with the NVAO's Assessment framework for extensive programme assessments, the panel used the following definitions for the assessment of both the standards and the programme as a whole.

Generic quality
The quality that, in an international perspective, may reasonably be expected from a higher education Associate Degree, Bachelor's or Master's programme.

Unsatisfactory

The programme does not meet the generic quality standard and shows shortcomings with respect to multiple aspects of the standard.

Satisfactory

The programme meets the generic quality standard across its entire spectrum.

Good

The programme systematically surpasses the generic quality standard.

Excellent

The programme systematically well surpasses the generic quality standard and is regarded as an international example.

SUMMARY JUDGEMENT

Intended learning outcomes
The MSc Leisure Studies (MSc LS) is offered by the Academy for Leisure (AfL) of NHTV Breda University of Applied Sciences. Education and research are closely connected via the research activities of AfL which are organised in three research groups that cover (1) leisure processes (Imagineering: organisational and business design), (2) leisure content (Storytelling and Consumer Experience) and (3) leisure contexts (Placemaking and Events). The programme aims to provide students with a holistic, multidisciplinary perspective of the leisure field in which they can deploy analytical tools to understand leisure practices and their consequences for stakeholders and society as a whole.

The programme highlights the dual nature of the leisure sector as a domain where (consumer-centric) social needs and trends collide with (producer-centric) sectoral developments. One of the integrative methodological and conceptual choices that underlie the holistic perspective is to focus on the dynamic interactions that form the core of leisure, rather than a more limited focus on either leisure needs, satisfaction and meaning making (the social side), or leisure management and product development (the business side). The MSc LS wants to challenge students to develop a wide range of academic skills and insights which are designed to result in a highly developed capacity for analysing complex problems and applying advanced quantitative and qualitative research methods. These transferable skills can be applied in the leisure sector or in other sectors.

The panel finds that the general objectives of the programme are properly reflected in the intended learning outcomes. The programme is currently in the process of reviewing the intended learning outcomes. This gives the programme the opportunity to increase the weight of skills such as personal development, leadership and reflection, ethical and normative awareness, and communication skills to work more effectively in a dynamic leisure organisation and environment, as its alumni suggest. The panel recommends that the programme takes these suggestions into consideration and that the programme makes full use of their advisory board in this review.

Programme
The first semester of the one-year programme consists of five modular courses (6 EC each). The content of the courses is founded on the notion of leisure in a network society. The Leisure Studies Seminar (6 EC) connects the content of the five master's courses to the theme of the master's thesis (24 EC) that is written in the second semester.

In the Seminar Leisure Studies, students choose a theme that is connected to the process, content or context dimension of leisure practices, or a theme that focuses on the interaction between them, which is elaborated further in their research for the master's thesis. Master's thesis themes and topics in academic leisure theory and leisure research are presented by the thesis supervisors. The choice of themes is preferably limited to themes pursued in AfL's research groups and that are closely related to the expertise of the lecturers involved. However, students may choose -in consultation with the programme- a topic that falls outside the lecturers' research. Some students are given the opportunity to join weekly lab meetings with researchers (learning communities) in which detailed presentations and feedback are given and problems are solved. However, the panel found that not every supervisor (research group) counsels students in the same manner or gives the same amount of feedback during the thesis process. This corresponds to the programme's educational vision which stresses the importance of personalization. The programme finds that differences in the amount of counselling and feedback depend on the students' needs, and so "unequal processes" are suited within this vision. The panel argues, however, that it is possible to offer students too little or too much counselling and feedback during the writing of the master's thesis. This could result in unequal processes between students depending on the supervisor. Another issue the panel noticed was that the difference in length of the theses which varied greatly. The panel finds that a maximum in the number of pages/words should be issued and was

pleased to read that the programme has already taken measures in maximising the number of words to 25.000 starting in academic 2017-2018.

Academic research of the aforementioned research groups feeds directly into the MSc LS via the integration of publications in the curriculum, the involvement of PhD students in teaching, the participation of students in academic research projects, and via joint publications between staff and students. In addition, students are encouraged to explore the relationship between leisure, tourism and other fields of consumption and production, so that they are able to apply leisure and tourism theories to understand and solve broader social problems.

The panel finds that the curriculum is coherent. The structure guides towards independence. The activating learning environment is aided by the small scale of the programme. The chosen teaching methods are fitting and diverse. The programme has a well-thought-out, broad curriculum that offers students a solid framework that allows flexibility. It challenges and activates students using diverse and appropriate methods. The programme management is aware of the concerns of students relating to work pressure in the first semester, to a connection with the professional world, and to the desire for a more international setting. The programme management is working to find solutions for these challenges.

Staff

Lecturers have an active role in one of the three AfL research lines. Part of their time is dedicated to research and knowledge development, the results of which are used in class and disseminated via academic and professional meetings and publications. In addition to their academic network, staff members maintain links with the professional field through applied research, consultation with professional bodies, and alumni working in leisure contexts and organisations. The students are positive about the quality of their teachers, their accessibility and willingness to provide feedback. The MSc LS is a small programme, which results in many (informal) opportunities for personal attention. Lecturers and the programme coordinator have an 'open-door' policy. They are available to discuss study-related issues and for coaching. The programme coordinator in particular plays an important role in guiding the students in all phases of their studies.

The panel found that the research quality of staff members is above expectation and that the didactic skills of the lecturers are satisfactory. Funding for didactic training courses and English language training is available for those staff members who are interested. All lecturers have a didactic qualification. The self-evaluation report (April 2018) showed that seven had already achieved the BKE and that a number were registered for this. By the time of the site visit in May there was a total of 14 with the BKE. AfL's policy dictates that by the end of 2018 all lecturers have at least obtained a BKE.

Facilities

The panel reviewed the current accommodation and facilities and concluded that these are sufficient for the realisation of the curriculum of the MSc LS. The building offers a satisfactory learning environment with access to suitable lecture halls, facilities, and access to teachers. The programme will move to the new campus in 2019 that should give students a new and modern study environment that supports the didactic approach of the programme and offers more space for group work and individual work.

Quality assurance

The Academy for Leisure has documented its quality assurance system in the document *Quality Care at Academy for Leisure - Organisation, Procedures, Instruments* which is updated every year. The document describes the quality policy of the Academy and its organisation (including responsibilities of various stakeholders) in detail. The policies regarding quality assurance are described for all programmes at AfL. The policies, workings and quality goals are translated to each programme in the Academy. The panel has noted however that specific quality goals for the MSc LS have yet to be developed.

The panel established that most of the programme's stakeholders are involved in the evaluation of the programme and that the programme's management acts upon suggestions for improvement. The panel established that feedback is collected in formal and informal ways and that there is a positive, open attitude that promotes a quality culture. The current quality practices for the MSc work. This is aided by the small scale of the programme which supports soft control. The panel sees options for alumni and representatives of the professional field to play a role in quality assurance, the latter either through the advisory board or otherwise. The panel also advises the programme to inform staff and students systematically on measures taken for improvement.

Assessments
The assessment policy for the MSc LS describes the vision of assessing and defines procedures and quality criteria. The programme applies multiple and diverse assessment methods per course. In general, the assessments in courses are adequate and support the students' learning process. Pair work is a point of attention as the assessments of individual achievements of students are currently insufficiently transparent and freeriding behaviour is not yet systematically and adequately prevented. The panel suggests that significant improvements can be made in standardising and monitoring assessment practices (including forms) and individual student achievements.

The Board of Examiners (BoE) consists of three people who are all senior lecturers with didactical experience. The composition of the board meets the legal requirements. The BoE currently seems to work as a reactive body. The panel finds that the BoE could and should be more proactive in executing its task. But the panel also recognises that the BoE deserves and needs insurances to maintain and safeguard their important work. The board plays a crucial role in the programme's quality assurance and should be positioned accordingly so they are able to do their job. It is vital that the BoE and its members continue to have seniority and are regarded as guardians of the programme's quality.

Achieved learning outcomes
The panel studied fifteen master's theses to establish the achieved learning outcomes and concluded that students of the programme achieve them at a very good level. Graduates demonstrated a solid grasp of theoretical knowledge and demonstrated appropriate structuring of their research, posed relevant questions and made use of suitable literature and research methods. The panel finds that graduates achieve a level beyond its expectations. As a suggestion the panel remarks that a thesis could also contain links with the professional world since the majority of graduates will embark on a professional career rather than an academic career. Recent graduates have mainly found positions in the Netherlands. They operate in jobs that require an academic level of thinking and working in public, semi-public or private organisations.

The panel assesses the standards from the *Assessment framework for extensive programme assessments* in the following way:
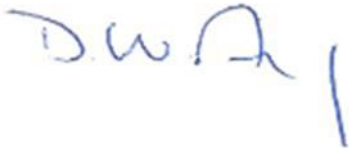
Master's programme Leisure Studies

Standard 1: Intended learning outcomes	satisfactory
Standard 2: Curriculum, orientation	good
Standard 3: Curriculum, content	good
Standard 4: Curriculum, learning environment	good
Standard 5: Intake	satisfactory
Standard 6: Staff	satisfactory
Standard 7: Facilities	satisfactory
Standard 8: Tutoring	satisfactory
Standard 9: Quality assurance	satisfactory
Standard 10: Student assessment	satisfactory
Standard 11: Achieved learning outcomes	good

General conclusion   satisfactory

The chair and the secretary of the panel hereby declare that all panel members have studied this report and that they agree with the judgements laid down in the report. They confirm that the assessment has been conducted in accordance with the demands relating to independence.

Date: 1 October 2018

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Prof. David Airey   Drs. Linda te Marvelde

DESCRIPTION OF THE STANDARDS FROM THE ASSESSMENT FRAMEWORK FOR EXTENSIVE FRAMEWORK ASSESSMENTS

NHTV Breda University of Applied Sciences (NHTV) offers programmes at five academies: Leisure; Tourism; Digital Entertainment; Hospitality and Facility Management; and Urban Development, Logistics and Mobility. The Master of Science Leisure Studies (MSc LS) is a programme at the Academy for Leisure (AfL) which offers both professional and academic study programmes at bachelor's and master's level. Academic programmes at AfL aim to promote deeper knowledge of the relationship between leisure and society and equip students with an understanding of the leisure field necessary to operate in a fast-paced, multidisciplinary environment. The applied context (provided by the professional programmes) should create a hybrid environment that can inspire the development of academic research to generate new knowledge required by leisure professionals.

The academic climate at NHTV is supported by maintaining formal links with Tilburg University and Wageningen University, and by participating in international networks, such as ATLAS, the WLO (World Leisure Organization) and the Leisure Studies Association. As one of the Centres of Excellence of the WLO, the Academy for Leisure also leads global leisure research and education agendas.

The current MSc programme in Leisure Studies (MSc LS) started at the Academy for Leisure in 2014. The programme is an updated version of the master's phase of the former 'Vrijetijdwetenschappen' programme, offered by Tilburg University. The decision to move the MSc to Breda was made due to a restructuring of the Dutch higher education sector, which promoted institutional specialisation.

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.

Findings
The MSc Leisure Studies (MSc LS) provides students with a holistic, multidisciplinary perspective of the leisure field in which they can deploy analytical tools to understand leisure practices and their consequences for stakeholders and society as a whole. This approach should help students to look beyond traditional structures of supply and demand, or between different sectors of the broader leisure field. Starting September 2018, the programme will continue with a new name: MSc in Leisure and Tourism Studies. The name change was granted since it better reflects the current content of the programme which already addresses tourism, clarifies the position of the academic MSc at NHTV, and for marketing reasons.

In the contemporary network society, the development of leisure practices depends on the interplay of global (macroeconomic), local (place-related contexts) and individual (motivations, routines) factors. The MSc LS highlights the dual nature of the leisure sector as a domain where (consumer-centric) social needs and trends collide with (producer-centric) sectoral developments. One of the integrative methodological and conceptual choices that underlie this holistic perspective is to focus on the dynamic interactions that form the core of leisure, rather than a more limited focus on either leisure needs, satisfaction and meaning making (the social side), or leisure management and product development (the business side).

The MSc programme wants to prepare students for a(n) (inter)national professional career as a(n) (applied) researcher or leisure scholar, strategic policy staff member, manager or staff member in a public, semi-public or private organisation, for which an academic level of thinking and working is

required. The programme aims to equip students to perform integral analyses of issues in the field of leisure and tourism.

The general objectives of the programme are properly reflected in the intended learning outcomes. The intended learning outcomes are divided in four categories: (1) general intellectual basic skills, (2) an adequate research attitude, (3) adequate disciplinary knowledge of the study of leisure, and (4) transdisciplinary skills. The learning outcomes per category adequately describe knowledge and skills on an advanced level that all graduates will possess after finishing the programme (see appendix 2).

During the site visit the panel questioned why the intended learning outcomes of the MSc LS include and build on the intended learning outcomes of the BSc LS. The panel understands this is due to the evolution of the programme that has seen a transition from Tilburg University to NHTV and a transition from a four-year *doctoraal* programme to a bachelor-master structure. However, the panel suggests that there are merits in designing separate intended learning outcomes for the master's programme that clearly show that it is an independent programme.

Review of intended learning outcomes
The degree programme committee recommended in 2016/2017 to thoroughly review the intended learning outcomes. The programme is currently in the process of this review in which several stakeholders are playing a role. The alumni already recommended increasing the weight of skills such as personal development, leadership and reflection, ethical and normative awareness, and communication skills to work more effectively in a dynamic leisure organisation and environment. The panel trusts that the programme will take these recommendations into consideration.

The Academies for Leisure and Tourism have a shared advisory board whose members act as ambassadors of the NHTV. The board gives advice on issues in the academies such as the positioning of the academic programmes in relation to the professional programmes. Despite the advisory board operating at institutional level rather than programme level, the panel encourages the MSc LS to make full use of this board, for instance when reviewing the intended learning outcomes, or to establish a clearer connection between the programme and the professional world.

The panel recognises NHTV as a leading institution on leisure studies. By maintaining close ties with Tilburg University and Wageningen University, and by participating in international networks, such as ATLAS, the WLO (World Leisure Organization) and the Leisure Studies Association, the programme has the opportunity to constantly check whether its profile and intended learning outcomes fit the demands of the rapidly developing leisure sector. However, the panel has not been presented with explicit evidence how the intended leaning outcomes are geared to the expectations of professional organisations, the needs of the local and international professional field, the academic discipline or to international requirements via a domain-specific framework of reference or other sources. The review of the intended learning outcomes gives the programme the opportunity to explicate its connection to the aforementioned stakeholders.

Considerations
The panel has ascertained that the intended learning outcomes of the programme tie in with the level and orientation that may be expected of an academic programme at master's level. The intended learning outcomes are appropriate in terms of content (knowledge and skills) and orientation (academic) and have been aligned with the Dublin descriptors.

The panel finds that the MSc LS is clearly positioned as an academic programme. This is adequately reflected in the intended learning outcomes. However, many of the programme's graduates will enter the labour market rather than continue in academia. The panel therefore advises the programme to consider including more explicit links with the professional practice in its intended learning outcomes.

The panel understands and supports the name change of the MSc Leisure Studies to MSc Leisure and Tourism Studies and encourages the programme to reflect in this transition, the independent position of the master's programme (in relation to the bachelor's programme in leisure studies), and links to the professional world in the intended learning outcomes which are already scheduled to be reviewed.

Conclusion
Master's programme Leisure Studies: the panel assesses Standard 1 as 'satisfactory'.

Standard 2: Curriculum, orientation
The curriculum enables the students to master appropriate (professional or academic) research and professional skills.

Findings
NHTV is a specialist institution that offers both academic and applied education and research. The MSc LS is embedded in the Academy for Leisure (AfL), an institute that is largely focused on applied, professional education and research in the leisure sector. The master's programme is clearly positioned as an academic programme in the Academy. Its students benefit from a community in which academic thinking is supported by close contacts with leisure practitioners. This hybrid context also facilitates interaction between academic and professional perspectives. Connections with the leisure sector are an important source for practical perspectives in lectures, assignments for projects as well as experience and expertise of lecturers.

Research programme
Approximately 30 researchers from different disciplinary fields who have a wide range of sector-related expertise contribute to NHTV's research programme 'Leisure in the Network Society'. The research activities at AfL are organised in three research groups which cover leisure processes (Imagineering: organisational and business design), leisure content (Storytelling and Consumer Experience) and leisure contexts (Placemaking and Events). Academic research feeds directly into the MSc LS via the integration of publications in the curriculum, the involvement of PhD students in teaching, the participation of students in academic research projects, and via joint publications between staff and students. In addition, students are encouraged to explore the relationship between leisure, tourism and other fields of consumption and production, so that they are able to apply leisure and tourism theories to understand and solve broader social problems. The students informed the panel that lecturers are good quality experts in their field who evidently incorporate much of their own research in teaching. The panel is impressed by the direct and obvious connection between the work of AfL's research groups and the curriculum of the MSc LS.

Skills training
A variety of academic skills are developed in the master's programme, varying from critical reading and comprehension of academic texts, to writing papers, giving presentations, leading and participating in discussions, carrying out research, reflecting critically on feedback and writing substantiated proposals and recommendations. Half of the curriculum is dedicated to the thesis' trajectory in which students go through all stages of the research cycle, including data collection.

Lecturers' contacts with the professional field facilitate the alignment of academic knowledge and skills with current professional practices. Particularly, the assignments of the courses of Experience Marketing in Leisure and Tourism, Imagineering as Strategic Design in Leisure Organizations, and the thesis trajectory offer students the opportunity to connect their academic knowledge and skills to a professional leisure or tourism organisation.

The panel found that academic English is a point of attention for students. The programme assumes a level of English proficiency of its master's students that has been achieved in previous education. However, a fair percentage of students has followed a Dutch-language professional bachelor's programme (cf. standard 5). For these students in particular, academic English can be

problematic. The programme is aware of the students' need for more training in academic English and has not yet found the ideal solution for this issue. Lately, the programme offers so-called helpdesks at which students can request personal advice. Students further depend on their individual lecturers to give feedback on their English academic writing skills. The quality (and amount) of the feedback depends on the individual teacher.

The panel has reviewed the programme's skills training and discussed its academic orientation in several interviews and has concluded that the academic orientation is particularly strong. The research skills that the students apply throughout the programme are an obvious and real strength in the curriculum. Students report that the understanding of research that the master's programme offers is useful for either an academic or professional career.

Considerations

According to the panel, the programme's curriculum is clearly and appropriately focussed on performing research. Research skills are clearly interwoven in the curriculum's orientation allowing students to perform research at a particularly high level. The panel finds that academic English is a point of concern that needs the programme's continuous attention.

The panel is very enthusiastic about the academic orientation of the programme and congratulates all stakeholders on the high level of research skills that students acquire with this curriculum. The panel further compliments the programme on the successful connection between the broad approach to leisure and the agenda of the three research groups which results in obvious synergy between AfL's research and the MSc LS curriculum.

The panel finds that the body of knowledge and skills provides a solid basis for the capabilities needed as an academic or applied researcher, strategic policy officer or manager. When students master these skills that are needed to understand the dynamic processes in the field of leisure they will be able to implement those in many different contexts. Despite the students' concerns about the relation to the professional world and the recognition of the programme's academic orientation, the panel finds that the level of research and the students' (professional) abilities are high beyond doubt.

Conclusion

Master's programme Leisure Studies: the panel assesses Standard 2 as 'good'.

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

Findings

The panel studied the information provided in the self-evaluation report (including appendices) and on the reading table, course outlines, a selection of literature and text books and study materials for the master's courses (see also Appendix 5 for a full list of studied material). The panel has ascertained that the contents of the curriculum have a clear relation to the intended learning outcomes, the learning objectives of the various courses, and the assessments. Content of courses is described in the programme's study guide with transparent course outlines, allowing students a clear overview of the topics covered per course. All courses have appropriate learning objectives that are connected to the programme's intended learning outcomes. An overview exists in which the programme's intended learning outcomes are linked to courses and the so-called content areas and /or teaching methods they cover (appendix 2).

The programme management informed the panel that the shift from a master's in Leisure to a master's in Leisure and Tourism will not affect the content of the programme as tourism was always an important theme in the programme. The management does expect minor changes. It might contribute to a further broadening of the programme and an increased collaboration between the AfL and Academy for Tourism. This would offer students even more expertise.

Courses and thesis
The first semester of the programme consists of five modular courses (6 EC each). The Leisure Studies Seminar (6 EC) connects the content of the five master's courses to the theme of the master's thesis (24 EC). The courses include by and large suitable academic literature and theory in combination with (academic and professional) skills development.

The content of the courses is founded on the notion of leisure in a network society. The course Leisure, Creativity and Space focuses on issues dealing with interactions between content and context of leisure practices. It concerns the development and quality of spaces and places in relation to the enjoyment and consumption of leisure. The courses of Experience Marketing in Leisure and Tourism (EMLT) and Imagineering as Strategic Design in Leisure Organizations (ISDLO) focus on the area where content and process intersect. EMLT has a stronger emphasis on the demand side (selling and marketing of needs and experiences) and involves research, whereas ISDLO has a stronger emphasis on the supply side. In the latter course, organisational strategies and innovations are related to consumers' desires and experiences in leisure. Theories related to interactions between both the process and the context sides of the research triangle are dealt with in the course of Understanding Leisure and Tourism Attractions and Events. This concerns leisure organisations (attractions, events) that need to adapt to global and fast changing leisure markets by managing change and the focus is on innovating products, services and procedures. Analysing Leisure Interactions deals with practice approaches, based on which all elements of the research triangle are dealt with. The panel underscores the students' finding that the programme has a broad perspective. The panel concludes that courses are of a high level, are interlinked and present the "overall story of leisure". Within courses students are able (through projects) to find their own focal points. As discussed in standard 2, the programme offers options for students to connect to the professional world through course assignments and the thesis.

In the Seminar Leisure Studies, students choose a theme that is connected to the process, content or context dimension of leisure practices, or a theme that focuses on the interaction between them, which is elaborated further in their research for the master's thesis. Master's thesis themes and topics in academic leisure theory and leisure research are presented by the thesis supervisors. The choice of themes is preferably limited to themes pursued in AfL's research groups and that are closely related to the expertise of the lecturers involved. However, students may choose -in consultation with the programme- a topic that falls outside the lecturers' research. The panel is impressed by the way in which the programme connects the thesis process to the research groups and their research agendas.

Students develop a theory-driven research question during the first semester, which needs to be worked out into an Individual Thesis Proposal upon the start of the second semester. Students may start their research for the thesis after the first and second readers and the methodology lecturer approve the thesis proposal and if at least three master's courses in the first semester have been completed.

Considerations
The programme documents provide an overview of the relationship between the intended learning outcomes, programme components and its contents. In conformity with this overview, each of the course manuals contains the applicable intended learning outcomes, and the derived learning goals. Students are supported and encouraged in their development by the high level, complexity and interrelation of the course material throughout the programme, and the responsibility and expectations that are also reflected in the assessment criteria.

The panel concludes that the master's programme is an advanced programme with a clear application to leisure studies. It places good emphasis on the thesis to which the three research lines are recognisably connected. This gives students a clear framework to which they must relate. The curriculum does not offer elective space, but it offers students flexibility to find their own focal

points in the courses or the thesis. AfL research is clearly connected to the thesis topics that the students select. The panel sees this as a very positive point.

Conclusion
Master's programme Leisure Studies: the panel assesses Standard 3 as 'good'.

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

Findings
The programme consists of 60 ECTS credits and spans two 20-week semesters. Content and assessment methods of all the programme components are designed in such a way that they contribute to the successful completion of the master's thesis in the second semester. Evaluations show that students report a high work load (leading to pressure), especially towards the end of the first semester in which they must finish their courses and are working on their individual thesis proposal. The programme management is aware of this issue and currently seeks solutions to address this.

From the first to the second semester, the scope and complexity of the assignments build up and emphasis in course content shifts from a largely group-oriented (e.g. 'learning through cooperation') to an independent process in the thesis trajectory (Seminar Leisure Studies and master's thesis). The panel finds that students have a good understanding of subjects and methods when they start writing their thesis.

The teaching methods the programme uses include lectures, research projects (pair-work, individual), individual writing assignments (papers, thesis proposal, thesis) and the Seminar Leisure Studies. Guest lecturers are invited in classes and students are invited to visit labs, PhD workshops and research meetings. The methods used by the programme aim to balance collaboration with independence, mutual critical reflection (peer review) and individual learning. The methods relate to the educational strategy of 'learning communities', in which academic discourse and interaction between all types of participants (students, lecturers, leisure organisations, knowledge institutes, etc.) take place.

The MSc LS aims to provide an international programme. The use of English and the international orientation of the subjects help students to achieve an international mindset. However, the number of international students in the programme is limited (cf. standard 5). The students expect more of an international environment.

The students informed the panel that they are satisfied with the didactic approach (learning communities) and the chosen teaching methods. Lecturers are enthusiastic participants in the learning communities. A clear connection with AfL's research agenda is found which underscores the academic orientation of the programme yet again.

Considerations
The panel finds that the curriculum is well-structured, coherent and enables students to achieve the intended learning outcomes. The curriculum structure guides the students towards independence. The Leisure Studies Seminar is a great tool that ties acquired academic skills and knowledge to the thesis process. The learning communities function well and the strive for diversity in terms of academic background and cultural/international perspectives (i.e. international classroom) is very positive. The activating learning environment is aided by the small scale of the programme. The chosen teaching methods are fitting and diverse. The programme has designed a well-thought-out, broad curriculum that offers students a solid framework that allows flexibility. It challenges and activates students using diverse and appropriate methods.

Conclusion
Master's programme Leisure Studies: the panel assesses Standard 4 as 'good'.

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

Findings
Students who have obtained a bachelor's degree in Leisure Studies or Tourism (NHTV), a related university bachelor's degree from another institute (e.g. in sociology, economics, psychology, organisational studies, management and marketing), a completed pre-master's programme in Leisure Studies (NHTV), or a completed pre-master's programme in Strategic Business Management (NHTV) are eligible for enrolment in the master's programme.

Applicants with an academic or professional bachelor's degree in a related field are asked to provide information on their research skills and knowledge of leisure studies. If they do not meet the admissions criteria related to these skills and knowledge, the programme coordinator -who plays a pivotal role in the admissions process- can advise them to do the premaster's programme (60 EC) first or to consult additional readings to improve their background knowledge.

The premaster's programme is mainly geared towards students with a degree from a university of applied sciences (in Dutch: hbo) and consists of a selection of courses from the BSc Leisure Studies. It has a firm focus on research skills. The MSc LS attracts relatively high numbers of hbo-graduates entering the programme who first attended the pre-master's programme (> 60%). The panel was informed by students and lecturers that the premaster's programme connects to the MSc LS really well. Some students with an academic bachelor's (other than leisure studies) who had not followed the premaster's programme had slightly more difficulty to connect to the MSc LS.

The programme wishes to have a diverse and international classroom. An important challenge will be to increase the number of students with an academic background, including international students. The programme hopes to attract more students when the name of the programme changes to the MSc in Leisure and Tourism. The name of NHTV will also change in 2018 to Breda University of Applied Sciences. The programme hopes that it can convincingly show potential students with an academic bachelor's degree that the academic master's programme profits from the academic-professional environment that NHTV offers. The programme finds that it is currently difficult to attract enough attention from academic bachelors due to the status of NHTV as a *hogeschool* (university of applied sciences).

Considerations
The panel found that the entry requirements tie in with the qualifications of incoming students. The programme has an adequate admissions process in place.

The majority of incoming students have followed the premaster's programme and are very well prepared for their studies. Students who have not followed the premaster's programme seem to be at a slight disadvantage compared to those who have. If necessary, the programme gives them advice on extra reading materials (basics in leisure) to catch up with the other students. The panel has some concerns about the admission numbers in relation to the programme's didactic approach. The programme desires a diverse and international classroom but has some difficulty in attracting international students and Dutch students with an academic bachelor's degree. The management shares these concerns. The panel is satisfied with the programme's current efforts and the awareness demonstrated to challenges related to increasing and diversifying the student intake.

Conclusion
Master's programme Leisure Studies: the panel assesses Standard 5 as 'satisfactory'.

Standard 6: Staff
The staff team is qualified for the realisation of the curriculum in terms of content and educational expertise. The team size is sufficient.

Findings
The master's programme is characterised by a broad approach to leisure. This approach is reflected by the multidisciplinary team of lecturers/researchers that teaches in the MSc LS. The team includes experts in sociology, psychology, philosophy, neuroscience, marketing, anthropology, change management, innovation, statistics and intercultural communication.

Lecturers have an active role in one of the three AfL research lines mentioned in standard 2. Part of their time is dedicated to research and knowledge development, the results of which are used in class and disseminated via academic and professional meetings (e.g. conferences of WLO, ATLAS and LSA, specialist conferences, expert meetings, advisory boards), and publications (e.g. academic journals, trade publications, policy reports, books). In addition to their academic network, staff members maintain links with the professional field through applied research, consultation with professional bodies, and alumni working in leisure contexts and organisations.

The programme management asked to dedicate one of the interviews during the site visit to the topic 'research and education' to underscore the importance of the two for the programme. The programme is proud of the strong relationship between research and education. The panel found that the staff is awarded ample time to perform research and is acutely aware of the synergy between the (content of the) programme, staff's individual research and NHTV's/AfL's research agenda.

NHTV does not receive governmental research funding as do regular research universities in the Netherlands. Therefore, NHTV's research policy actively promotes the research activities by making their own investment annually in the academic research programme. PhD candidates officially follow their PhD programme at Tilburg University. For academic staff following a PhD programme NHTV gives them the opportunity to spend at least 40% of their time on their PhD. Other staff involved in the academic programme have at least one day per week available for research and knowledge development. All research time allocated to staff involved in the academic programmes adds up to a total research capacity for the academic team of nearly 3.0 FTE.

The information provided shows that the available staff is qualified to teach in the master's programme. Almost all lecturers have a PhD in their topic. All lecturers involved in the MSc LS have obtained a mandatory didactic qualification (Training Programme Didactics). According to the policy document *Professionalisation@ AfL 2018-2021* they should all obtain the BKE certification (in Dutch: Basiskwalificatie Examinering) by the end of 2018, and all members of the Board of Examiners should obtain the SKE certification (In Dutch: Seniorkwalificatie Examinering) by the end of 2018. The English level of the vast majority of staff (non-native speakers) is C2. In the current academic year (2017/2018), a total of 26 lecturers are involved in teaching in the programme. The lecturer-student ratio in 2016-2017 was 1:19. Some lecturers also teach in the other (professional and academic) programmes at the Academy for Leisure or in the NHTV and/or academy specific minors. This encourages knowledge exchange between the professional and academic study programmes and underlying research.

Students report that lecturers have an open-door policy and are accessible and available for guidance and feedback. The quality of feedback given varies between lecturers as does the level of English proficiency. Students generally appreciate the expertise of their lecturers and indicate that they are highly committed as teachers. The panel is particularly impressed by the manner in which staff members are supported in their research efforts.

Considerations
Staff members are active, well-qualified researchers who are aware of the relationship between their research and the content of the programme. The students are positive about the quality of their teachers, their accessibility and willingness to provide feedback. The panel found that the research quality of staff members is above expectation. This is also evidenced by the research levels that the students attain. The panel concluded that the didactic skills of the lecturers are satisfactory and varied. Funding for additional, optional didactic training courses and English language training is available for those staff members who are interested. All lecturers have a didactic qualification. The self-evaluation report (April 2018) showed that seven had already achieved the BKE and that a number were registered for this. By the time of the site visit in May there was a total of 14 with the BKE. No staff members have obtained an SKE yet. However, one senior staff member has obtained an SKO (in Dutch: Seniorkwalificatie Onderwijs).

Conclusion
Master's programme Leisure Studies: the panel assesses Standard 6 as 'satisfactory'.

Standard 7: Facilities
The accommodation and material facilities (infrastructure) are sufficient for the realisation of the curriculum.

Findings
The master's programme shares a floor and all available facilities with both the academic and professional Leisure programmes. Two large lecture rooms and 100 m2 of breakout space are available to the students. Classrooms are equipped with digital smartboards and high-speed internet connections. Equipment is available to make live recordings and knowledge clips. Core lecturers and secretaries of the academic bachelor's and master's programmes have their offices near the classrooms and workspaces of the students, which ensures short lines of communication between lecturers and students.

NHTV has libraries at three different locations, including the Academy for Leisure. The collection is international and academically oriented and connected to all major international library networks. Services focus on offering an up-to-date collection of books, (ISI) journals and databases, in addition to instruction and support in searching the digital library (databases, e-journals, etc.). At the start of the academic year students are informed by a staff member of the library how to use the library services.

Students indicate that it can be difficult to find quiet places to study or to perform group work/project work. In the summer of 2019, the programme will move to a new campus that will house all programmes of the Academy for Leisure. The new campus is expected to provide enough (quiet) space, study areas, and material facilities that students need and that support the didactic approach and working methods of the programme (cf. standard 4).

Considerations
The panel reviewed the current accommodation and facilities and has concluded that these are sufficient for the realisation of the curriculum of the MSc LS. The building offers a satisfactory learning environment with access to suitable lecture halls, facilities, and access to teachers. The move to the new campus in 2019 will give students a new and modern study environment that should support the didactic approach of the programme and offer more space for group work and individual work.

Conclusion
Master's programme Leisure Studies: the panel assesses Standard 7 as 'satisfactory'.

Standard 8: Tutoring
The tutoring of and provision of information to students are conducive to study progress and tie in with the needs of students.

Findings

The MSc LS is a small programme, which results in many (informal) opportunities for personal attention. Lecturers and the programme coordinator have an 'open-door' policy. They are available to discuss study-related issues and for coaching. The programme coordinator in particular plays an important role in guiding the students in all phases of their studies. The intensity of tutoring and guidance depends on individual teachers, but the students report that they are satisfied with the current situation.

Tutoring thesis

The master's thesis makes up half of the programme and has close ties with the supervisor's own research that is conducted at AfL. Some students are given the opportunity to join weekly lab meetings with researchers (learning communities) in which detailed presentations and feedback is given and problems are solved. However, the panel found that not every supervisor (research group) counsels students in the same manner or gives the same amount of feedback during the preparation of the thesis. The panel argues that it is possible to offer students too little or too much counselling and feedback during the writing of the master's thesis. This could result in unequal processes between students depending on the supervisor. The programme informed the panel that its educational vision stresses the importance of personalisation, which among other things means flexibility in education because students differ. The programme finds that differences in the amount of counselling and feedback depend on the students' needs, and so "unequal processes" are suited within this vision. Its framework and general working method for supervision are the starting point, but variation and flexibility are necessary, according to the programme. The panel understands the programme's educational vision, but nevertheless advises the programme managers to define a minimum and a maximum amount of thesis counselling. In this way, the programme can guarantee that all students receive the comparable levels of support and feedback resulting in greater fairness between the graduation processes of different students. Another issue the panel noticed was a difference in length of the theses which varied greatly. The panel is pleased to read that the programme issues a maximum number of words for the thesis (25.000) starting in academic year 2017-2018.

Student information such as study manuals, programme information, the student handbook, and study materials are provided to students digitally via the electronic learning environment CumLaude. Students register for exams and see their results in the Osiris system and via the MyNHTV app. The NHTV newsletter offers information on issues related to education, student associations, and activities on campus and in Breda. In addition, NHTV uses social media (Facebook, Instagram, Twitter and Linkedin) to connect to its students. The Academy for Leisure recently launched a new website with blogs, vlogs and social media. Students have a personal portal (also accessible via the MyNHTV app) from where all NHTV systems can be accessed. Despite all these facilities, students do report that they sometimes have difficulty in finding out when exams take place and how to register for them. The panel reviewed the information on the website and found that it was somewhat unclear.

AfL subscribes to NHTV's policy plan *Studying with a Disability NHTV 2015-2019* to support students with a disability. Furthermore, AfL has special rooms available for testing students that need special support and/or facilities.

Considerations

Tutoring of students is personal and informal, and this certainly stimulates and aids students in their studies. The staff of the MSc LS deserve compliments for the work they do and the results that are achieved. At the same time, the informal, personal approach may also have some downsides for the staff and is dependent on the limited number of students enrolled in the

programme. For a future programme, with potentially more students, it would therefore be wise to develop an explicit plan for tutoring and supervision, in which the didactic philosophy, the capabilities of the staff (in terms of what they realistically can do for a given number of students) and the content of the programme are attuned to one another.

The panel urges the programme to ensure that all students receive comparable levels of counselling and feedback during the thesis process and to maximise the amount of counselling given.

The programme uses a variety of (digital) channels to communicate with students. However, it seems that the information could be presented more clearly.

Conclusion
Master's programme Leisure Studies: the panel assesses Standard 8 as 'satisfactory'.

Standard 9: Quality assurance
The programme has an explicit and widely supported quality assurance system in place. It promotes the quality culture and has a focus on development.

Findings
NHTV uses the 'plan - do – check – act' (PDCA) cycle as their internal quality assurance system for education and has a parallel quality system for research. Both education and research (as well as operations and services) are embedded in the Planning & Control cycle (P&C). The P&C cycle involves three conversations each year in which the academy director reports directly to the Executive Board. Input for these conversations include the management contract and a yearly report on the quality of education. This gives the Executive Board the opportunity to monitor whether the strategic NHTV objectives are achieved and results achieved are consolidated.

The Academy for Leisure has documented its quality assurance system in the document *Quality Care at Academy for Leisure - Organisation, Procedures, Instruments* which is updated every year. The document describes the quality policy of the academy and its organisation (including responsibilities of various stakeholders) in detail. The policies regarding quality assurance are described for all programmes at AfL. The policies, workings and quality goals are translated to each programme in the Academy. The panel has noted however that specific quality goals for the MSc LS have yet to be developed.

All courses are evaluated every year by the students and by the lecturers via student surveys and round table sessions to which all students are invited. Course level, workload and coordination in terms of content and learning formats are evaluated and discussed, as well as issues such as the academic environment. Based on the results of the evaluations a didactical expert and the course coordinator work together with the lecturer(s) to improve each course for the following year. The programme coordinator has an active role in ensuring the effectiveness of all the quality care processes. The results of evaluations are discussed in the degree programme committee. The panel is particularly impressed by the open discussions with the programme coordinator, educational advisor and students (round table sessions) that are a valuable source of feedback on all elements of the programme.

There is a policy in place to support the systematic evaluation of the entire curriculum via alumni and graduating students. The programme coordinator is mainly responsible for assuring the quality and coherence of the complete programme. The coherence is further guaranteed by organising team meetings. Lecturers meet as a group six times per year to discuss content and issues in the programme. Every week time is blocked for a staff meeting that could be about the detailed content of specific courses, guest lecturers, research projects etc.

The panel has established that the current practice of quality assurance is working. The programme is aided by its small scale which promotes soft control. The responsibilities and tasks of staff, students and several committees of the MSc LS are clear. However, there is no structural involvement of the alumni or representatives of the professional field in the quality assurance system yet. The results of evaluations reach the programme committee who suggest improvements for the programme. Students are aware of the mechanism, but they are not yet systematically informed on measures taken.

Considerations
The panel established that most of the programme's stakeholders are involved in the evaluation of the programme and that the programme's management acts upon suggestions for improvement. Staff and students are involved in periodic course evaluation sessions and indicated that their input, given orally and through anonymous surveys, resulted in demonstrable measures of improvement. The panel suggests that improvements could be made with regards to stakeholders' involvement in the evaluation of the entire curriculum.

The panel established that feedback is collected in formal and informal ways and that there is a positive, open attitude that promotes a quality culture. The current quality practices for the MSc work. This is aided by the small scale of the programme. However, the panel encourages the programme to develop a translation of the overarching AfL policies for the MSc LS specifically. The panel also sees options for alumni and representatives of the professional field to play a role in quality assurance, the latter either through the advisory board or otherwise. The panel also advises the programme to inform staff and students systematically on measures taken for improvement.

Conclusion
Master's programme Leisure Studies: the panel assesses Standard 9 as 'satisfactory'.

Standard 10: Student assessment
The programme has an adequate student assessment system in place.

Findings

Assessment policy
The NHTV testing framework requires each academy or educational programme to define an assessment policy in which the programme describes which quality criteria are important and how quality is safeguarded. For the MSc LS programme, an assessment policy has been developed that also applies to the BSc Leisure Studies.

The assessment policy describes the vision of assessing and defines procedures and quality criteria. The policy is valid for three years (current policy 2017-2020). It dictates that lecturers use a variety of assessment methods. The chosen methods depend on and should suit the learning objectives of a study unit or course. The programme uses formative and summative assessments. Students are made aware of the learning objectives, forms and weight of each assessment and assessment criteria via the study guide. The programme uses pair work in two courses. The individual component accounts for at least 50% of the final grade. The panel finds that the assessment of pair work is something that could be improved. The manner in which pair work is assessed currently seems (too) dependent on individual lecturers. For instance, student peer review can help pairs to grade individual achievements but this requires a systematic and transparent method so students and lecturers know what to expect and experience a safe environment. Also, a solid working practice to prevent freeriding should be in place.

The programme adheres to a seven-step assessment cycle that ensures the quality of the actual assessments. The panel finds the use of assessment matrices helpful in constructing assessments and in ensuring their validity. The panel has encountered a variety of assessment forms used in

different courses (e.g. projects) and agrees that the programme could benefit from some form of standardisation in this area.

Rules on administering assessments are specified in the Teaching and Examination Regulations. Reports and written assignments are handed in through the electronic learning environment CumLaude, followed by automatic plagiarism checks. After a test, the lecturer evaluates the students' work according to previously defined evaluation criteria or rubrics. The lecturer determines the grades for the test. The panel finds that the quality of assessments could improve by introducing 'double marking' for all courses. However, the panel does recognise that this is quite an intensive method. The four-eyes principle that the programme applies when constructing assessments is a positive feature. Feedback is given by e-mail, orally (for oral exams) or through CumLaude; the quality of the feedback is strongly dependent on individual lecturers. Students indicated that they receive ample feedback when they have failed a test but could do with more feedback on how to improve after receiving a pass grade.

Thesis assessment
The individual thesis proposal (ITP) is evaluated by the supervisor, a second assessor with expertise on the subject, and a research methods expert. When the ITP is deemed of sufficient quality and feasible, students may start their actual research. The panel is particularly positive about the separate assessor for research methodology.

The thesis is evaluated by two lecturers: the supervisor and the second assessor who evaluated the ITP. If the final evaluations are in alignment, and large grade differences do not occur, the final grade is established. The thesis coordinator is informed if the final grades of the assessors show a grade difference of 2.0 or more. Subsequently a third assessor will be appointed and the final grade will be the average of the three assessors. For the assessment of the thesis, lecturers make use of rubrics and an assessment form. The panel has seen different assessment forms while reviewing the master's theses. The most recent form gives the first and second supervisor the option to provide qualitative feedback per assessment criterion. The amount of qualitative feedback given on the form varies. From the form, it is unclear if both assessors grade the student independently. Differences in achievement level of the theses were appropriately reflected in the assigned marks. The marking of theses was fair and properly aligned.

Board of Examiners
The Board of Examiners (BoE) consists of three people who are all senior lecturers with didactical experience. The composition of the board meets the legal requirements. The BoE has an external member who is also a member of the BoE for the Bachelor of Science Tourism (joint degree with Wageningen University). The BoE's members are facilitated in developing their expertise in assessment strategies and policies through, for instance, obtaining BKE and SKE-certificates. The current members are expected to obtain their SKE by the end of 2018 (cf. Standard 6).

The BoE meets four to seven times per year. The small scale of the programme contributes to informal contact as well. The BoE screens a (random) selection of courses and their assessments twice a year. Furthermore, the BoE has an overview of all assignments that are used in each course but does not actively seek an overview for the entire curriculum. The BoE does not actively monitor the students' progress or the results of assessments. Any problems in the programme come to light via other processes, such as (but not exclusively), the round table sessions and team meetings.

Considerations
The NHTV has a satisfactory assessment policy (testing framework). The MSc LS applies multiple and diverse assessment methods per course. In general, the assessments in courses are adequate and support the students' learning process. Pair work remains a point of attention as the assessments of individual achievements of students are currently insufficiently transparent.

The panel is positive about the assessment of the individual thesis proposal which uses a separate assessor for the research methodology. Thesis assessors use a standardised form for their assessments. The amount of qualitative feedback given on the form varies. From the form, it is unclear if both assessors grade the student independently.

The panel suggests that significant improvements can be made in standardising and monitoring assessment practices (including forms) and individual student achievements. Also, the panel is not convinced that freeriding behaviour is systematically and adequately prevented. The BoE currently seems to be a reactive body. The panel finds that the BoE could and should be more proactive in their task. But the panel also recognises that the BoE deserves and needs insurances to maintain and safeguard their important work. The board plays a crucial role in the programme's quality assurance and should be positioned accordingly so they are able to do their job. It is vital that the BoE and its members continue to have seniority and are regarded as guardians of the programme's quality.

Conclusion
Master's programme Leisure Studies: the panel assesses Standard 10 as 'satisfactory'.

Standard 11: Achieved learning outcomes
The programme demonstrates that the intended learning outcomes are achieved.

Findings
To assess the achievement of the intended learning outcomes, the panel studied the results of tests, the master's theses and the performance of graduates in the professional field.

The panel studied 15 master's theses that were written in 2015-2017 to verify the achievement levels of graduates of the master's programme (appendix 6). The panel concluded that graduates demonstrated to have met the intended learning outcomes at a very good level. The reports exceeded the panel's expectations and showed that students grasp the essence of academic research. They consistently demonstrate they are able to perform research and show a firm understanding of the methodology and the research process. The range of chosen topics reflects the sorts of issues that are appropriate to examine in master theses. For example, projects reviewed by the panel explored the localisation of events in the UK and the Netherlands, local support for a hallmark event in Malta, gentrification in the neighbourhood, and community-based tourism in Mexico. The awareness of the literature is generally sound and the methods and analysis appropriate. The panel is very enthusiastic about the research abilities that the students show. As a suggestion the panel remarks that a thesis could also contain links with the professional world since the majority of graduates will embark on a professional career rather than an academic career.

Graduates have mainly found positions in the Netherlands. They operate in jobs that require an academic level of thinking and are working in public, semi-public or private organisations.

Considerations
The panel ascertained that graduates of the programme achieve the intended learning outcomes at a very good level. Graduates demonstrated a solid grasp of theoretical knowledge, and an ability to appropriately structure their research, posing relevant questions and making use of suitable literature and research methods. The panel concluded that graduates showed a level beyond its expectations and are well prepared for the labour market.

Conclusion
Master's programme Leisure Studies: the panel assesses Standard 11 as 'good'.

GENERAL CONCLUSION

The panel unreservedly recognises NHTV as a leader of research in leisure. It is the place for the academic study of leisure in the Netherlands. This is reflected in the MSc LS which is a solid and good academic master's programme in leisure studies. The programme has strong ties with the research groups of AfL which shows in the curriculum and the thesis trajectory. The content of the programme is current and relevant. The research orientation is beyond expectations of the panel and the theses show an outstanding quality.

The panel did, however, also find some points of discussion that the programme management may wish to consider in further developing the programme. The programme's focus is firmly directed towards research. However, the majority of students will not go on to an academic career, but a professional career outside academia. The programme could therefore consider strengthening its link with the professional field in its curriculum. This connection to the professional field could, for instance, be more explicit in assignments or in the master's theses of students. Students report they worry about the relation with the professional practice and the recognition of the academic value of the programme to (potential) employers. The panel concludes, however, that the academic value of the programme is beyond any doubt.

The panel finds further points of improvement that are mainly directed towards internal processes. Certain aspects of student assessments and quality assurance should be improved. The panel asks special attention for the counselling of students during the writing of the master's thesis. The current practice may lead to differences in the amount of time and feedback that individual students are given by their supervisor. Further, there is a need to ensure consistency in assessment practices and instruments. The panel urgently finds that the current Board of Examiners should adopt a more proactive stance, and deserves and needs insurances to maintain and safeguard their important work.

Conclusion

The panel assesses the *master's programme Leisure Studies* as 'satisfactory'.

APPENDICES

APPENDIX 1: FIELD OF STUDY
Taken from the self-evaluation report

Field of study
Leisure is a growing area of consumption, economic activity, social interaction and identity formation. The main focus of the BSc and MSc Leisure Studies (LS) is the way in which leisure production and consumption shapes and is shaped by society. The BSc LS addresses these issues in the context of leisure proper, whereas the MSc LS capitalises upon the greater analytical and integrative capacities of students at the master's level to approach leisure and tourism practices in a more holistic fashion.

The social significance of leisure has increased dramatically in recent decades as both leisure time and consumption have risen. Since the 1980s, a great deal of attention has been paid to the economic consequences of leisure and tourism. Expenditure in the leisure sector now accounts for around 20% of disposable income, and the tourism sector generates almost 4% of GDP in the Netherlands, compared with only 3% five years ago. The growing leisure economy in the Netherlands recently led the Rabobank to suggest that the country is developing into a 'leisureland'[1].

However, the significance of leisure (and also tourism) goes far beyond the economic impacts that tend to preoccupy policy makers and politicians. Most importantly, as periods of relatively unconstrained time use, these fields are becoming increasingly important in terms of personal development, identity formation, socialisation, community formation and meaning making. Leisure and tourism experiences underpin the development of social ties in the contemporary network society, making the study of leisure and tourism essential to an understanding of how society functions in the 21st century.

From an academic perspective the study of leisure has become more problematic as the emancipatory project of expanding leisure time and individual freedom became increasingly enmeshed with the growth of the consumer society. This produced a fragmentation of leisure studies into a series of 'little leisures', focused on specific fields of consumption such as tourism, events and sport, which according to Roberts (2011)[2] undermined the social basis of leisure studies. Particularly in the UK these developments have been heralded as a 'crisis' in leisure studies, as the subject field saw increasingly large areas of leisure hived off into more specialised niche courses. The aim of the BSc and MSc programmes is to build on the holistic perspectives on leisure developed over the past 25 years of research and teaching and to provide students with an overview of leisure as a social field in which people express, develop, create and relate, and in doing so, build society as a whole. We are doing this in a rich environment with over 1,700 students who are in daily contact with leisure and hundreds of contacts with the public sector and commercial leisure companies.

Positioning and distinctive features
The BSc and MSc LS highlight the dual nature of the leisure sector as a domain where (consumer-centric) social needs and trends collide with (producer-centric) sectoral developments. One of the integrative methodological and conceptual choices that underlies this holistic perspective is to focus on the dynamic interactions that form the core of leisure, rather than a more limited focus on either leisure needs, satisfaction and meaning making (the social side), or leisure management and product development (the business side). This broad and layered understanding of leisure is further facilitated by the multidisciplinary nature of the team of lecturers/researchers that carries the BSc and MSc programmes, including specialists in sociology, psychology, philosophy, neuroscience, marketing, anthropology, change management, innovation, statistics and intercultural communication.

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[1] http://pretwerk.nl/opinie/rabobank-nederland-ontwikkelt-zich-tot-leisureland/45812
[2] Roberts, K. (2011). Leisure: The importance of being inconsequential. Leisure Studies, 30(1), 5-20.

Leisure Studies, NHTV Breda University of Applied Sciences

The business side of leisure has been strengthened in the BSc programme, in accordance with feedback from the 2012 accreditation, most explicitly through the development of a new course, 'Dynamics of the Leisure Sector'. This course highlights the structure and interaction dynamics of various kinds of stakeholders in the leisure sector. Other themes that have been made more prominent in the curriculum include Storytelling and Events (in the 'Storytelling and Experience' course, and in 'Philosophy of Leisure 1' in year 2) and Ethics (in both the 2nd and 3rd year 'Philosophy of Leisure'-courses).

The drive to focus on leisure practices as practices where the various aspects of the dynamic field of leisure (social, managerial) can interact, is a means of maintaining a holistic focus on leisure and in contrast to the more specialised approach of programmes dealing with specific areas of leisure consumption. Rather than analysing the fragmenting consumer experience of rapidly changing leisure activities, we consider the development of leisure practices as social routines that combine processes, content and contexts. Individuals and social groups following the routines of leisure in turn develop the structures that form the context for these actions. Practice-theoretical conceptual frameworks are currently flourishing in many scientific disciplines and many domains of leisure activity (see Shove, Pantzar, & Watson, 2012; Spaargaren, Lamers, & Weenink, 2016; Warde, 2014[3]). Particularly scholars from consumption studies have focused on practice approaches to explain the dynamics and increasing complexity of consumption behaviour implied by the network society.

This approach has definite advantages in the study of leisure (as well as tourism), because It supports a multidisciplinary perspective and it emphasises the need to combine different theories and types of knowledge (such as individual motivations, social relations and economic constraints) to understand how practices function. In this conceptual schema, supply and demand are not seen as separate categories with clearly identifiable producers and consumers, allowing us to analyse and understand processes of 'prosumption' or co-creation that involve producers and consumers working together to generate experiences.

We also understand these leisure practices as being linked to each other, in the same way that Collins (2004[4]) talks about 'Interaction Ritual Chains'. Leisure practices are not isolated activities or discrete experiences, but they depend on the previous leisure experiences of the participants and those around them. Leisure practices enable participants to develop skills and understandings and gather resources that will all determine to some extent the trajectory of future consumption decisions. Such insights are vital to support the development of effective policies and management strategies in the dynamic fields of leisure and tourism.

This multidisciplinary, layered and holistic approach to leisure also informs the work of the three research groups at AfL, which cover leisure processes (Imagineering), leisure content (Storytelling) and leisure contexts (Placemaking and Events). The courses provided in the BSc and MSc LS programmes are all related to one or more of these research areas. There is a prominent role for the experience perspective on leisure, which is also central to the NHTV research agenda.

The academic climate is supported by integrating research in the programme, by maintaining formal links with Tilburg University and Wageningen University, and by participating in international networks, such as ATLAS, the WLO (World Leisure Organization) and the Leisure Studies Association. As one of a select few Centres of Excellence of the WLO, AfL also leads global leisure research and education agendas.

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3 Shove, E., Pantzar, M., & Watson, M. (2012). The dynamics of social practice: Everyday life and how it changes. Los Angeles, CA: Sage.
Spaargaren, G., Weenink, D., & Lamers, M. (2016). Practice theory and research: Exploring the dynamics of social life, Oxon, OX/New York, NY: Routledge.
Warde, A. (2014). After taste: Culture, consumption and theories of practice. Journal of Consumer Culture, 14(3), 279-303. doi: 10.1177/1469540514547828
4 Collins, R. (2004). Interaction ritual chains. Princeton and Oxford: Princeton University Press.

APPENDIX 2: INTENDED LEARNING OUTCOMES

The intended learning outcomes (exit qualifications) of the MSc programme are in **bold**. The intended learning outcomes of the BSc LS programme are also included (in regular type set, not bold) as they are met in the BSc LS programme but still apply to the MSc programme in Leisure Studies.

Exit qualifications	Programme component	Derived learning goals
1. General intellectual basic skills		
1.1. Logical, analytical reasoning		
Logical and analytical reasoning, isolating the appropriate problems, and understanding those problems in their proper context **A deep understanding of the underlying academic discussion in leisure and connections to concrete issues[1]**	Leisure, Creativity and Space	- Show an in depth appreciation of the role of contexts of leisure (enjoyment, entertainment, play, consumption, creativity) in the development/ transformation of spaces and places; - Have a deep understanding of theories concerning the factors that shape the global, national and local development of public/private contexts of leisure and creativity; - Show an awareness of the development of the global/transnational leisure/cultural industries and the network dynamics responsible for their interdependencies; - Exhibit a broad knowledge of theory and research concerning the comparative role of policy making in mediating between global developments in the leisure/cultural industries and the local distribution/ creation of leisure/cultural functions.
	Understanding Leisure and Tourism Attractions and Events	- Show a thorough understanding of the challenges leisure organisations are confronted with in today's global and fast changing environment; - Show a thorough understanding of theories of change management, innovations and networks, and their applicability in the leisure sector.
	Imagineering as Strategic Design in Leisure Organizations	- Show a deep understanding of strategic management in a complex context which is typical for the leisure/ creative industries; - Show a deep understanding of complexity science, imagineering, management strategies and innovations; - Be able to critically reflect on strategy in leisure organisations in practice and to advise strategists on the value, opportunities and implications of strategic design and the method of imagineering; - Be aware of the ethical dimension of strategic management and the increasing importance of business ethics in the corporate world.
	Experience Marketing in Leisure and Tourism	- Show a deep understanding of marketing perspectives on leisure experiences; - Show a deep understanding of the organisation and dynamics of market research in the leisure sector; - Show a deep understanding of the pros and cons of Web surveys.
	Analyzing Leisure Interactions	- Have a thorough understanding of the theoretical foundations of, and theory development in the academic field of Leisure Studies; - Have a thorough understanding of the link between leisure practices, interaction rituals, decision making processes and lifestyles in the network society; - Have a thorough understanding of theory development in the leisure sectors of culture, tourism, sport, media and theme parks.

	Seminar Leisure Studies	- Show an active and in-depth appreciation of the international and current state of the art in theory and research with regard to a specific Leisure Studies research topic (derived from the central theme of the Leisure in the network society research programme, in which the research groups of Storytelling, Imagineering and Events come together, related to the content, context and process of leisure practices); - Develop a critical, well founded and well documented standpoint with regard to scientific and social issues in the field of leisure research, possibly on the basis of incomplete data and an incomplete theory development, and present and defend that standpoint both orally and in writing, and if necessary change it; - Translate an evaluation of developments in the field of leisure theory and research with regard to a pre-formulated research question into a concrete, both scientifically and socially relevant Individual Thesis Proposal (including a choice of relevant theories, the development of a conceptual framework with sub questions or hypotheses, the choice of adequate research methods and techniques).
1.2. Critical reflection (including self-reflection)		
-Ability to reflect on one's own professional knowledge and practices, and on those of others **-Having the flexibility to adapt one's point of view upon the acquisition of new knowledge**	Understanding Leisure and Tourism Attractions and Events	- Be able to critically reflect on the role of networks in leisure attractions and events through the development and execution of a qualitative empirical research, using methods of network analysis, and providing sound conclusions and recommendations.
	Imagineering as Strategic Design in Leisure Organizations	- Be able to critically reflect on strategy in leisure organisations in practice and to advise strategists on the value, opportunities and implications of strategic design and the method of Imagineering.
	Experience Marketing in Leisure and Tourism	- Show academic skills and critical capacities by carrying out empirical research for a leisure organisation and relating the outcomes to general information and trends in society as a whole.
	Master Thesis Leisure Studies	- Write a research report, giving a well-documented and reflexive account of the research done, both in terms of the theories and the methods used, and of the scientific and strategic results arrived at; - Accurately and reflexively present and reflect on the research findings, conclusions and recommendations in the master thesis.
1.3. Ethical/normative awareness		
-Familiarity and compliance with the fundamental principles of academic objectiveness, integrity and responsibility -Awareness of social-political and ethical aspects involved in operating in the field of Leisure Studies **-Integrating ethical principles and values into one's professional conduct** **-Applying ethical and normative modes of thought in one's own research work methods**	Imagineering as Strategic Design in Leisure Organizations	- Be aware of the ethical dimension of strategic management and the increasing importance of business ethics in the corporate world.
	All courses	-Apply ethical and normative principles (e.g. academic referencing, data collection, processing and analysis) in (empirical) research reports (both individual and group work).

1.4. Communication skills		
-Ability to communicate clearly, both orally and in academic writing, about the aspects of the discipline with fellow professionals and non-fellow professionals **-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	All courses	-Active application of academic English (reading, speaking, listening, presenting, discussing and writing), including discussions and group work in the context of the international classroom.

1.5. Applying several perspectives / sources		
-Use and evaluation of various sources of information, in order to be able to make an accurate, qualitatively sound selection -Multidisciplinary perspective in approaching practical problems -Awareness of intercultural differences in leisure activities and in the conditions for leisure activities **-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	Leisure, Creativity and Space	- Show an in depth appreciation of the role of contexts of leisure (enjoyment, entertainment, play, consumption, creativity) in the development/ transformation of spaces and places; - Have a deep understanding of theories concerning the factors that shape the global, national and local development of public/private contexts of leisure and creativity; - Show an awareness of the development of the global/transnational leisure/ cultural industries and the network dynamics responsible for their interdependencies; - Exhibit a broad knowledge of theory and research concerning the comparative role of policy making in mediating between global developments in the leisure/ cultural industries and the local distribution/ creation of leisure/cultural functions; - Critically assessing, discussing and reflecting on relevant literature by writing two individual papers.
	Understanding Leisure and Tourism Attractions and Events	-Show a thorough understanding of the challenges leisure organisations are confronted with in today's global and fast changing environment; - Show a thorough understanding of theories of change management, innovations and networks, and their applicability in the leisure sector.
	Imagineering as Strategic Design in Leisure Organizations	- Show a deep understanding of strategic management in a complex context which is typical for the leisure/ creative industries; - Show a deep understanding of complexity science, imagineering, management strategies and innovations; - Be able to critically reflect on strategy in leisure organisations in practice and to advise strategists on the value, opportunities and implications of strategic design and the method of imagineering; - Be aware of the ethical dimension of strategic management and the increasing importance of business ethics in the corporate world.

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-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	Experience Marketing in Leisure and Tourism	- Show a deep understanding of marketing perspectives on leisure experiences; - Show a deep understanding of the organisation and dynamics of market research in the leisure sector.
	Analyzing Leisure Interactions	- Have a thorough understanding of the theoretical foundations of, and theory development in the academic field of Leisure Studies; - Have a thorough understanding of the link between leisure practices, interaction rituals, decision making processes and lifestyles in the network society; - Have a thorough understanding of theory development in the leisure sectors of culture, tourism, sport, media and theme parks.
	Seminar Leisure Studies	- Show an active and in-depth appreciation of the international and current state of the art in theory and research with regard to a specific Leisure Studies research topic (derived from the central theme of the Leisure in the network society research programme, in which the research groups of Storytelling, Imagineering and Events come together, related to the content, context and process of leisure practices); - Develop a critical, well founded and well documented standpoint with regard to scientific and social issues in the field of leisure research, possibly on the basis of incomplete data and an incomplete theory development, and present and defend that standpoint both orally and in writing, and if necessary change it; - Translate an evaluation of developments in the field of leisure theory and research with regard to a pre-formulated research question into a concrete, both scientifically and socially relevant Individual Thesis Proposal (including a choice of relevant theories, the development of a conceptual framework with sub questions or hypotheses, the choice of adequate research methods and techniques).
	Master Thesis Leisure Studies	- Independently design and carry out an empirical research project in the field of leisure studies, in the first place developed on the basis of an evaluation of developments in theory and research, but possibly also relevant to practical leisure-related issues, and the strategic decision-making process related; - On the basis of that write a research report, giving a well-documented and reflexive account of the research done, both in terms of the theories and the methods used, and of the scientific and strategic results arrived at; - Accurately and reflexively present and reflect on the research findings, conclusions and recommendations in the master thesis.

2. Research attitude		
2.1. Seeing connections and having an eye for trends and developments		
-Contribution to the expansion of knowledge based on an interested, inquisitive attitude -Recognition of the dominant paradigms within Leisure Studies -Independent opinion formation on issues in the discipline of Leisure Studies -Ability - under supervision – to set up, carry out and report on research projects into the use of leisure and conditions and/or organisation of leisure **-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**	Understanding Leisure Attractions/ Imagineering as Strategic Design in Leisure Organizations/ Experience Marketing in Leisure and Tourism	- Design and carry out a qualitative and/or quantitative empirical research based on a sound problem statement and theoretical framework; - Being able to present the research findings and conclusions in a research report and presentation.
	Seminar Leisure Studies	- Show an active and in-depth appreciation of the international and current state of the art in theory and research with regard to a specific Leisure Studies research topic (derived from the central theme of the Leisure in the network society research programme, in which the research groups of Storytelling, Imagineering and Events come together, related to the content, context and process of leisure practices); - Develop a critical, well founded and well documented standpoint with regard to scientific and social issues in the field of leisure research, possibly on the basis of incomplete data and an incomplete theory development, and present and defend that standpoint both orally and in writing, and if necessary change it; - Translate an evaluation of developments in the field of leisure theory and research with regard to a pre-formulated research question into a concrete, both scientifically and socially relevant Individual Thesis Proposal (including a choice of relevant theories, the development of a conceptual framework with sub questions or hypotheses, the choice of adequate research methods and techniques).
	Master Thesis Leisure Studies	- Independently design and carry out an empirical research project in the field of leisure studies, in the first place developed on the basis of an evaluation of developments in theory and research, but possibly also relevant to practical leisure-related issues, and the strategic decision-making process related; - On the basis of that write a research report, giving a well-documented and reflexive account of the research done, both in terms of the theories and the methods used, and of the scientific and strategic results arrived at; - Accurately and reflexively present and reflect on the research findings, conclusions and recommendations in the master thesis.
2.2. Aimed at adapting/expanding the level of knowledge		
-Critical attitude with regard to one's own findings and conclusions, and those of others -Looking for and being open to new points of view **-Ability to rethink and expand knowledge acquired -Ability to make concrete contributions to knowledge deepening**	Leisure, Creativity and Space/ Understanding Leisure and Tourism Attractions and Events/ Imagineering as Strategic Design in Leisure Organizations/ Experience Marketing in Leisure and Tourism	- Critically assessing, discussing and reflecting on relevant literature (in relation to the conducted empirical research) by writing individual and group papers, and if applicable, provide recommendations for further academic research and/or practice.
	Analyzing Leisure Interactions	- Critically assessing, discussing and reflecting on relevant literature within the international classroom.

	Seminar Leisure Studies	- Show an active and in-depth appreciation of the international and current state of the art in theory and research with regard to a specific Leisure Studies research topic (derived from the central theme of the Leisure in the network society research programme, in which the research groups of Storytelling, Imagineering and Events come together, related to the content, context and process of leisure practices); - Develop a critical, well founded and well documented standpoint with regard to scientific and social issues in the field of leisure research, possibly on the basis of incomplete data and an incomplete theory development, and present and defend that standpoint both orally and in writing, and if necessary change it; - Translate an evaluation of developments in the field of leisure theory and research with regard to a pre-formulated research question into a concrete, both scientifically and socially relevant Individual Thesis Proposal (including a choice of relevant theories, the development of a conceptual framework with sub questions or hypotheses, the choice of adequate research methods and techniques).
	Master Thesis Leisure Studies	- Independently design and carry out an empirical research project in the field of leisure studies, in the first place developed on the basis of an evaluation of developments in theory and research, but possibly also relevant to practical leisure-related issues, and the strategic decision-making process related; - On the basis of that write a research report, giving a well-documented and reflexive account of the research done, both in terms of the theories and the methods used, and of the scientific and strategic results arrived at; - Accurately and reflexively present and reflect on the research findings, conclusions and recommendations in the master thesis.
2.3. Lifelong learning		
-Commitment to the continuous process of knowledge development -Willingness to engage in life-long learning -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 on intended effect of the study programme as a whole	All courses	-Lifelong learning is the intended effect of the study programme as a whole and cannot be narrowed down to one specific course.

3. Disciplinary knowledge		
3.1. Knowledge and understanding of the basic principles and history of the discipline		
-Knowledge of and insight into the developments in leisure activities/pursuits and in the conditions for leisure activities/pursuits -Knowledge and understanding of the fundamentals, history and development of Leisure Studies -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)	Leisure, Creativity and Space	- Show an in depth appreciation of the role of contexts of leisure (enjoyment, entertainment, play, consumption, creativity) in the development/ transformation of spaces and places; - Have a deep understanding of theories concerning the factors that shape the global, national and local development of public/private contexts of leisure and creativity; - Show an awareness of the development of the global/transnational leisure/cultural industries and the network dynamics responsible for their interdependencies; - Exhibit a broad knowledge of theory and research concerning the comparative role of policy making in mediating between global developments in the leisure/ cultural industries and the local distribution/ creation of leisure/ cultural functions.
	Understanding Leisure and Tourism Attractions and Events	- Show a thorough understanding of the challenges leisure organisations are confronted with in today's global and fast changing environment; - Show a thorough understanding of theories of change management, innovations and networks, and their applicability in the leisure sector.
	Imagineering as Strategic Design in Leisure Organizations	- Show a deep understanding of strategic management in a complex context which is typical for the leisure/ creative industries; - Show a deep understanding of complexity science, imagineering, management strategies and innovations; - Be able to critically reflect on strategy in leisure organisations in practice and to advise strategists on the value, opportunities and implications of strategic design and the method of imagineering; - Be aware of the ethical dimension of strategic management and the increasing importance of business ethics in the corporate world.
	Experience Marketing in Leisure and Tourism	- Show a deep understanding of marketing perspectives on leisure experiences; - Show a deep understanding of the organisation and dynamics of market research in the leisure sector; - Show a deep understanding of the pros and cons of Web surveys and to conduct them.
	Analyzing Leisure Interactions	- Have a thorough understanding of the theoretical foundations of, and theory development in the academic field of Leisure Studies; - Have a thorough understanding of the link between leisure practices, interaction rituals, decision making processes and lifestyles in the network society; - Have a thorough understanding of theory development in the leisure sectors of culture, tourism, sport, media and theme parks.

	Seminar Leisure Studies	- Show an active and in-depth appreciation of the international and current state of the art in theory and research with regard to a specific Leisure Studies research topic (derived from the central theme of the Leisure in the network society research programme, in which the research groups of Storytelling, Imagineering and Events come together, related to the content, context and process of leisure practices); - Develop a critical, well founded and well documented standpoint with regard to scientific and social issues in the field of leisure research, possibly on the basis of incomplete data and an incomplete theory development, and present and defend that standpoint both orally and in writing, and if necessary change it; - Translate an evaluation of developments in the field of leisure theory and research with regard to a pre-formulated research question into a concrete, both scientifically and socially relevant Individual Thesis Proposal (including a choice of relevant theories, the development of a conceptual framework with sub questions or hypotheses, the choice of adequate research methods and techniques).
	Master Thesis Leisure Studies	- Independently design and carry out an empirical research project in the field of leisure studies, in the first place developed on the basis of an evaluation of developments in theory and research, but possibly also relevant to practical leisure-related issues, and the strategic decision-making process related; - On the basis of that write a research report, giving a well-documented and reflexive account of the research done, both in terms of the theories and the methods used, and of the scientific and strategic results arrived at; - Accurately and reflexively present and reflect on the research findings, conclusions and recommendations in the master thesis.
3.2. Understanding of the structure of and connection between the various subareas of the discipline		
-Overall understanding of the multidisciplinary discipline of Leisure Studies, with an eye for the relationships between the various subfields -Knowledge and understanding of the most important models and conceptual frameworks in the field of Leisure Studies **-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**	Seminar Leisure Studies	- Show an active and in-depth appreciation of the international and current state of the art in theory and research with regard to a specific Leisure Studies research topic (derived from the central theme of the Leisure in the network society research programme, in which the research groups of Storytelling, Imagineering and Events come together, related to the content, context and process of leisure practices); - Develop a critical, well founded and well documented standpoint with regard to scientific and social issues in the field of leisure research, possibly on the basis of incomplete data and an incomplete theory development, and present and defend that standpoint both orally and in writing, and if necessary change it; - Translate an evaluation of developments in the field of leisure theory and research with regard to a pre-formulated research question into a concrete, both scientifically and socially relevant Individual Thesis Proposal (including a choice of relevant theories, the development of a conceptual framework with sub questions or hypotheses, the choice of adequate research methods and techniques).
-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	Master Thesis Leisure Studies	- Independently design and carry out an empirical research project in the field of leisure studies, in the first place developed on the basis of an evaluation of developments in theory and research, but possibly also relevant to practical leisure-related issues, and the strategic decision-making process related; - On the basis of that write a research report, giving a well-documented and reflexive account of the research done, both in terms of the theories and the methods used, and of the scientific and strategic results arrived at; - Accurately and reflexively present and reflect on the research findings, conclusions and recommendations in the master thesis.

3.3. Recognising discipline-bound paradigms		
-Insight into relevant theories and research traditions in the fields of anthropology, sociology, economics, psychology, and philosophy in general, and the way leisure is studied in these fields in particular -**Critically reflecting on and being able to integrate and apply existing paradigms to the field of Leisure in the network society**	Seminar Leisure Studies	- Show an active and in-depth appreciation of the international and current state of the art in theory and research with regard to a specific Leisure Studies research topic (derived from the central theme of the Leisure in the network society research programme, in which the research groups of Storytelling, Imagineering and Events come together, related to the content, context and process of leisure practices); - Develop a critical, well founded and well documented standpoint with regard to scientific and social issues in the field of leisure research, possibly on the basis of incomplete data and an incomplete theory development, and present and defend that standpoint both orally and in writing, and if necessary change it; - Translate an evaluation of developments in the field of leisure theory and research with regard to a pre-formulated research question into a concrete, both scientifically and socially relevant Individual Thesis Proposal (including a choice of relevant theories, the development of a conceptual framework with sub questions or hypotheses, the choice of adequate research methods and techniques).
	Master Thesis Leisure Studies	- Independently design and carry out an empirical research project in the field of leisure studies, in the first place developed on the basis of an evaluation of developments in theory and research, but possibly also relevant to practical leisure-related issues, and the strategic decision-making process related; - On the basis of that write a research report, giving a well-documented and reflexive account of the research done, both in terms of the theories and the methods used, and of the scientific and strategic results arrived at; - Accurately and reflexively present and reflect on the research findings, conclusions and recommendations in the master thesis.
3.4. Specific practical skills		
-Application of knowledge in organisations which operate in the mixed economy of leisure -**Applying strategic decision-making skills: being able to make the transition from knowledge to strategy through clear and practical policy recommendations**	Understanding Leisure and Tourism Attractions and Events	-Be able to critically reflect on the role of networks in leisure attractions and events through the development and execution of a qualitative empirical research, using methods of network analysis, and provide sound conclusions and recommendations.
	Imagineering as Strategic Design in Leisure Organizations	- Be able to critically reflect on strategy in leisure organisations in practice and to advise strategists on the value, opportunities and implications of strategic design and the method of Imagineering.
	Experience Marketing in Leisure and Tourism	-Show the academic skills and critical capacities by carrying out empirical research for a leisure organisation and relating the outcomes to general information and trends in society as a whole.
	Master Thesis Leisure Studies	- On the basis of an individually conducted empirical research, write a research report, giving a well-documented and reflexive account of the research done, both in terms of the theories and the methods used, and of the scientific and strategic results arrived at; - Accurately and reflexively present and reflect on the research findings, conclusions and recommendations in the master thesis.
3.5. Knowledge and understanding of research methods and theory formation		
-Knowledge of social scientific research methods and techniques -Knowledge of the history and development of research in one's discipline	Understanding Leisure and Tourism Attractions and Events	-Be able to critically reflect on the role of networks in leisure attractions and events through the development and execution of a qualitative empirical research, using methods of network analysis, and provide sound conclusions and recommendations.

	and the methods and approaches used in it -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)	Imagineering as Strategic Design in Leisure Organizations	- Be able to critically reflect on strategy in leisure organisations in practice and to advise strategists on the value, opportunities and implications of strategic design and the method of Imagineering.
		Experience Marketing in Leisure and Tourism	- Know how to operationalize constructs (e.g. "flow"); - Show a deep understanding of the pros and cons of Web surveys and to conduct them; - Show the academic skills and critical capacities by carrying out empirical research for a leisure organisation and relating the outcomes to general information and trends in society as a whole.
		Analyzing Leisure Interactions	- Be able to critically assess, discuss and reflect on literature and develop a theoretical framework.
		Seminar Leisure Studies	-Translate an evaluation of developments in the field of leisure theory and research with regard to a pre-formulated research question into a concrete, both scientifically and socially relevant Individual Thesis Proposal (including a choice of relevant theories, the development of a conceptual framework with sub questions or hypotheses, the choice of adequate research methods and techniques).
		Master Thesis Leisure Studies	- Independently design and carry out an empirical research project in the field of leisure studies, in the first place developed on the basis of an evaluation of developments in theory and research, but possibly also relevant to practical leisure-related issues, and the strategic decision-making process related; - On the basis of that write a research report, giving a well-documented and reflexive account of the research done, both in terms of the theories and the methods used, and of the scientific and strategic results arrived at; - Accurately and reflexively present and reflect on the research findings, conclusions and recommendations in the master thesis.

3.6. Taking a position in academic/scientific discourse

-Taking a critical position with regard to topics in the academic literature in the field of Leisure Studies -Demonstrating originality in critical thinking/awareness -Independently determining the direction in expanding knowledge and conducting research -Being able to combine research with practical relevance	Leisure, Creativity and Space	-Critically assessing, discussing and reflecting on relevant literature by writing two individual papers.
	Analyzing Leisure Interactions	-Critically assessing, discussing and reflecting on literature and developing a theoretical framework.
	Seminar Leisure Studies	- Show an active and in-depth appreciation of the international and current state of the art in theory and research with regard to a specific Leisure Studies research topic (derived from the central theme of the Leisure in the network society research programme, in which the research groups of Storytelling, Imagineering and Events come together, related to the content, context and process of leisure practices); - Develop a critical, well founded and well documented standpoint with regard to scientific and social issues in the field of leisure research, possibly on the basis of incomplete data and an incomplete theory development, and present and defend that standpoint both orally and in writing, and if necessary change it; - Translate an evaluation of developments in the field of leisure theory and research with regard to a pre-formulated research question into a concrete, both scientifically and socially relevant Individual Thesis Proposal (including a choice of relevant theories, the development of a conceptual framework with sub questions or hypotheses, the choice of adequate research methods and techniques).

	Master Thesis Leisure Studies	- Independently design and carry out an empirical research project in the field of leisure studies, in the first place developed on the basis of an evaluation of developments in theory and research, but possibly also relevant to practical leisure-related issues, and the strategic decision-making process related; - On the basis of that write a research report, giving a well-documented and reflexive account of the research done, both in terms of the theories and the methods used, and of the scientific and strategic results arrived at; - Accurately and reflexively present and reflect on the research findings, conclusions and recommendations in the master thesis.

3.7. Applying discipline-specific analysis techniques

-Ability to apply current research methods and techniques in an appropriate and effective fashion -Ability to translate social issues into discipline-related problems and an ability to relate these problems – by means of current research methods and techniques – to empirical and theoretical insights in the field of Leisure Studies -Insight into the progression of research -Ability to – under supervision and in a methodically sound manner – carry out the various phases of research; ability to ask clarifying questions regarding one's own discipline and an ability to test hypotheses on the grounds of knowledge and skills acquired with regard to problem formulation, theory construction, and research methods and techniques -Interpretation of and reporting on research findings **-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**	Understanding Leisure and Tourism Attractions and Events	-Be able to critically reflect on the role of networks in leisure attractions and events through the development and execution of a qualitative empirical research, using methods of network analysis, and provide sound conclusions and recommendations.
	Imagineering as Strategic Design in Leisure Organizations	- Be able to critically reflect on strategy in leisure organisations in practice and to advise strategists on the value, opportunities and implications of strategic design and the method of imagineering.
	Experience Marketing in Leisure and Tourism	- Know how to operationalize constructs (e.g. "flow"); - Show a deep understanding of the pros and cons of Web surveys and to conduct them; - Show the academic skills and critical capacities by carrying out empirical research for a leisure organisation and relating the outcomes to general information and trends in society as a whole.
	Seminar Leisure Studies	-Translate an evaluation of developments in the field of leisure theory and research with regard to a pre-formulated research question into a concrete, both scientifically and socially relevant Individual Thesis Proposal (including a choice of relevant theories, the development of a conceptual framework with sub questions or hypotheses, the choice of adequate research methods and techniques).
	Master Thesis Leisure Studies	- Independently design and carry out an empirical research project in the field of leisure studies, in the first place developed on the basis of an evaluation of developments in theory and research, but possibly also relevant to practical leisure-related issues, and the strategic decision-making process related; - On the basis of that write a research report, giving a well-documented and reflexive account of the research done, both in terms of the theories and the methods used, and of the scientific and strategic results arrived at; - Accurately and reflexively present and reflect on the research findings, conclusions and recommendations in the master thesis.

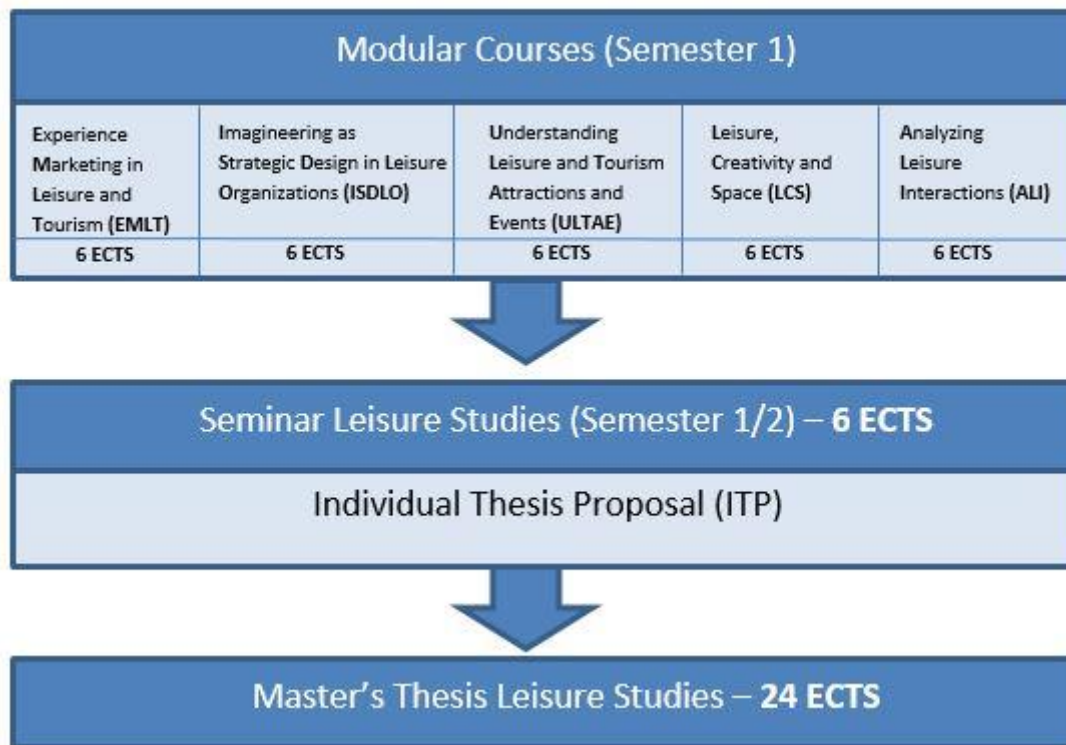### 3.8. Evaluation of discipline-specific research

| -Understanding and interpretation of presuppositions, information content/value and empirical tenability of research and theories in the field of Leisure Studies
-Understanding and interpretation of specialist literature | Seminar Leisure Studies | - Show an active and in-depth appreciation of the international and current state of the art in theory and research with regard to a specific Leisure Studies research topic (derived from the central theme of the Leisure in the network society research programme, in which the research groups of Storytelling, Imagineering and Events come together, related to the content, context and process of leisure practices);
- Develop a critical, well founded and well documented standpoint with regard to scientific and social issues in the field of leisure research, possibly on the basis of incomplete data and an incomplete theory development, and present and defend that standpoint both orally and in writing, and if necessary change it;
- Translate an evaluation of developments in the field of leisure theory and research with regard to a pre-formulated research question into a concrete, both scientifically and socially relevant Individual Thesis Proposal (including a choice of relevant theories, the development of a conceptual framework with sub questions or hypotheses, the choice of adequate research methods and techniques). |
| | Master Thesis Leisure Studies | - Independently design and carry out an empirical research project in the field of leisure studies, in the first place developed on the basis of an evaluation of developments in theory and research, but possibly also relevant to practical leisure-related issues, and the strategic decision-making process related;
- On the basis of that write a research report, giving a well-documented and reflexive account of the research done, both in terms of the theories and the methods used, and of the scientific and strategic results arrived at;
- Accurately and reflexively present and reflect on the research findings, conclusions and recommendations in the master thesis. |

3.9. Mastery of disciplinary skills

-Proficiency in fundamental professional skills, such as project-based working, ability to work in a team, reporting and advising -**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**	Understanding Leisure and Tourism Attractions and Events	- Be able to critically reflect on the role of networks in leisure attractions and events through the development and execution of a qualitative empirical research, using methods of network analysis, and provide sound conclusions and recommendations; - Be able to work in a group.
	Imagineering as Strategic Design in Leisure Organizations	- Be able to critically reflect on strategy in leisure organisations in practice and to advise strategists on the value, opportunities and implications of strategic design and the method of imagineering; - Be able to work in a group.
	Experience Marketing in Leisure and Tourism	- Know how to operationalize constructs (e.g. "flow"); - Show a deep understanding of the pros and cons of Web surveys and to conduct them; - Show the academic skills and critical capacities by carrying out empirical research for a leisure organisation and relating the outcomes to general information and trends in society as a whole; - Be able to work in a group.
	Seminar Leisure Studies	- Discuss literature relevant to one's research subject within the context of a thematic group; - Critically assess draft versions of the Individual Thesis Proposal of fellow students (within the context of a thematic group) and provide constructive feedback.

4. Transdisciplinary skills		
4.1. Knowledge and skills not relating to one's own discipline		
-Knowledge of the most important social-philosophical and epistemological principles and approaches -Knowledge of the basic principles of at least one other related or non-related discipline		- Basic disciplinary and philosophic training should be acquired in a preparatory bachelor's programme, for instance the Bachelor's programme ILS.
4.2. Multidisciplinary partnerships		
-Application of a multidisciplinary perspective in exercising academic activities	All courses	- Be able to use a multidisciplinary and transnational approach to issues related to the content, context and process of leisure practices in the network society;
-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	Analyzing Leisure Interactions/ Understanding Leisure and Tourism Attractions and Events/ Experience Marketing/ Imagineering as Strategic Design in Leisure Organization/ Seminar Leisure Studies	- Critically assessing, discussing and reflecting on relevant literature and research data within a multidisciplinary and international classroom.
	Imagineering as Strategic Design in Leisure Organizations	- Be able to critically reflect on strategy in leisure organisations in practice and to advise strategists on the value, opportunities and implications of strategic design and the method of Imagineering.
	Seminar Leisure Studies	- Show an active and in-depth appreciation of the international and current state of the art in theory and research with regard to a specific Leisure Studies research topic (derived from the central theme of the Leisure in the network society research programme, in which the research groups of Storytelling, Imagineering and Events come together, related to the content, context and process of leisure practices); - Develop a critical, well founded and well documented standpoint with regard to scientific and social issues in the field of leisure research, possibly on the basis of incomplete data and an incomplete theory development, and present and defend that standpoint both orally and in writing, and if necessary change it; - Translate an evaluation of developments in the field of leisure theory and research with regard to a pre-formulated research question into a concrete, both scientifically and socially relevant Individual Thesis Proposal (including a choice of relevant theories, the development of a conceptual framework with sub questions or hypotheses, the choice of adequate research methods and techniques).
	Master Thesis Leisure Studies	- On the basis of an empirical research project, write a research report, giving a well-documented and reflexive account of the research done, both in terms of the theories and the methods used, and of the scientific and strategic results arrived at; - Accurately and reflexively present and reflect on the research findings, conclusions and recommendations in the master thesis.

APPENDIX 3: OVERVIEW OF THE CURRICULUM

Modular Courses (Semester 1)				
Experience Marketing in Leisure and Tourism (EMLT)	Imagineering as Strategic Design in Leisure Organizations (ISDLO)	Understanding Leisure and Tourism Attractions and Events (ULTAE)	Leisure, Creativity and Space (LCS)	Analyzing Leisure Interactions (ALI)
6 ECTS	6 ECTS	6 ECTS	6 ECTS	6 ECTS

Seminar Leisure Studies (Semester 1/2) – 6 ECTS

Individual Thesis Proposal (ITP)

Master's Thesis Leisure Studies – 24 ECTS

APPENDIX 4: PROGRAMME OF THE SITE VISIT

22 May NHTV Breda	
10.30 - 13.30	Arrival of panel, lunch, internal meeting and documentation review
13.30 - 14.25	Board and management BSc and MSc
14.25 - 14.30	Mini break
14.30 - 15.00	Showcase BSc & MSc
15.00 - 15.45	Students BSc (including student(s) degree programme committee)
15.45 - 16.00	Break
16.00 - 16.45	Teaching staff BSc (including teaching staff degree programme committee)
16.45 - 16.50	Mini Break
16.50 - 17.20	Research & education (discussion with researchers: link research & education)
17.20 - 17.30	Break
17.30 - 18.15	Representatives professional field and Alumni BSc and MSc Leisure Studies
18.15 - 18.30	Internal deliberation panel, short recap day 1

23 May NHTV Breda	
08.45 - 09.45	Arrival of panel, internal meeting and documentation review
09.45 - 10.30	Students MSc
10.30 - 10.35	Mini break
10.35 - 11.20	Teaching staff MSc (including teaching staff degree programme committee)
11.20 - 11.30	Break
11.30 - 12.15	Board of Examiners BSc and MSc Leisure Studies
12.15 - 13.00	Lunch
13.00 - 13.45	Deliberations panel
13.45 - 14.15	Final interview with management
14.15 - 16.00	Deliberations panel and formulating preliminary findings and conclusions
16.00 - 16.15	Feedback of preliminary findings and conclusions

APPENDIX 5: THESES AND DOCUMENTS STUDIED BY THE PANEL

Prior to the site visit, the panel studied 15 theses of the master's programme Leisure Studies. Information on the selected theses is available from QANU upon request.

During the site visit, the panel studied, among other things, the following documents (partly as hard copies, partly via the institute's electronic learning environment):

Introduction: strategy and vision
1.1   Creating Professional Value, Strategy 2018-2021. NHTV Breda University of Applied Sciences.
1.2   Research Vision, 2017. NHTV Breda University of Applied Sciences.
1.3   Strategy internationalisation AfL, 2018-2021. Academy for Leisure.
1.4   Mapping internationalisation@NHTV, 2017. NHTV Breda University of Applied Sciences.
1.5   Jaarverslag, 2017 [Annual report]. NHTV Breda University of Applied Sciences.
1.6   AfL Academy Plan 2018 2021, What makes us tick. Academy for Leisure.

Intended learning outcomes
2.1   MSc Exit qualifications in relation to courses. Academy for Leisure.
2.1   BSc Exit qualifications in relation to courses. Academy for Leisure.
2.2   Meeting with alumni and staff, February 2018. Academy for Leisure.
2.3   Integration of Business Ethics in all NHTV Curricula, 2013-2017. NHTV Breda University of Applied Sciences.

Programme: contents, structure, orientation, tutoring and incoming students
3.1   Education@work 2014-2024, Educational Vision. NHTV Breda University of Applied Sciences.
3.2   Course manuals BSc and MSc, 2017-2018. Academy for Leisure.
3.3   BSc NSE results per NVAO standard, 2015-2016-2017. Academy for Leisure.
3.3   MSc NSE results per NVAO standard, 2015-2016-2017. Academy for Leisure.
3.4   BSc International Leisure Sciences, Report of the extensive programme assessment, 2012. AeQui.
3.5   MSc Leisure Studies, Advisory report of the extensive initial accreditation, 2012. AeQui.
3.6   MSc Leisure Studies, Advisory report for the mid-term accreditation, 2017. AeQui.
3.7   Minutes of the research seminars LS. Academy for Leisure.
3.8   Minutes of the degree programme committee. Academy for Leisure.
3.9   Communicatie & Marketing WO-opleidingen LS, 2017 [Communication and Marketing of the academic LS programmes]. Academy for Leisure.
3.10   Admission policy MSc LS and BSc LS, 2017-2018. Academy for Leisure.
3.11   Studying with a disability, Policy plan, 2015-2019. NHTV Breda University of Applied Sciences.

Staff
4.1   HR Beleidskader, 2018-2021 [HR policy]. NHTV Breda University of Applied Sciences.
4.2   Professionalisation@AfL, 2018-2021. Academy for Leisure.
4.3   Report Employee Survey AfL, 2017. Integron.
4.4   Introduction Programme for New Employees. Academy for Leisure.

Facilities
5.1   Products and Services Library [in Dutch], 2018. Academy for Leisure.

Quality assurance
6.1   Quality Care at AfL, Organisation, procedures and instruments, 2017. Academy for Leisure.

6.2   NHTV Quality Assurance System for Education, 2015. NHTV Breda University of Applied Sciences.
6.3   Annual evaluation planning Q-team, 2017-2018. Academy for Leisure.
6.4   Regulations on Degree Programme Committees, 2017. NHTV Breda University of Applied Sciences.
6.5   Quality team Policy Plan, 2017-2018. Academy for Leisure.
6.6   Improvement points MSc and BSc courses, 2016-2018. Academy for Leisure.
6.7   Annual Report Educational Quality, 2016-2017. Academy for Leisure.

Assessment
7.1   Testing Framework NHTV, 2017. NHTV Breda University of Applied Sciences.
7.2   Regulations pertaining to Boards of Examiners, 2016. NHTV Breda University of Applied Sciences.
7.3   Assessment policy BSc and MSc LS, 2017-2020. Academy for Leisure.
7.4   Basic and Senior Examining Qualification Proposal, 2015. NHTV Breda University of Applied Sciences.
7.5   MSc Study manual Master thesis, 2017-2018. Academy for Leisure.
7.5   BScStudy manual Research Practical, 2017-2018. Academy for Leisure.
7.6   MSc Assessment form Master thesis, 2017-2018. Academy for Leisure.
7.6   BSc Assessment form and Rubrics Research Practical, 2017-2018. Academy for Leisure.
7.7   MSc Teaching and Examination Regulations WO Bachelor Leisure Studies, 2017-2018. Academy for Leisure.
7.7   BSc Teaching and Examination Regulations WO Master Leisure Studies, 2017-2018. Academy for Leisure.
7.8   Annual report Board of examiners BSc and MSc LS, 2017. Academy for Leisure. [in Dutch]
7.9   Assessment matrices BSc and MSc, 2017-2018. Academy for Leisure.
7.10   Assessment plan BSc and MSc LS, 2017-2018. Academy for Leisure.
7.11   Examinations with grading and assessment forms of BSc and MSc, 2016-2018. Academy for Leisure. (Not available in SharePoint, we will present these items during the site visit.)
7.12   Regulations for Written Examinations [only in Dutch], 2017. NHTV Breda University of Applied Sciences.
7.13   Evaluation survey results of Supervision Master thesis, 2017-2018. Academy for Leisure.

Realised learning outcomes
8.1   MSc Overview Master's theses MSc Leisure Studies 2014-2017. Academy for Leisure.
8.1   BSc Overview Graduation assignments BSc Leisure Studies 2014-2017. Academy for Leisure.
8.2   List of research output staff and students LS, 2012-2018. Academy for Leisure.
8.3   Alumni Research BSc and MSc LS, 2016. Academy for Leisure.
8.4   Interview with BSc LS alumni, May 2017. Academy for Leisure.

BSc Leisure Studies courses
Study manual including assessment criteria; Assessment matrix; Marked assessments; Teaching evaluation:
- Organization of Leisure
- (Imagineering), Experience and Storytelling
- Research Methods 3
- Research Lab

MSc Leisure Studies courses:
Study manual including assessment criteria; Assessment matrix; Marked assessments; Teaching evaluation:
- Understanding Leisure and Tourism Attractions and Events (including Assignment (Seminar 1 – Introduction to Netnography), Assessment criteria
- Leisure, Creativity and Space (including Take home exam, Rubrics)

- Experience Marketing (including Examples of assignments, assessment criteria, Assessment matrix)

Other documents (in print)
- Minutes Exam Committee (Board of Examiners) [in Dutch]
- Uncover (Magazine of the Academy for Leisure on research and projects)
- Flyer about Confidential Counsellor
- Critical Reflection Master Leisure Studies, January 2017 (Mid-term).
- Brochure on all Bachelors programmes at NHTV Breda University of Applied Sciences
- Brochure on all Masters programmes at NHTV Breda University of Applied Sciences

1.1 Creating Professional Value, Strategy 2018-2021. NHTV Breda University of Applied Sciences.
1.6 AfL Academy Plan 2018 2021, What makes us tick. Academy for Leisure.
7.8 Annual report Board of examiners BSc and MSc LS, 2017. Academy for Leisure. [in Dutch]