

Bachelor of Science Tourism  
(wo-bachelor)  
Wageningen University

Initial accreditation

10 May 2010

Panel report

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## **1. Executive summary**

The Accreditation Organisation of the Netherlands and Flanders (NVAO) received a request for an initial accreditation procedure, including programme documents, regarding a proposed Bachelor of Science Tourism (BSc Tourism) at Wageningen University. The programme is organised in a collaboration between Wageningen University and NHTV and will be taught at two locations: partly in Breda and partly in Wageningen. The NVAO convened an expert panel, which studied the information available and discussed the proposed programme with representatives of both institutions, Wageningen University and NHTV, during a site visit.

The following considerations have played an important role in the panel's assessment.

The panel has found an engaging programme that seeks to educate students who are looking for an academic education in the field of tourism studies at bachelor level. The proposed BSc Tourism is three year full-time programme that is taught in English. It is based on an integrated interdisciplinary approach. The aim is to train social, economic and environmental sciences oriented academics that are equipped with academic knowledge and research skills in the domain of tourism studies. As an academic bachelor programme based on an interdisciplinary approach, the BSc Tourism differentiates itself from most comparable programmes in the Netherlands and beyond. While there is currently no academic bachelor in tourism studies in the Dutch educational landscape, most of the foreign programmes are offered by business schools and their focus is mainly on management. In this sense the proposed programme is both innovative and ambitious, and is expected to be seen as an authoritative benchmark in the international field of tourism studies. The BSc Tourism is intended as a joint degree programme organised by two institutes that are considered to be well placed to realise such a programme. The panel applauds the initiative, but also points out that with it comes the responsibility of intellectual leadership in the field. In line with this responsibility the panel advises the institutes to put in place a senior professor that can guarantee subject and curriculum leadership and develop new research. The panel also recommends that the External Advisory Board plays an active role in establishing a leading position of the programme.

The programme combines a number of disciplinary approaches, so as to study tourism from a new integrated angle. The curriculum builds on the existing competencies of both organising institutes in the area of tourism studies. The panel considers the proposed BSc Tourism to be an attractive and challenging programme with a clear academic orientation. The panel found the relationship between the objectives of the programme and its curriculum satisfying, and particularly appreciates the interdisciplinary study approach, as well as the educational approach and its underlying didactical concept.

The programme has a well-defined learning path that corresponds to the overall structure of the curriculum, while the Dublin Descriptors are sufficiently covered by the intended learning outcomes. Also, a clearly defined relation was found between the education done within the programme and the research that is done within the joint research frame, in which both organising institutes participate. The panel applauds the initiative to strengthen the research component through the establishment of an inter-institutional knowledge centre for tourism.

The programme exhibits enough of the professional standards to guarantee that graduates have interesting perspectives in the labour market. Although the panel believes that the requirements for both academic and professional orientation are sufficiently met by the programme, it nevertheless sees an inconsistency between the high ambitions of the institutions to offer an innovative approach to the study of tourism and the rather traditional approach which the curriculum offers. The panel would like the innovative character of the study of tourism to coincide more with the proposed programme and teaching approach.

Nevertheless, the proposed BSc programme has a sufficiently strong research basis and the research background of the staff is considered strong enough for an academic bachelor. There is a significant amount of input from academic theories and ongoing applied research, so that the students are confronted with the latest research themes and methodologies. The interaction between scientific research and education, as well as the development of research competencies, are adequately ensured by the curriculum. Considering that the programme has a number of strong innovative elements and high ambitions in further developing an academic approach to the study of tourism, the panel would like to urge the organising institutes to go even further along this path, by aspiring curriculum and subject leadership in the field of tourism studies, and by providing more cutting-edge research.

The panel considers both the structure and contents of the proposed programme as sufficiently consistent, but given that the programme is organised by two separate institutes it feels obliged to emphasise that continuous consultation at the level of the teaching staff, a good amount of coordination between the institutes, as well as clearly defined responsibilities will remain crucial to avoid gaps and overlaps within the curriculum. Also, the panel believes that the minor at the end of the curriculum offers more opportunities to emphasise the international character of the programme than are currently exploited.

The panel saw no reason to doubt the adequacy of the workload as it is currently distributed across the programme. Although the panel believes that the admission requirements are sufficiently covered by the programme, it wants to urge the institutes to guard the command of the English language of the incoming students, as this will be a decisive element for a successful programme.

The panel had a positive impression about the staff and their engagement with the programme. Nearly all members of the teaching staff are involved in relevant research activities and have a good teaching record. The programme will be provided with a common research agenda that covers all the thematic and disciplinary areas in which staff members are working. The panel found the research backgrounds of the teaching staff convincing. The programme is taught by a broad range of lecturers from both institutes with complementary qualifications. The number of staff available to teach the programme as planned is sufficient.

The panel saw no reason to doubt the quality or the quantity of the facilities available to realise the intended curriculum. The panel is confident that an adequate tutoring capacity will be in place for the students of the programme and believes that the counselling and tutoring services provided will match the requirements of students at a BA level. However, the tutoring capacity of the staff might not be enough if the programme would attract significantly more students than is currently anticipated. Therefore, the panel advises the institutes to carefully guard this aspect.

The proposed programme intends to use a formalised system of internal quality assurance that actively involves all stakeholders. The panel considers the system of internal quality assurance as adequate. The panel nevertheless recommends a stronger and more systematic involvement of the professional field in the External Advisory Board. Also, the panel advises the institutes to establish a general meeting where all the staff members that are teaching in the programme can have their say about the curriculum and its components.

The panel has established that the graduation of students is guaranteed. It is confident that the proposed investments are sufficient to start up and realise the programme as it is planned. The panel has observed a strong commitment of the management towards the proposed programme and is therefore confident that all the necessary steps are taken to assure the financial sustainability of the proposed BSc Tourism.

Given these considerations, the panel advises NVAO to take a positive decision regarding the quality of the proposed programme Bachelor of Science Tourism at Wageningen University.

The Hague, 10 May 2010

On behalf of the Initial Accreditation panel convened to assess Bachelor of Science Tourism at Wageningen University.

Prof. Dr. Ignace Glorieux  
(chair)

Dr. Patrick De Vos  
(secretary)

## 2. Introduction

### 2.1 The procedure

NVAO received a request for an initial accreditation procedure including programme documents regarding a proposed Bachelor of Science Tourism (*BSc Tourism*). The request from Wageningen University was received on December 28th 2009.

An initial accreditation procedure is required when a recognised institution wants to offer a programme and award a recognised bachelor or master's degree. To a certain extent, initial accreditation demands a different approach to the accreditation procedure for programmes already being offered. Initial accreditation is in fact an *ex ante* assessment of a programme, and a programme becomes subject to the normal accreditation procedures once initial accreditation has been granted.

Taking into account that the proposed BSc Tourism programme will be the first programme of its kind in this domain in The Netherlands, and considering that the curriculum is taught in English, while the programme aims to attract international as well as domestic students, the NVAO has decided to convene an international panel of experts. The panel consisted of:

- Prof. Dr. Ignace Glorieux (chair), Professor of Sociology at the Vrije Universiteit Brussel (VUB);
- Prof. Chris Cooper (panel member), Dean of Oxford Brookes University Business School;
- Prof. Dr. Paulus Huigen (panel member), Professor Cultural Geography University of Groningen;
- Pascal Weijers (panel member), MSc. student Science and Business Management Utrecht University.

On behalf of the NVAO, Mrs. Anja Detant was responsible for the process-coordination and the drafting of the expert's report. The panel was supported by an external secretary, Dr. Patrick De Vos, who was responsible for the drafting and final editing of the expert's report.

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

The panel has based its assessment on the standards and criteria described in the NVAO Initial Accreditation Framework (14 February 2003).

The following procedure was undertaken. The panel studied the programme documents. (Annex 3: Documents reviewed) regarding the proposed programme. Their first impressions were sent to the secretary of NVAO, in order to outline these remarks within the accreditation framework and detect the items to be clarified during the site visit.

Based on their first findings, the panel organised a preparatory meeting the day before the site visit. The site visit took place on April 7, 2010 at Wageningen University (Annex 2: Schedule of the site visit). The panel met with delegations of both institutions and discussed

in detail the proposed programme and the collaboration between Wageningen University and NHTV in the development and carrying out of this programme.

The panel formulated its preliminary assessments per theme and standard immediately after the site visit. These are based on the findings of the site visit, and building on the assessment of the programme documents.

On 26 April 2010, the draft version of this report was finalised taking into account the available information and relevant findings of the assessment. Where necessary the panel corrected and amended the report. The panel finalised the report on 15 May 2010.

## **2.2 Panel report**

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

The third chapter gives a description of the programme including its position within the Wageningen University and its partner institute NHTV Breda, and within the higher education system of the Netherlands.

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

The outline of the findings are the objective facts as found by the panel in the programme documents, in the additional documents and during the site visit. The panel's considerations are the panel's subjective evaluations regarding these findings and the importance of each. The *considerations* presented by the panel logically lead to a concluding assessment.

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



### 3. Description of the programme

#### 3.1 Overview

Country:	The Netherlands
Institution:	Wageningen University (in collaboration with NHTV Breda)
Programme:	Bachelor of Science Tourism
Level:	bachelor
Orientation:	Academic (wo)
Degree:	Bachelor of Science (BSc)
Location(s):	Wageningen and Breda
Mode of study:	full time
Field of study:	Tourism Studies (domein: Sectoroverstijgend, daarbinnen onder subonderdeel Landbouw, Natuurlijke Omgeving, Techniek en Gezondheid)

#### 3.2 Profile of the institutions

The proposed Bachelor of Science Tourism (BSc Tourism) of Wageningen University was developed and is set up as a joint degree programme of Wageningen University (WU) and NHTV Breda University of Applied Sciences (NHTV). The education of the new scientific bachelor programme is being provided both in Breda (year one and two) and in Wageningen (year three).

The history of NHTV goes back to the mid-1960s, when a national scientific institute for leisure and tourism was first created. NHTV itself is the result of a merger of different national research institutes. In the years following its establishment in 1987 NHTV developed as a thematic university of applied sciences. Today, NHTV is one of the biggest and most prominent institutes of tourism in the world. As such it focuses on five core areas that are organised into five academies: (1) Academy for Tourism; (2) Academy for Leisure; (3) Academy for Digital Entertainment; (4) Academy of Hotel and Facility; (5) Academy for Urban Development, Logistics and Mobility. NHTV offers one scientific bachelor programme, eleven professional bachelor programmes, one associate degree programme, two professional master programmes and one academic master programme. Currently NHTV has about 6.600 students. The academies are responsible for the content of the study programmes. NHTV is the only Dutch institute which is certified by UNWTO TedQual6.

Wageningen University was first founded as an Agricultural College in 1918 and received its university status in 1986. In 1997 the university merged with the Dutch Agricultural Research Institutes to create the Wageningen University and Research Centre (Wageningen UR), of which the Van Hall Larenstein University of Professional Education became part in 2004. Wageningen UR focuses on three interconnected core areas: (1) food and food production; (2) living environment and health; (3) lifestyle and livelihood. As part of Wageningen UR, Wageningen University comprises just one faculty: the Faculty of Agricultural and Environmental Sciences, which consists of 80 chair groups that are grouped in five Departments: (1) Department of Agrotechnology and Food; (2) Department of Plant Sciences; (3) Department of Animal Sciences; (4) Department of Environmental

Sciences; (5) Department of Social Sciences. The university offers 19 BSc programmes and 33 MSc programmes for about 5.000 students.

### **3.3 Profile of the programme**

#### ***New programme in the Netherlands***

According to the application documents, the proposed BSc Tourism will be the first study programme of its kind in this domain in The Netherlands. While some existing programmes in the field of leisure and tourism are mentioned as important benchmarks, the application document indicates that no other institution of higher education in The Netherlands offers a programme with a similar profile.

According to the application file there are three particular reasons underlying the initiative to start the BSc Tourism:

1. A societal need for innovation in the national and international tourism sector:

Although tourism has established itself worldwide as a major industry, the tourism sector is still characterised by a low turnover share in innovative products and low investments in research and development (R&D). Also, the level of education of employees in the tourism sector is relatively low. Research suggests that the sector needs more academic graduates with broad knowledge to analyse societal processes in an integrative manner in order to create innovative solutions for future developments that go beyond the narrow scope of tourism. Therefore NHTV and WU have formulated the ambition to contribute to a strengthening of research and education in the domain of tourism, recreation, leisure and sport. This ambition will materialise on the one hand by the establishment of a research institute in which the capacity and expertise of NHTV, WU, Tilburg University and the Kenniscentrum Kusttoerisme will be combined. On the other hand it is achieved by offering a well aligned range of study programmes, of which the BSc Tourism is one. Such a degree is currently missing in Dutch higher education and the proposed programme want to address this void.

2. The absence of a scientific tourism Bachelor programme in the Dutch higher education portfolio:

In Dutch higher education tourism study programmes are exclusively offered by professional universities, while an estimated 20 percent of the student in these programmes have a pre-university education background. Inquiry revealed that most of them are not driven to their full capabilities and would have chosen a scientific Bachelor if it had existed. Market research confirmed that there is substantial interest in an academic Bachelor programme in tourism.

3. A sustainable alternative for business oriented undergraduate programmes worldwide:

In the proposed BSc Tourism tourism will be studied from three intertwined disciplinary perspectives (i.e. the social, economic and environmental sciences), which coincide with the three pillars of sustainability (i.e. people, planet and prosperity/profit). Sustainability

is said to be a leading principle at both institutes and serves as a rationale for partnering in the proposed BSc programme.

Research has shown that the majority of tourism curricula have a one-dimensional focus on management, in which sustainability only plays a minor role. A study programme that offers a view on tourism through three disciplinary perspectives will be able to open the way to a more critical, innovative and sustainable approach to tourism.

For more detailed information on the benchmarks of the proposed BSc Tourism see also further: 4.1.1 Subject-/Discipline-specific requirements.

### ***New programme for the institution***

According to the application documents NHTV and Wageningen University have the intention to deliver the new BSc Tourism as a joint degree. This, however, is not yet possible under current legislation. Therefore the programme will reside under the joint responsibility of the NHTV Director of the Academy for Tourism and the Wageningen University Board of the Education Institute. Together they will reach univocal decisions on matters concerning the content, quality and implementation of the proposed BSc. A Programme Committee consisting of lecturers and students from both institutes serves as the main advisory body. An External Advisory Board advises the Programme Committee on the relationship between content and quality of the study programme and the requirements of the professional field. A WU Programme Director is responsible for the daily affairs of the BSc and supervises a Programme Team, comprised of a study advisor, a public relations officer and a secretary. To support daily operations an NHTV Programme Coordinator acts as a liaison between the Programme Director and the Academy for Tourism. The BSc programme is said to comply with the frames that are set by both the NHTV Academy for Tourism and the WU Board of the Education Institute.

### ***Outline and structure of the programme***

The proposed BSc Tourism is a three-year full-time academic bachelor's programme of 180 ECTS, spread evenly across six semesters of each 30 ECTS. The programme is taught in English at both NHTV (first two years) and Wageningen University (third year). The curriculum has a clear structure directed to a step-by-step acquisition of learning outcomes (see further: 4.2.2) and is composed of a set of balanced introductory, intermediate and advanced courses. The programme includes disciplinary courses, three dedicated research methods courses and two field projects, aside from an independent research project (bachelor thesis) and an elective component (minor). The backbone of the programme consists of the three intertwined disciplinary perspectives: i.e. social, economic and environmental sciences.

The first year courses aim at introducing basic disciplinary and domain-specific knowledge and skills. The second year courses aim at deepening interdisciplinary knowledge and skills related to the domain of tourism. The third year courses aim at broadening knowledge and skills. With regard to the domain, the first year focuses on analysis of tourism, the second year focuses on interventions in tourism, and the third year allows students to widen their scope, branching into related domains. The educational orientation shifts each semester:

from acquaintance with the disciplines and the domain, to the appraisal of interventions in tourism, to interdisciplinary analysis and interpretation, to critical reflection, creativity and innovation, and finally to the development of responsibility and reflexivity.

<b>Curriculum BSc in Tourism (180 erts)</b>	
<b>Year 1 at NHTV (60 erts): introduction - focus on analysis of tourism</b>	
<b>Semester 1 (30 erts): acquaintance with key-disciplines and domain</b>	<b>Semester 2 (30 erts): multi-disciplinary exploration of domain</b>
Sociology of Tourism (6 erts)	Society, History and Globalisation (6 erts)
Tourism Economics (6 erts)	Consumer Behaviour and Marketing Management (6 erts)
Tourism and Environment (6 erts)	Tourism Geography (6 erts)
Tourism, Principles and Practice (6 erts)	National Field Project (6 erts)
Research Methods 1 (6 erts)	Statistics & Mathematics (6 erts)
<b>Year 2 at NHTV (60 erts): deepening knowledge - focus on interventions in tourism</b>	
<b>Semester 3 (30 erts): tourism business, policy and governance</b>	<b>Semester 4 (30 erts): synthesis</b>
Tourism, Development and Planning (6 erts)	Cross-cultural Studies (6 erts)
Policy, Governance and Law (6 erts)	Tourism Systems Analysis (6 erts)
Organisational Behaviour and Business Management (6 erts)	Tourism Destination Management (6 erts)
Philosophy of Science and Ethics of Tourism (6 erts)	International Field Practicum (12 erts)
Research Methods 2 (6 erts)	
<b>Year 3 at WU (60 erts): broadening scope</b>	
<b>Semester 5 (30 erts): critical reflection and new approaches</b>	<b>Semester 6 (30 erts): elective component</b>
Designing Innovative Policy Arrangements (6 erts)	Minor (30 erts)
Strategic Change Management and Innovation (6 erts)	
Sustainable Technology Development (6 erts)	
Bachelor Thesis (12 erts)	

### **Credits**

The proposed BSc Tourism is a three-year bachelor programme of 180 ECTS.

## 4. Assessment per theme and per standard

This chapter presents the evaluation by the assessment panel of the six themes and nineteen standards. The panel has reproduced the criteria for each standard. For each standard the panel presents (1) a brief outline of its findings based on the programme documents and on documents provided by the institution and the site visit, (2) the considerations the panel has taken into account and (3) the conclusion of the panel. The panel presents a conclusion for each of the six themes based on the underlying standards.

### 4.1 Aims and objectives

#### 4.1.1 Subject-/Discipline-specific requirements (standard 1.1)

*The intended learning outcomes of the programme correspond with the requirements set by professional colleagues, both nationally and internationally and the relevant subject/discipline and/or professional practice concerned.*

#### **Outline of findings**

The objective of the proposed BSc Tourism is to train social, economic and environmental sciences oriented academics who have knowledge and understanding of developments in the domain of tourism and its social, economic and environmental context, and the skills to carry out research into these developments. Upon completion of the programme they should be admissible for a master programme in Tourism or a comparable domain. The graduates of the BSc Tourism are qualified for functions in the labour market that require an initial academic education.

The objective of the BSc encompasses three clusters of final qualifications (intended learning outcomes): (I) generic competencies; (II) domain-specific knowledge and understanding; (III) domain-specific research skills.

Table: Intended Learning Outcomes of the BSc Tourism	
<b>I. Generic competencies</b>	
<b>1.</b>	The student has a scientific attitude, as well as a critical and reflective working style.
<b>2.</b>	The student has the ability to acquire new knowledge and skills, to develop his competencies and reflect on his academic development.
<b>3.</b>	The student can value the ethical aspects of functioning as an academic professional.
<b>4.</b>	The student can communicate information, ideas and solutions to tourism professionals and the general public, orally as well as in writing.
<b>II. Domain-specific knowledge and understanding</b>	
<b>5.</b>	The student has knowledge of the basic theories and practices of tourism and its contexts.
<b>6.</b>	The student has broad knowledge of the disciplines relevant to tourism in the social, economic and environmental sciences.
<b>7.</b>	The student can interpret and integrate knowledge and concepts from the disciplines relevant to tourism in the social, economic and environmental sciences.

III. Domain-specific research skills	
8.	The student can differentiate between and apply the common research techniques in the domain of tourism and has the knowledge and skills to relate theory to empirical work.
9.	The student can define issues in tourism with the goal to write and carry out a research plan in this domain.
10.	The student can translate research outcomes into solutions, thereby contributing to the design, organisation and management of (policy) interventions in the field of tourism.

The final qualifications in the second and third cluster correspond to requirements specific for academic bachelor programmes in Tourism. These domain-specific requirements are derived from an analysis of developments in tourism in general, and the evolution of academic tourism studies in particular. These domain-specific developments are presented in the application file, where it is illustrated how they have been translated into the intended learning outcomes and their associated competencies.

The BSc Tourism differentiates itself from the majority of tourism bachelor programmes in The Netherlands and around the world, in the sense that they mostly have a one-sided emphasis on the economic and business aspects of tourism. In addition to this economic approach the proposed BSc encompasses the following six key dimensions:

1. The tourist perspective (including motivation, choice, satisfaction, interaction, experience and significance);
2. The business perspective (including marketing of tourism, tourism corporate strategy, tourism law and the management of tourism);
3. The community perspective (including identity, authenticity, perceptions, economic, social and cultural impacts);
4. The environmental perspective (including ecological and environmental impacts, revenue sharing);
5. The policy and governance perspective (including performance measurement of tourism policy and planning);
6. The societal perspective (including economic, environmental and cultural effects).

Furthermore, these perspectives correspond with the UK subject benchmark statements for tourism programmes of the QAA.

As tourism is no discipline in itself, it is best described as a field of knowledge that calls on a number of disciplines to investigate and explain tourism phenomena. A substantial contribution from three disciplinary perspectives is deemed necessary for the BSc Tourism:

1. Social Sciences: sociology is the core discipline, but contributions from psychology, anthropology, history, law and political sciences are also regarded as relevant;
2. Economic Sciences: economics is the core discipline, but marketing and management sciences are also regarded as relevant;
3. Environmental Sciences: environmental systems analysis is the core discipline, but contributions from landscape planning and design, and resource management are also regarded as relevant.

Within the curriculum the three intertwined disciplinary perspectives are applied to critically reflect on one another. Offering a view of tourism through a multiplicity of disciplines is said to prevent confinement in a dominant discourse. The disciplinary core allows for creative and innovative approaches, analyses and interventions in the domain of tourism.

The final qualifications of the BSc Tourism differ from the existing professional bachelor programmes in the Netherlands by means of an intensive acquaintance with theory and academic literature, the emphasis on abstraction and the ability to see larger connections, an extensive training in methods and techniques of research and the independent conduct of research, developing a critical attitude to existing knowledge, views and research outcomes, and by stimulating creativity and the ability to innovate. A graduate of the BSc Tourism is said to have a profound knowledge of, and is able to compare multiple interpretations and applications of tourism.

Within the Netherlands, at an academic level, the BSc in Tourism is closely associated with the BSc International Leisure Sciences offered by NHTV. These two academic bachelor programmes are complementary. The BSc Tourism is distinct from the BSc International Leisure Sciences in the following ways:

1. Next to adopting a social and economic sciences perspective in relation to the domain of tourism, the environmental sciences perspective is strongly embedded;
2. The strategic efforts of the tourism sector are seen as important aspects of the BSc Tourism programme, as the sector is confronted with its own unique set of issues and consists of specific stakeholders;
3. Due to the nature of the domain, the BSc Tourism has a stronger international focus than the BSc in Leisure Sciences.

From an international perspective, the absence of an academic tourism bachelor within the Dutch higher educational portfolio can be seen as exceptional, as a substantial supply of academic bachelors in the domain of tourism are offered worldwide. However, most of the English taught bachelor programmes are offered by a business school and primarily focus on management. Not many of the tourism management or marketing programmes addresses sustainability within the curriculum. The BSc Tourism differentiates itself from the mainstream of business and management oriented tourism programmes by approaching the domain of tourism from three interdependent disciplinary perspectives. This approach is not only unique within The Netherlands, but also provides added value to the international supply of tourism programmes.

The curriculum of the BSc Tourism was developed by a Project Team composed of staff members from both institutes. The first result of its work was an outline of the objectives, the final qualifications and the proposed curriculum itself. The outline was discussed with a prospective lecturing staff, as well as presented to a group of professional experts from the tourism domain. These experts considered the interdisciplinary approach of the programme to be in line with their desired competencies: i.e. the ability to work in a complex environment, to operate in networks, to identify relationships, to work with others and to work and think integrally. Some experts also identified aspects of tourism-specific knowledge as a desired competence. A third source of feedback was the External Advisory Board, who has indicated that the study programme is thorough and equally draws from the expertise available at both institutes. The Board, however, also advised to embed the competencies more explicitly into the educational programme. Therefore the initial

competencies were redesigned, resulting in a set of 10 key intended learning outcomes, which in turn were elaborated in 34 specific and assessable competencies (as presented in Appendix 1 of the application file).

### **Considerations**

The panel carefully considered the intended learning outcomes of the proposed BSc Tourism programme as stated above, and discussed its rationale, design and objectives with the representatives of the organising institutes and the workfield. The panel has specifically inquired about the programme's position within the Dutch (and international) educational landscape, its academic ambitions and underpinnings, its disciplinary foci, the involvement of teaching staff in ongoing tourism research, and the fact that the programme is a joint degree organised by two different institutes.

The panel accepted the analysis of the institutes that there is a significant unmet demand within the Dutch educational system and the tourism labour market for academically qualified graduates. Based on the information it received, the panel is convinced that overall the BSc Tourism programme offers a good match with what can be expected of an academic bachelor in the domain of tourism studies. The programme significantly differs from most of its peers, both nationally and internationally, in that it approaches the tourism phenomenon from a pre-defined interdisciplinary perspective. In this sense the programme is quite innovative and rather ambitious, and will undoubtedly be seen as an authoritative benchmark in the field once it is launched. This, the panel has established, is also the expectation of the professional field.

The panel applauds the initiative and thinks that the two institutes are well placed to realise the ambitions, but also points out that with it comes the responsibility of intellectual leadership in the field. Not only will the programme be the first of its kind in the Netherlands, its interdisciplinary approach is also expected to break up new grounds internationally. In line with this responsibility the panel advises the institutes to put in place a senior professor that can guarantee intellectual leadership and develop new research. The panel also recommends that the External Advisory Board plays an active role in establishing a leading position of the programme. The panel furthermore recommends that the institutes keep carefully guard over the connections between education and research in the programme, and remain observant of new developments in both the professional sector and the academic field at all times.

### **Conclusion**

The panel assesses the standard 1.1 'Discipline-specific requirements' as satisfactory.



#### 4.1.2 Bachelor level (standard 1.2)

*The intended learning outcomes of the programme correspond with the general, internationally accepted descriptions of a Bachelor's qualification.*

#### **Outline of findings**

According to the application file, the final qualifications of the proposed BSc Tourism correspond to internationally accepted qualifications for an academic bachelor. The programme's intended learning outcomes correspond to the internationally accepted standards or Dublin Descriptors as follows:

Table: Intended Learning Outcomes BSc Tourism - Dublin Descriptors		
Intended Learning Outcomes	Dublin Descriptors	
1.	The student has a scientific attitude, as well as a critical and reflective working style.	Making judgements; Learning skills
2.	The student has the ability to acquire new knowledge and skills, to develop his/her competencies and reflect on his/her academic development.	Making judgements; Learning skills
3.	The student can value the ethical aspects of functioning as an academic professional.	Making judgements
4.	The student can communicate information, ideas and solutions to tourism professionals and the general public, orally as well as in writing.	Communication
5.	The student has knowledge of the basic theories and practices of tourism and its contexts.	Knowledge and understanding
6.	The student has broad knowledge of the disciplines relevant to tourism in the social, economic and environmental sciences.	Knowledge and understanding
7.	The student can interpret and integrate knowledge and concepts from the disciplines relevant to tourism in the social, economic and environmental sciences.	Applying knowledge and understanding
8.	The student can differentiate between and apply the common research techniques in the domain of tourism and has the knowledge and skills to relate theory to empirical work.	(Applying) knowledge and understanding; Making judgements
9.	The student can define issues in tourism with the goal to write and carry out a research plan in this domain.	Applying knowledge and understanding; Making judgements
10.	The student can translate research outcomes into solutions, thereby contributing to the design, organisation and management of (policy) interventions in the field of tourism.	Applying knowledge and understanding; Making judgements

#### **Considerations**

The panel has examined the intended learning outcomes of the proposed BSc Tourism as presented above, and related them to the Dublin Descriptors in the NVAO's Initial Accreditation Framework (14 February 2003). The panel agrees that the Dublin Descriptors are sufficiently covered by the attributes. A clearly defined relation was also found between the education done within the programme and the research done within the joined research framework in which both institutes participate. The programme is based on an interesting

didactical concept that clearly corresponds to the overall structure of the programme. The panel concluded that the learning outcomes of the programme can be considered to be at bachelor's level.

### **Conclusion**

The panel assesses the standard 1.2 'Bachelor level' as satisfactory.

#### **4.1.3 Academic orientation (standard 1.3)**

*The intended learning outcomes of the programme correspond with the following descriptions of a Bachelor (academic orientation):*

- *The intended learning outcomes are derived from requirements set by the scientific discipline, the international scientific practice and, for programmes to which this applies, the practice in the relevant professional field*
- *An academic bachelor (WO-bachelor) has the qualifications that allow access to at least one further programme at academic master's level (WO-master) and the option to enter the labour market.*

#### **Outline of findings**

According to the application file, the learning outcomes of the proposed BSc Tourism cover the general characteristics of academic education. Upon completion of the programme students are entitled to enter into a number of academic master programmes: e.g. the Wageningen MSc Leisure, Tourism and Environment (unconditionally); the MSc International Development Studies, the MSc Management, Economics and Consumer Studies, and the MSc Environmental Sciences (if a preparatory minor is selected). At NHTV it is possible to enter the professional Master Tourism Destination Management. Students may also be admitted to MSc programmes at other universities. Graduates of the BSc Tourism also have access to the following international master programmes: the MSc Tourism Management and Planning (Bournemouth University), the MSc International Tourism Management and the MSc Tourism for International Development (Sheffield Hallam University), and the postgraduate Tourism programmes of Surrey University.

Research has also revealed that only a limited number of employees in the professional field of tourism have an MSc degree. It is expected that the field of tourism will increasingly depend on strategic and innovative management, new governance and research. The proposed BSc Tourism aims at equipping its graduates with the qualifications that are needed to facilitate and drive the current transition. Research has also shown that (especially Dutch) professional tourism organisations expect bachelor graduates to further deepen their knowledge in a master programme before entering the labour market. However, a considerable number of employers have indicated that they are considering employing bachelor graduates in the future.

#### **Considerations**

The panel has carefully considered the academic orientation of the proposed BSc programme and discussed it during the site visit with the representatives of the institutes and the workfield, as well as with the students. The panel was especially interested in the

evidence from the tourism sector for the need of an academic bachelor, as well as in the motivations of the students to choose such a programme. The panel also wanted to know how the programme has been tested against international benchmarks, such as the British subject benchmarks

Based on the information it received, the panel concluded that the final qualifications of the programme have a clear academic orientation. The programme combines a number of disciplinary approaches, so as to study tourism from a new integrated angle. This research approach is supported by a common research agenda in which both of the institutes participate. The panel applauds the initiative to strengthen the research component through the establishment of an inter-institutional knowledge centre for tourism. The panel also found the research backgrounds of the teaching staff convincing (see further). Many members among staff hold a PhD and regularly pursue research that is connected to the proposed programme. According to the panel, the programme also exhibits enough of the professional standards to guarantee that graduates have interesting perspectives in the labour market. As already mentioned above, there indeed seems to be an unmet demand for academically trained graduates in the tourism sector.

Although the panel is confident that the requirements set by both the academic discipline and the professional practice are sufficiently met by the programme and its objectives, it nevertheless felt obliged to formulate a recommendation that will hopefully be of service to the further development the programme. The panel believes that there is an inconsistency between the ambition to offer an innovative approach to the study of tourism and the rather traditional approach by which the new insights are taught to the students. The panel would like to see a more innovative approach to curriculum content and approach.

### **Conclusion**

The panel assesses the standard 1.3 'Academic orientation' as satisfactory.

#### **4.1.4 Concluding assessment of Theme 1 'Aims and objectives'**

The panel has assessed the three standards of the theme 'Aims and Objectives' satisfactory. As a result, the panel assesses the theme 'Aims and objectives' as satisfactory.

## 4.2 Curriculum

For a description of the programme, see above: chapter 3.3.

### 4.2.1 Requirements for academic orientation (standard 2.1)

*The proposed curriculum meets the following criteria for academic orientation:*

- *The students develop their knowledge through the interaction between education and research within the relevant disciplines*
- *The curriculum corresponds with current developments in the relevant discipline(s) by verifiable links with current scientific theories*
- *The programme ensures the development of competencies in the field of research*
- *Where appropriate, the curriculum has verifiable links with the current relevant professional practice.*

### **Outline of findings**

For the proposed BSc Tourism curriculum, the application file states, the academic requirements are met in three ways:

1. By establishing a link with research:  
Disciplinary knowledge, academic and research skills are not merely taught in the courses, but are also applied by the students in projects and assignments that are closely linked to real academic research and that derive from research activities pursued by the staff.
2. By incorporating current scientific theories:  
Courses are developed and delivered by members of chair groups (WU) or associate professorships (NHTV). Core members of the lecturing staff meet regularly to discuss developments and theories in their field and the possibility of incorporating them in the courses.
3. By teaching skills in the field of academic research:  
Most of the teaching is done by researchers who contribute to developments in their field. As lecturers they not only pass on knowledge and skills, but also learn students how to obtain knowledge. Students learn to analyse, develop their own investigative attitude, and an academic way of thinking and acting. The BSc Tourism includes three research methods courses. A number of courses have been designed to teach students how to apply domain-specific knowledge and research skills. The research courses and methodological guidance in the field projects is provided by members of Wageningen University's Research Methodology Group in conjunction with a team of NHTV Research Methodologists. Additionally, NHTV will soon establish its own Research Methodology Group, which will also provides a helpdesk for research software.

### **Considerations**

As previously indicated (see: 4.1.3), the panel has paid ample attention to the programme's academic orientation and its underlying research agenda. The panel has discussed this matter at length with the representatives of the programme and the professional field.

During the site visit the panel also had the opportunity to talk about the academic ambitions of the programme with the teaching staff and looked at some course materials and assessments.

The panel found a sufficiently strong research basis for the proposed BSc programme. The panel found the research background of the staff to be strong enough for an academic bachelor. The panel is confident that students receive sufficient training in research skills, which they then apply to research assignments and to their final thesis. The research skills accumulate in the final stage of the curriculum, during which the students work on their own research project (thesis). The basis of the training is laid down in the learning path of the programme, which is clearly defined. There is a significant amount of input from academic theories and ongoing applied research, so that the students are in fact confronted with the latest research themes and methodologies. The panel is very positive about the new integrated disciplinary approach from which tourism is studied and believes that this could set a new tone in this field of study.

The panel concludes that the interaction between scientific research and education, as well as the development of research competencies, is adequately ensured by the proposed curriculum. Nevertheless, considering that the programme has a number of strong innovative elements in it – not in the least the new integrated disciplinary approach, as well as the importance that is given to the problematics of sustainability – the panel would like to urge the organising institutes to go even further along this path, by aspiring curriculum and subject leadership in the field of tourism studies, by keeping up with evolutions in the field of tourism (in particular through the External Advisory Board), and by providing more cutting-edge research to the community of tourism scholars.

What is, according to the panel, still missing from, or could be more prominent in the curriculum, are for instance a place-oriented approach (place making), an actor network approach and themes like cultural tourism, gender studies and tourism, globalisation and climate change, and the problematics of mobility. The panel also suggests that more of what the international Tourism Future Group has defined as the new research agenda on tourism could be included into the curriculum.

### **Conclusion**

The panel assesses the standard 2.1 'Requirements for academic orientation' as satisfactory.

#### **4.2.2 Correspondence between the aims and objectives and the curriculum (standard 2.2)**

*The intended curriculum, the educational concept, the study methods and the learning assessments reflect the intended learning outcomes.  
The intended learning outcomes have been adequately transferred into the educational goals of (parts of) the intended curriculum.*

### **Outline of findings**

The curriculum of the BSc Tourism is said to have a logical structure directed to a step-by-step acquisition of the learning outcomes. The application file (Appendix 1) presents an

overview of how the courses relate to the learning outcomes and the competencies to which they contribute. Some competencies are developed by a particular set of courses, others are addressed by a range of courses. Academic skills are developed throughout the entire programme, with additional emphasis on two field projects. Students are also taught a life-long learning attitude.

For the joint BSc Tourism the educational vision of the two partner institutes was brought together, resulting in a revised vision in which additional focus is put on disciplinary knowledge accumulation, appraisal and interpretation of scientific research outcomes, and the mastery of advanced research skills. These competencies are attained by means of the disciplinary courses in the first year, the three research courses and the two field projects.

In order to achieve a wide angle view of the tourism domain, the BSc Tourism makes use of didactic concepts and principles derived from elaboration theory. This theory provides an instructional model for sequencing, synthesising and summarising educational content. Students develop a holistic view by studying according to the analogy of a zoom lens. The principles of elaboration are applied at the level of the curriculum as well as at the level of the individual courses. Students progressively move towards increased educational independence, so that educational guidance gradually decreases throughout the programme.

To meet the different learning needs of students a variety of teaching methods is used: classical lectures, tutorials (sometimes in combination with lectures), project-oriented group work and independent study. Also, attention is paid to the development of students' presentation and writing skills.

Every course ends with a test of the student's knowledge, insight and skills. The guiding principle is that the assessment should be in line with the course's learning outcomes, the phase in the programme, the teaching methods, and the group size. The assessment methods of the lectures are written exams and papers. The assessment for tutorials or group work includes the performance of the student during the course, his presentation, and the discussion of the report. For each course the assessment procedure is described. Assessments not only measure whether a student has achieved a desired level, but also identify which competencies still need to improve. Therefore, feedback on a student's performance is crucial. Upon completion of a project, the final deliverables are presented and discussed in a plenary session where students can learn from each other. Throughout the programme exams are taken regularly. For each exam a resit is possible. Students can review the corrected exam and discuss it with the lecturer. All learned competencies ultimately culminate in an individual research project: i.e. the BSc-thesis, for which a protocol has been established.

The coordinator of each course is responsible for providing and evaluating exams. The Examination Board can provide guidelines and indications regarding exams and concerning the determination of the results. The BSc Tourism will be subject to Wageningen University's Environment and Landscape Examination Board student evaluations.

### **Considerations**

The panel considered and discussed the relationship between the objectives of the programme and its curriculum. The application documents have presented the panel with a detailed overview of the interconnections that were established between the objectives and the components of the curriculum. The panel found a clearly outlined, well-structured and engaging curriculum with an explicitly stated educational concept. The panel has evaluated the learning outcomes at the level of the courses, as well as the relationship between course contents, teaching concept and assessment methods. The panel found that the connections were satisfying and particularly appreciates the interdisciplinary study approach taught in the curriculum, as well as the gradual educational approach and its underlying didactical concept. In the view of the panel, the institutes have been able to successfully transfer the aims and objectives into the intended learning outcomes of the programme and its courses. The final qualifications of the BSc Tourism are sufficiently reflected on both the level of the courses and the curriculum as a whole. For these reasons the panel assessed this standard as satisfactory.

### **Conclusion**

The panel assesses the standard 2.2 'Correspondence between the aims and objectives and the curriculum' as satisfactory.

#### **4.2.3 Consistency of the curriculum (standard 2.3)**

<i>The contents of the curriculum are internally consistent.</i>
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### **Outline of findings**

For an introductory outline of the study programme, see above: chapter 3.

The proposed BSc Tourism is a three-year bachelor programme that consists of six semesters and 24 course modules. To ensure the coherence of the curriculum, the application file states, a number of guiding principles were applied to the design and alignment of the individual courses. The curriculum is composed of a balanced set of courses that take students gradually from an introductory level, via an intermediate level, to an advanced level of knowledge and skills. Students are acquainted with the academic disciplines of sociology, economics and environmental sciences, and the way they are linked to the scientific study of tourism. The programme mainly consists of disciplinary courses, research methods courses and field projects. The courses have lectures, seminars and group work as their main teaching methods. Students also acquire statistical and mathematical knowledge in order to perform quantitative data analysis independently. The techniques that are taught in the method courses are directly applied in the field projects. The teaching methods are also aimed at stimulating students' independent learning capacities, as well as their reflective and communicative skills.

The first year of the programme offers an introduction to the tourism phenomenon and to the three academic disciplines from which it is studied. In the second year students learn to distinguish and appraise interventions in the domain of tourism and are taught interdisciplinary and cross-cultural analysis and interpretation of issues of tourism. The

courses in fourth semester are intertwined with an International Field Practicum in which students go through the entire research process in an international real-world context. In the third year students broaden their scope and take up new approaches that enable their critical reflection, creativity and innovative capacities. In the fifth semester students write a bachelor thesis in which the knowledge and skills obtained in the entire programme converge. The bachelor thesis is an individual assignment covering the entire research process. In general, research topics derive from research performed by staff members associated with the BSc Tourism. In the sixth semester students can select a minor, compose their own minor programme, follow a cluster of related courses offered at Wageningen University, or participate in courses at another institute (i.e. subject to approval by the Examination Board).

### **Considerations**

The panel has evaluated the internal coherence of the proposed BSc Tourism and discussed the arrangement of its curriculum with the representatives of the institutes during the site visit. On the whole the panel considers both the structure and contents of the curriculum as sufficiently consistent. This consistency is achieved through the integrated study approach taught in the programme, the programme's gradual build-up and its clear educational concept, the direct linking of disciplinary courses, research methods classes and research projects, the underlying research agenda as reflected in the research activities of the teaching staff, and of course through careful coordination of the joint programme across the two organising institutes.

Even though the panel is confident that the organisation of a study programme across two independent institutes and at two different locations has been carefully prepared by the institutes, and will undoubtedly be meticulously monitored and guided once the programme is launched, it nevertheless feels obliged to emphasise that continuous consultation at the level of the teaching staff, a good amount of coordination between the institutes, as well as clearly defined responsibilities will remain crucial to avoid gaps and overlaps within this new curriculum, and to ensure the overall success of this innovative programme.

Also, initially the panel was puzzled by the position given to the elective minor within the structure of the curriculum, but eventually the panel became convinced of the motives given by the programme's developers for doing so. The panel's initial considerations for placing the minor before the bachelor thesis was that students could integrate the knowledge of the minor into their thesis. The arguments given by the institutes to nevertheless place the thesis before the minor, were: (a) that it would enhance the probability to finish the thesis in time, since students would not be distracted by minor obligations; (b) that it would create more flexibility to study abroad, as students would not have any bachelor obligations; and (c) that the minor would be more effective as a first step into a possible master. The panel became convinced of these arguments, but it also believes that a minor at the end of the curriculum offers more opportunities to emphasise the international character of the programme than are currently exploited.

### **Conclusion**

The panel assesses the standard 2.3 'Consistency of the curriculum' as satisfactory.



#### 4.2.4 Workload (standard 2.4)

*The intended curriculum can be successfully completed within the set time, as certain programme-related factors that may be an impediment to study progress are eliminated where possible.*

#### **Outline of findings**

The total workload of the proposed BSc Tourism amounts to 180 ECTS. This is evenly distributed over the three years and six semesters of the curriculum. The standard size of a course is 6 ECTS. In the first year courses are scheduled to cover one period – as this allows for a quicker assessment of a student's progress – while scheduling in the third year is partly dynamic because of individual choices regarding the elective component and the thesis. For the elective component (minor) students have to plan their study carefully with the help of a study advisor.

The proposed bachelor applies a 'binding study recommendation': i.e. at the end of the first course year students must have obtained 70 percent of the 60 ECTS, while at the end of the second course year they must have obtained 100 percent of the ECTS of the first course year. Students who fail to meet this requirement are excluded from registering for the BSc Tourism for a period of three years. Such a binding study recommendation is said to be a powerful instrument for monitoring and controlling study progress, so as to ensure that students possess sufficient knowledge and skills to complete their bachelor thesis successfully. To commence the bachelor thesis a minimum of 102 ECTS must have been obtained, including all ECTS for first year courses and the second year's research courses and the International Field Project.

The use of a variety of teaching methods is also seen as a crucial feature to stimulate study progress. In addition, courses are designed to offer an equal spread of the workload and a balanced mix of assessment types. Individual problems concerning study progress are addressed by the study advisor, while recurring problems related to the programme's study load are addressed by the Programme Committee and/or the Programme Director.

#### **Considerations**

The panel has considered and discussed the curriculum in terms of its workload and study planning. The proposed arrangements seemed logically structured and the weight of the different components are kept at an acceptable level. During the site visit the panel enquired as to whether there is indeed sufficient coordination among the teaching staff so as to keep the workload evenly spread and within limits. The representatives of the institutes have asserted that the programme is indeed challenging, as it is an academic bachelor, but that the workload of the courses is carefully balanced and guarded at all times. However, since the programme is not yet running, the panel did not have the opportunity to verify this with students. The panel nevertheless saw no particular reason to doubt the adequacy of the workload as it is currently distributed across the programme. According to the panel, students should be able to complete the proposed curriculum successfully within the set time frame.

### **Conclusion**

The panel assesses the standard 2.4 'Workload' as satisfactory.

#### **4.2.5 Admission requirements (standard 2.5)**

*The structure and contents of the intended curriculum are in line with the qualifications of the incoming students: VWO (pre-university education), propaedeutic certificate from a 'hogeschool' (HBO or similar qualifications, as demonstrated in the admission process.*

#### **Outline of findings**

Applicants for the BSc Tourism must have a pre-university diploma (VWO or equivalent). Students with the profile C&M require Mathematics A. Students with a foreign diploma equivalent to VWO can enter the BSc Tourism provided that their list of subjects is relevant. Diplomas are evaluated by the BSc Admission Committee that decides whether applicants are admitted or not, or whether they will have to take an entrance exam. Students that have successfully completed the propaedeutic phase of a corresponding professional bachelor programme (i.e. social, economic or environmental sciences related) can enter the first year unconditionally. Students with a professional bachelor degree are also admissible.

#### **Considerations**

The panel has considered the admission requirements of the BSc Tourism programme and found the structure and contents of the proposed curriculum to be in line with the qualifications of the incoming students. As the application documents state, the programme aims at training students at an academic bachelor level. The panel supports the view of the programme to select only students with sufficient qualifications. Although the panel believes that the admission requirements are sufficiently covered, it nevertheless wants to urge the institutes to guard the command of the English language of the incoming students, as this will be a decisive element for a successful programme.

### **Conclusion**

The panel assesses the standard 2.5 'Admission requirements' as satisfactory.

#### **4.2.6 Credits (standard 2.6)**

*The programme meets the legal requirements regarding the range of credits for an academic bachelor's programme (wo-bachelor): 180 credits.*

#### **Outline of findings**

The BSc Tourism represents 180 ECTS equally divided over the three years and six semesters of the programme.

### **Considerations**

The panel has reviewed the intended curriculum and its contents, and concluded that the proposed 180 credits agree with the minimum of credits for a three-year academic bachelor programme.

### **Conclusion**

The panel assesses the standard 2.6 'Credits' as satisfactory.

#### **4.2.7 Concluding assessment of Theme 2 'Curriculum'**

The panel has assessed all six standards of the theme 'Curriculum' as satisfactory. The panel considers the proposed curriculum to be an attractive and challenging programme. The curriculum builds on the existing competencies of both organising institutes in the area of tourism studies. The panel therefore believes that these institutes are well-placed to offer such a programme. The panel has been assured that the curriculum, the didactical methods and the learning assessments of the programme all sufficiently reflect the intended learning outcomes. Given these considerations, the panel assesses the theme 'Curriculum' as satisfactory.

## 4.3 Staff

### 4.3.1 Requirements for academic orientation (standard 3.1)

*The programme meets the following criteria for the deployment of staff for a programme with academic orientation (wo): Teaching is principally provided by researchers who contribute to the development of the subject/discipline.*

#### **Outline of findings**

The courses of the BSc Tourism programme are developed and maintained by academic staff of both partner institutes. Nearly all academic staff involved in education at these institutes holds a PhD degree, or is expected to obtain such a degree in due time. The majority of the teaching in the BSc Tourism is done by staff of the core groups: i.e. by researchers in the field of tourism or one of the contributing sciences. All of the staff involved in the proposed programme take part in research. A joint research framework integrates the work of NHTV and WU researchers. Most lecturers are (or will be) accommodated in one of the Graduate Schools of Wageningen University, who all have been accredited by the Royal Netherlands Academy of Arts and Sciences, and are therefore subject to quality control. Graduate Schools have the tasks of stimulating and coordinating the development of a coherent university research programme, of safeguarding, monitoring and stimulating the quality and progress of academic research, and of coordinating, developing and facilitating postgraduate education. Staff members must meet specific requirements set by the Graduate School and are evaluated every three years. It is the Socio-Spatial Analysis Group that offers the largest contribution to the BSc Tourism.

Professors, associate professors and assistant professors usually give lectures and courses on the basis of their scientific expertise. PhD students are also involved in tutorials and practicals. Each course of the proposed curriculum is developed and taught under the final responsibility of one WU lecturer and one NHTV lecturer. Lecturers usually have a large international network. Also, international scholars are regularly invited as guest lecturers in the BSc Tourism programme.

#### **Considerations**

The panel has reviewed the CVs of the teaching staff involved in the BSc Tourism programme and had the opportunity to meet some of them during the site visit. The panel specifically enquired about their fields of expertise and research activities, their teaching qualifications and experience, as well as about their command of English. Overall, the panel had a positive impression about the staff and their engagement with the programme. Nearly all members of the teaching staff are involved in relevant research activities and have a good teaching record. The courses offered by them meet the standards of academic education, while within the courses enough attention is given to research that is conducted by the staff. Some members of the teaching staff are among the most prominent scholars in their field. Also, through the establishment of an inter-institutional research institute on tourism, recreation, leisure and sport, the programme will be provided with a common research agenda that covers all the thematic and disciplinary areas in which staff members are working. Given these findings, the panel is confident about the academic standards that apply to the teaching staff of the BSc Tourism.

### **Conclusion**

The panel assesses the standard 3.1 'Requirements for academic orientation' as satisfactory.

#### **4.3.2 Quantity of staff (standard 3.2)**

<i>Sufficient capacity is made available to be able to start the proposed programme</i>
<i>Sufficient capacity is made available to be able to continue the proposed programme</i>

### **Outline of findings**

In a steady-state situation, according to the application file, the total amount of students per year in the BSc Tourism will be approx. 180, based on a yearly intake of 50 students. The available budget for the study programme covers 13.690 hours per year, which is a total teaching staff of 10.4 FTE. This corresponds to a student-staff ratio of 1:17.

The following staff is said to be available for the proposed BSc Tourism:

	FTE
Professors, Associate Professors and Assistant Professors at WU	5.2
Associate Professors, Senior and Junior Lecturers at NHTV	5.2
Programme Director WU	0.4
Programme Coordinator NHTV	0.4
Study Advisor	0.2
Secretary	0.2

### **Considerations**

Based on the programme description and the interviews during the site visit it became apparent to the panel that the number of staff available to teach the proposed BSc Tourism programme as planned is sufficient to meet the demands of the curriculum. The programme is taught by a broad range of lecturers from both institutes with complementary qualifications. For each of the courses of the programme there are two lecturers: one from each of the organising institutes. The panel is confident that there is enough staff capacity available to assure teaching within the programme and considers the anticipated staff-student ratio sufficient to offer the programme. If, however, the expected intake would be significantly higher than is currently foreseen, additional staff capability might be needed to ensure the quality of the study programme, specifically with regard to the tutoring of students.

### **Conclusion**

The panel assesses the standard 3.2 'Quantity of staff' as satisfactory.

#### **4.3.3 Quality of staff (standard 3.3)**

*The staff to be deployed are sufficiently qualified to ensure that the aims and objectives regarding content, didactics and organisation of the programme are achieved*

#### **Outline of findings**

Each of the organising partner-institutes require staff to be both an expert in their discipline and a skilful lecturer. Education and scientific research are being considered as equal tasks. At WU almost all full-time lecturers are engaged in research and education. Although at NHTV this is not yet common practice, all NHTV-staff involved in the BSc Tourism will have an equal research task as their colleges in Wageningen by 2010: i.e. 0.4 FTE.

In job performance interviews the didactic and scientific qualities of all staff members are regularly discussed with their superiors. One of the selection criteria for vacant academic positions is proven teaching experience of the candidates. New staff also have to attain a basic education qualification in the first two years of their appointment. At both institutes lecturer support groups offer didactic courses for staff with teaching obligations. In the standard course evaluations of the BSc Tourism students are asked to evaluate all aspects of the course, including the didactic skills of the lecturing staff. At both institutes these evaluations are used as input for the job performance interviews. Furthermore, both institutes are implementing career policies with incentives for educational development.

#### **Considerations**

The panel has considered the quality of the staff involved in the BSc Tourism programme in terms of teaching experience and didactics, expertise and research background, as well as in terms of their organisation as a teaching staff. According to the panel, the staff members are all well qualified, both as lecturers and researchers. The composition of the staff is regarded as a good combination of competencies, experiences and backgrounds. The panel is also positive about the coordination of the programme across the institutes, and about the establishment of a joint research programme in which the capacities of the staff's research will be combined. Therefore, the quality of the staff deployed in the BSc Tourism is regarded to be sufficient to offer the proposed curriculum.

### **Conclusion**

The panel assesses the standard 3.3 'Quality of staff' as satisfactory.

#### 4.3.4 Concluding assessment of Theme 3 'Staff'

The panel has assessed the three standards of the theme 'Staff' as satisfactory. Overall, the panel assesses the theme 'Staff' as satisfactory.

### 4.4 Services

#### 4.4.1 Facilities (standard 4.1)

<i>Intended housing and facilities are adequate to achieve the learning outcomes.</i>
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#### **Outline of findings**

Students of the BSc Tourism will have access to, and can use all facilities that form a part of NHTV and Wageningen University. These include the main housing and educational facilities at both institutes, such as lecture halls, teaching labs, libraries, restaurants, as well as the (digital) learning environments available on campus and online. At both institutes these facilities are modern and kept up to date at all times.

Immediately from the start students will have access to the scientific libraries of both institutes. These libraries are equipped with all modern facilities available today, and both have a considerable collection on tourism, as well as on the social, economic and environmental sciences. NHTV possesses a mediatheek, while WU has a scientific library with a recognised national task in the field of life sciences. Also, library training is provided.

Furthermore, both institutes are equipped with modern ICT facilities, including a wireless network, desktop computers, software, an ICT helpdesk service and a directly accessible digital workspace. All students will get a personal account, through which they will have access to the student information system.

Given that the programme is taught in English, both institutes provide students with language support services, such as a language helpdesk, supervised self-study, writing skills courses and advanced language training. Also, at both institutes activities are organised that encourage students to reflect on current social, cultural or scientific developments (e.g. workshops, debates, exhibitions).

Both in Breda and Wageningen, it is said, students will be able to find personal housing accommodation for the duration of their study.

The first generation of students of the BSc Tourism (2010-2011) will be encouraged to start a new study association that will function as a student platform between the two educational institutes, by representing the students, organising course evaluations, publishing a study programme bulletin, organising social meetings, providing introduction meetings to new students, etc.

### **Considerations**

The panel has visited the building of Wageningen University during the site visit and had a positive impression of the housing and facilities that are available for the proposed BSc Tourism programme. Based on what it has seen during the site visit, as well as on the documentation it received about the facilities available at NHTV in Breda, the panel saw no reason to doubt the quality nor the quantity of the facilities available to realise the intended curriculum and its learning outcomes.

### **Conclusion**

The panel assesses the standard 4.1 'Facilities' as satisfactory.

#### **4.4.2 Tutoring (standard 4.2)**

<i>There is adequate staff capacity to provide tutoring as well as information provision for students, and these are adequate in view of study progress</i>
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### **Outline of findings**

Both NHTV and Wageningen University have their own Students Service Centre. Students support comprises the whole spectrum of activities to promote the study performance and progress of the students. Both institutes offer student counselling services that have the task of providing students with help and advice, both personal and practical regarding finances, housing, study progress and delays, mediation, childcare etc. Both institutes also have an International Office, which can be consulted about visas, residence permits, insurance, housing and financial matters. WU also has a central Student Health Service that consists of student psychologists, a student physician and a vaccination centre. The Student Administration for the BSc Tourism will be centralised in Wageningen, but students and lecturers will have on-line access to all data.

The study advice for the BSc Tourism will follow the arrangements of WU. There will be one study advisor for the BSc Tourism that will follow every student cohort closely throughout the entire curriculum. The study advisor is responsible for the close monitoring of the students' study progress and well-being, and for providing regular study advice and student support where necessary. He will also advise the students on how to make choices with regard to examinations, individual study plans, and in matters related to studying abroad. According to the application, all students will become familiar with the study advice and the ways to obtain information and support. Information on the contents of programme and the courses, schedules and other information can be found in the Study Handbooks provided for the BSc Tourism, but will also be accessible online. On a regular basis emails with general up-to-date information about the programme, invitations for meetings or guest lectures are sent by the programme advisor to all students.



### **Considerations**

The panel has evaluated the tutoring capacity and information provision of the proposed BSc Tourism programme. The panel is confident that an adequate capacity of counselling and support will be in place for the students of the BSc Tourism. The support and the follow-up of students seems to be well planned and assured, as a tutor will be following an entire cohort throughout the programme. Therefore the panel believes that the counselling and tutoring services provided by the institutes will match the requirements of students at BA level. However, as already mentioned above (see: 4.3.2), the tutoring capacity of the staff might not be enough if the programme would attract significantly more students than is currently anticipated. If that would be the case, the panel advises the institutes to carefully guard this aspect. The panel also recommends the institutes to consider whether feedback and guidance regarding the students' performance shouldn't be provided in an earlier stage than is currently foreseen: i.e. already after the first exams.

### **Conclusion**

The panel assesses the standard 4.2 'Tutoring' as satisfactory.

#### **4.4.3 Concluding assessment of Theme 4 'Services'**

The panel has assessed the two standards of the theme 'Services' as satisfactory. Overall, the panel assesses the theme 'Services' as satisfactory.

## 4.5 Internal quality assurance system

### 4.5.1 Systematic approach (standard 5.1)

*A system of internal quality assurance is in place, which uses verifiable objectives and periodical evaluations in order to take measures for improvement.*

#### **Outline of findings**

Both NHTV and Wageningen University have implemented the plan-do-check-act cycle to enhance the quality of their education. The most important actors in the evaluation process are the students, graduates, lecturers and the Programme Committee. The Programme Director is the first responsible for the daily routine. The Department Education and Research of Wageningen University takes care of the administrative and logistic support of the evaluation procedures.

#### 1. Planning:

An important aspect of a plan-do-check-act cycle is the annual modification cycle of the study programme. The cycle starts with the planning of the next academic year. The Programme Committees review the study programme based on the experiences and desires of the lecturers and the results of the various evaluations among students. Each course is evaluated for the learning outcomes, assumed prerequisite knowledge, study materials, educational activities, assessment and the participating lecturers and examiner.

#### 2. Doing-Checking:

During the doing phase, different evaluations are used. The results of all the evaluations are sent to the involved lecturers, the Programme Committee and the Programme Director. The various evaluations are: course evaluation, bachelor first year evaluation, bachelor graduate evaluation, and career survey among alumni. Each year the Department of Education & Research publishes the Education Monitor with the intake numbers, drop out and success rates of all programmes.

#### 3. Acting:

The Executive Boards of both educational institutes have determined target figures. If 45 percent or more of the students are dissatisfied with an issue on the questionnaire, or if the success rate for a course is lower than 70 percent (60 percent for first year courses), than this is an issue for consideration and discussion. As far as didactic quality is concerned, the course evaluation is only one of the inputs to be considered. Signals may also be received from students in other ways, or the Programme Committee may ask for specific issues to be investigated. In the acting phase the first responsible actor is the Programme Director. These actions may be a meeting with involved lecturers or students, or a more profound investigation. It always ends with a discussion and decision-taking in the Programme Committee. This decision is used for review of the programme (planning phase) in the education modification cycle.

### **Considerations**

The panel has carefully considered the system of internal quality assurance (IQA) that is in place for the proposed BSc Tourism programme and considers it adequate. Throughout the years, both institutes seem to have gathered a sufficient amount of experience with the quality assurance of comparable study programmes. The courses and lecturers of the proposed programme are evaluated regularly and on different levels, and the programme will be modified on the basis of these evaluations. The panel also found a systemic and well planned approach with periodical evaluations and verifiable objectives. The panel is therefore confident that the internal quality assurance of the proposed BSc Tourism programme is sufficiently guaranteed.

### **Conclusion**

The panel assesses the standard 5.1 'Systematic approach' as satisfactory.

#### **4.5.2 Involvement (standard 5.2)**

<i>Staff, students, alumni and the relevant professional field will be actively involved in the internal quality assurance system.</i>
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### **Outline of findings**

At both institutes students are encouraged to be active partners in their learning and research community. Students take up a role in designing their own study path and programmes, they are active in committees and associations, and they are the main evaluators of lecturers and programmes. As active partners in education their opinion is asked in course and programme evaluations. Students are represented in the Programme Committee. Furthermore, they are involved in management and the participation structure. Students also participate in advisory committees for the selection of new professors. The student-staff member ratio in the management bodies is 1:1. This shows that students are fully valued members of the academic community.

Involvement of the professional field is secured by the External Advisory Board. This board advises the programme committee as to whether the knowledge and skills of the graduate fit the needs of the labour market. The board meets once a year to discuss new developments in education and professional field and changes in the curriculum.

### **Considerations**

Although the BSc Tourism programme is not yet running, it intends to use a formalised system of internal quality assurance that actively involves the staff, the students and the professional field. The panel also established that the alumni of the programme will eventually be involved in the IQA via a yearly survey. Based on the information it has received before and during the site visit, the panel is confident that the systematic involvement of all the stakeholders in the quality assurance of the proposed study programme will be assured. The panel has therefore concluded that the stakeholders are sufficiently involved in the IQA system, even though there is still room for some

improvements. In particular, the panel recommends a strong and systematic involvement of the professional field in the External Advisory Board (that has yet to be formally installed). The panel also advises the institutes to establish a general meeting where all the staff members that are teaching in the BSc Tourism programme can have their say about the curriculum and its components. Bringing the teaching staff together on a regular basis to discuss all matters related to the curriculum will surely benefit its internal consistency (see also: 4.2.3).

### **Conclusion**

The panel assesses the standard 5.2 'Involvement' as satisfactory.

#### **4.5.3 Concluding assessment of Theme 5 'Internal quality assurance system'**

The panel has assessed the two standards of the theme 'Internal quality assurance system' as satisfactory. Overall, the panel assesses the theme 'Internal quality assurance system' as satisfactory.

## 4.6 Conditions for continuity

### 4.6.1 Graduation guarantee (standard 6.1)

*The higher education institution ensures that its students can complete the programme.*

#### **Outline of findings**

Both NHTV and WU guarantee that the first three student cohorts can complete the BSc Tourism programme in full. Both institutes have signed a declaration of intent which also contains this guarantee.

#### **Considerations**

Given the formal position of the proposed BSc Tourism programme within the curriculum of both organising institutes, and the formal affirmation given by the management, the panel is confident that the graduation of students will be guaranteed.

#### **Conclusion**

The panel assesses the standard 6.1 'Graduation guarantee' as satisfactory.

### 4.6.2 Investments (standard 6.2)

*The proposed investments are sufficient to realise the programme (including the facilities and tutoring).*

#### **Outline of findings**

The start of the new BSc Tourism involves a number of initial investments. First, there are the development costs of the new curriculum in terms of allocated capacity to the teaching staff to develop these courses. The development of new courses takes place under supervision of one NHTV and one WU lecturer. Six new courses are developed in close cooperation with the academic bachelor programme International Leisure Sciences at NHTV. Courses in the third year are based on existing courses in the portfolio of WU. Second, there are the marketing and accreditation costs. Third, some initial investments have to be made in ICT-facilities. Costs for curriculum development, marketing, accreditation and programme related ICT facilities will be equally divided among NHTV and WU. Fourth, NHTV will invest in mediatheek facilities, housing and general services. These investments were already foreseen in the academic development plan of NHTV.

Fifth, there are the investments in the research environment of the BSc Tourism. Together NHTV, WU, the Kenniscentrum Kusttoerisme and Tilburg University will establish a large research institute on tourism, recreation, leisure and sport. The existing tourism and leisure research capacity of Wageningen University will be accommodated in this institute (i.e. 4.2 FTE of the tenured staff and 3.0 FTE PhD students). WU chair holders intend to allocate extra research capacity of in total 3.4 FTE to the new research institute.

This capacity is generated through a stronger research commitment of those chair groups which are involved in the BSc Tourism. NHTV will invest significantly in the strengthening of its existing scientific research capacity. Connected to the research programme NHTV will set up a Research Facility with at least 2.7 FTE for coordination, acquisition and communication, connected to Wageningen UR Alterra staff. NHTV guarantees that all full time staff members that are involved in the proposed BSc Tourism will receive a 0.4 FTE research task, now in total 4.15 FTE and 4.9 FTE by 2010. This means the allocation of an extra 0.75 FTE to scientific research. Furthermore NHTV will invest strongly in the research quality of the staff that is involved in the BSc Tourism by facilitating PhD training. This involves 5.6 FTE in total for the next 3 to 4 years.

Total Scientific Tourism Research Capacity NHTV-WU 2009-2011 in FTE			
	2009	2010	2011
Tenured Staff	8.35	9.1	9.1
PhD Students / Staff	8.6	10.6	17.0
Intended Additional Capacity	1.2	3.4	3.4
Research Facility	3.1	3.1	3.1
Total Capacity	21.15	26.2	32.6

### Considerations

The panel deems that the investments in the new BSc Tourism are based on plausible calculations. The proposed investments are regarded as sufficient to start up and realise the programme as it is planned. The panel also agrees that there is no necessity for additional investments at this stage.

### Conclusion

The panel assesses the standard 6.2 'Investments' as satisfactory.

#### 4.6.3 Financial provisions (standard 6.3)

*The financial provisions to cover the projected deficit are sufficient to cover the initial losses.*

### Outline of findings

NHTV and WU expect to have an intake in the new BSc Tourism of 50 students per year. This number is based on experiences with educational background and demands of past and current students in Dutch higher education tourism programmes, as well as on a commissioned market research. The following pre-conditions were used to calculate costs and revenues:

- the programme has a steady intake of 50 students per year;
- the drop out rate in the first year is 15 percent;
- the drop out rate in the second year is 5 percent;

- 80 percent of the students who start the programme will finally graduate;
- 40 percent of the students will have graduated after three years, 70 percent after four years and 80 percent after five years.

As revenues of the programme the tuition fees, the first year government funding and the diploma government funding are all calculated, as well as the extra government funding for educational facilities related to extra student intake. As costs for the programme, the labour costs for teaching and educational support, ICT costs, accreditation costs, travel expenses for teachers, costs of excursions and overhead are calculated. The application file contains an overview of the costs and revenues until the academic year 2016-2017. The balance is based on marginal costs. Existing fixed costs, such as costs for housing, libraries and overhead are not attributed to the BSc Tourism in the start-up phase.

Based on the existing government funding system NHTV and WU expect a deficit in the first six years (2010-2015). Both NHTV and WU are willing and able to bear this initial deficit on an equal basis and to add the new BSc in Tourism to their existing programme portfolio.

### **Considerations**

During the site visit the panel has observed a strong commitment of the management towards the new BSc Tourism programme. The panel is therefore confident that the management has taken all the necessary steps to assure the financial sustainability of the proposed programme in the years to come. The panel is also confident that the financial provisions will be sufficient to cover the initial operational losses during the first years.

### **Conclusion**

The panel assesses the standard 6.3 'Financial provisions' as satisfactory.

#### **4.6.4 Concluding assessment of Theme 6 'Conditions for continuity'**

The panel has assessed the three standards element of the theme 'Conditions for continuity' as satisfactory. Overall, the panel assesses the theme 'Conditions for continuity' as satisfactory.

## Overview of the assessments

The panel presents its assessments per theme and per standard, as outlined in chapter 4, in the following table.

Theme	Assessment	Standard	Assessment
<b>1 Aims and Objectives</b>	Satisfactory	1.1 Subject-/ discipline- specific requirements	Satisfactory
		1.2 Bachelor level	Satisfactory
		1.3 Academic orientation	
<b>2 Curriculum</b>	Satisfactory	2.1 Academic orientation	Satisfactory
		2.2 Correspondence between aims and objectives and curriculum	Satisfactory
		2.3 Consistency of the curriculum	Satisfactory
		2.4 Workload	Satisfactory
		2.5 Admission requirements	Satisfactory
		2.6 Credits	Satisfactory
<b>3 Staff</b>	Satisfactory	3.1 Requirements for academic orientation	Satisfactory
		3.2 Quantify of Staff	Satisfactory
		3.3 Quality of Staff	Satisfactory
<b>4 Services</b>	Satisfactory	4.1 Facilities	Satisfactory
		4.2 Tutoring	Satisfactory
<b>5 Internal Quality system</b>	Satisfactory	5.1 Systematic Approach	Satisfactory
		5.2 Involvement of Staff, Students, Alumni and the Professional Field	Satisfactory
<b>6 Conditions for Continuity</b>	Satisfactory	6.1 Graduation Guarantee	Satisfactory
		6.2 Investments	Satisfactory
		6.3 Financial Provisions	Satisfactory



## Annex 1: Composition of the panel

Chair:

**Prof. Dr. Ignace Glorieux** is full professor of sociology and head of the Sociology Department of the Vrije Universiteit Brussel. He is a member of the TOR Research Group since 1983 and teaches courses on social theory, social inequality, sociology of time, leisure politics and methodology. He is involved in time use studies in Flanders and Belgium, in a longitudinal study on the transition from school to work and in different research projects on cultural practices and cultural participation. He is a member of the board of the International Association for Time Use Research (IATUR), a member of the Taskforce 'Time Use Survey' at EUROSTAT and member of the European Research Network on Transitions in Youth.

Member:

**Prof. Dr. Chris Cooper** gained his undergraduate degree and PhD in Geography from University College London. He works with international agencies in tourism research and education, such as the UN World Tourism Organization (UNWTO), the European Union, the International Labour Organization, the OECD and ASEAN but primarily with the UNWTO where he held the Chair of the UNWTO's Education Council from 2005-2007. He is the author of a number of journal papers and books in the field. Chris Cooper also is the Dean of the Business School at Oxford Brookes University, UK.

Member:

**Prof. Dr. Paulus P.P. Huigen** is a Professor of Human Geography at the Faculty of Spatial Sciences at the University of Groningen (RUG). He was dean of the Faculty of Spatial Sciences during 1998-2002 and programme director of the bachelor Human Geography and Planning during 2004-2007. As a lecturer he teaches Cultural Geography, Human Geography and Tourism. He supervises students by writing their master thesis and PhD students on a wide range of topics in Cultural Geography including Tourism. He is the leader of the Honours programme of the Faculty of Spatial Sciences and involved in the Honours College of the University of Groningen. His research focuses on People-Place relationships (Place Attachment, Sense of Place, Place Making) and New Animal Geography. He is a member of the Urban and Regional Studies Institute of the Faculty of Spatial Sciences and fellow of the national research school NETHUR.

Member:

**Mr. Pascal Weijers** (BA) is a MSc student Science and Business Management at the Utrecht University (UU). He has completed a bachelor in Chemistry at the same University. He fulfilled several positions in student participation and was advising board member of the Faculty of Sciences of the Utrecht University.

External Secretary:

**Dr. Patrick De Vos** holds a PhD in Political and Social Sciences from Ghent University, and works as an independent researcher and author, and as a consultant for higher education.

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Process Coordinator:

**Mrs. Anja Detant** is Policy Advisor at the NVAO in The Hague.

All the panel members, as well as the secretary have signed a statement of independence.

## Annex 2: Schedule of the site visit

The panel undertook a site visit on 7 April 2010 as part of the external assessment procedure regarding the Bachelor of Science Tourism at Wageningen University.

### Location:

FORUM, VIP Room 031-034 (ground floor).  
Droevendaalsesteeg 2  
6708 PB Wageningen  
Building nr. 102

### Agenda:

- 09h30 - 10h15 Document review and preparatory meeting (panel only)
- 10h15 - 11h00 Meeting with Project Team
- Drs. J.F.B. (Jan) Philipsen - Programme Director (WU)
  - Drs. S. (Sebastiaan) Straatman - Programme Coordinator (NHTV)
- 11h15 - 11h45 Meeting with (potential) students
- Mrs. Simone Valkering - BSc International Leisure Studies (NHTV)
  - Mr. Sascha Wölk - Professional Bachelors International Tourism Management and Consultancy (NHTV)
  - Mrs. Niki Hendriks - MSc Leisure, Tourism & Environment (WU) / Graduate ITMC (NHTV)
  - Mrs. Maartje Roelofsen - MSc Leisure, Tourism and Environment (WU) / Programme Committee member
- 11h45 - 12h15 Demonstration digital study environment (incl. N@tschool)
- 12h15 - 13h30 Lunch and preparatory meeting (panel only)
- 13h45 - 16h30 Meeting with Management Board
- Prof. Dr. M.J. (Martin) Kropf - Rector Magnificus (WU)
  - Drs. J.G. (Hans) Uijterwijk - Chairman Executive Board (NHTV)
  - Prof. Dr. E.W. (Pim) Brascamp - Director Education Institute (WU)
  - Drs. W. (Wicher) Meijer - Director Academy for Tourism (NHTV)
- 14h30 - 15h30 Meeting with Lecturing Staff
- Prof. Dr. V.R. (Rene) Van der Duim - Lecturer Tourism, History & Globalisation (WU)
  - Dr. V.C.M. (Vincent) Platenkamp - Lecturer Tourism, History & Globalisation (NHTV)
  - Prof. Dr. H.B.J. (Rik) Leemans - Lecturer Environment & Tourism (WU)
  - Ing. P.M. (Paul) Peeters - Lecturer Environment & Tourism (NHTV)
  - Dr. P.C. (Pieter) Piket - Lecturer Economics (NHTV)
  - Dr. R.B.M. (Ramona) Van Marwijk - Lecturer Tourism, Principles & Practice (WU)
  - Dr. M.P. (Marisa) De Brito - Lecturer Research Methods / Programme Coordinator ILS (NHTV)

- 15h45 - 16h30 Meeting with Representatives from the Professional Field
- Drs. M. (Marielies) Schelhaas - Head unit Ecology and Economy, IUCN Netherlands
  - S. (Steven) Van der Heijden - CEO TUI Netherlands
  - J. (Jos) Vranken - Managing Director NBTC
- 16h30 - 17h00 Second Meeting with Project Team
- 17h00 - 18h30 Final and Closed Meeting of the Panel

## Annex 3: Documents reviewed

### *Programme documents presented by the institution*

- Application Report (2009), Bachelor of Science Programme Tourism, Wageningen University (WU) and Breda University of Applied Sciences (NHTV), 63 p.
- Supplement File of the Application Report (2009), Bachelor of Science Programme Tourism, Wageningen University (WU) and Breda University of Applied Sciences (NHTV), 388 p.
  - Contents of the Supplement File:
    1. Research programme
    2. Educational frames NHTV and WU
    3. Comments from the academic & professional field
      - a. Research & lecturing staff
      - b. Programme Committee
      - c. External Advisory Board
    4. Course descriptions year 1
    5. Strategic plan NHTV & NHTV Based learning
    6. Strategic plan WU
    7. Protocols
      - a. Elective component
      - b. Thesis
    8. Academic performance of WU chair groups in graduate schools
    9. Curriculum Vitae of staff members
    10. Market Research Bureau Buiten
    11. Market Research Newcom Research & Consultancy
    12. QAA benchmark
- Question and Answers wo-BA Tourism (WU): email from Jan Philipsen (6 April 2010).

### *Documents made available during the site visit*

- Curriculum BSc Tourism
- Calendar academic year 2010-2011
- Short tentative module descriptions course year 2 and 3
- Elective component semester 6:
  - Admission Minor MSc Environmental Sciences
  - Admission Minors MSc Management Economics and Consumer Studies
  - Admission Minors International Development Studies
- Questionnaire 'course evaluation'
- Questionnaire 'first year evaluation'
- Questionnaire 'evaluation upon graduation'
- List of Tourism journals available at NHTV Breda University of Applied Sciences
- List of Tourism journals available at Wageningen University

- Assessment form BSc Thesis
- Email response to panel questions (submitted by the NVAO on March 31st, 2010)
- Course materials available for reviewing:
  - Course Outlines for all first year modules of the BSc Tourism
  - Module descriptions for all courses of the admission minor MSc Environmental Sciences, the admission minors MSc Management Economics and Consumer Studies, and the admission minors International Development Study
- Selection of literature listed as indicative resources for courses mentioned

## **Annex 4: List of abbreviations**

BA	Bachelor
BSc	Bachelor of Science
ECTS	European Credit Transfer System
FTE	full-time equivalent
IQA	internal quality assessment
MA	Master
NHTV	Breda University of Applied Sciences
NVAO	Nederlands-Vlaamse Accreditatie Organisatie
R&D	Research and Development
VUB	Vrije Universiteit Brussel
VWO	Vorbereidend Wetenschappelijk Onderwijs
WO	wetenschappelijk onderwijs
WU	Wageningen University

The panel report has been ordered by NVAO for the initial accreditation of the programme Bachelor of Science Tourism of Wageningen University

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