MASTER'S PROGRAMME

LEISURE, TOURISM AND ENVIRONMENT

WAGENINGEN UNIVERSITY

CONTENTS

This report was finalized on 5 September 2018.

REPORT ON THE MASTER'S PROGRAMME LEISURE, TOURISM AND ENVIRONMENT OF WAGENINGEN UNIVERSITY

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

ADMINISTRATIVE DATA REGARDING THE PROGRAMME

Master's programme Leisure, Tourism and Environment

Name of the programme:	M Leisure, Tourism and Environment
CROHO number:	60111
Level of the programme:	master's
Orientation of the programme:	academic
Number of credits:	120 EC
Specializations or tracks:	-
Location:	Wageningen
Mode of study:	full time
Language of instruction:	English
Expiration of accreditation:	31/12/2019

The visit of the assessment panel Leisure and Tourism to Wageningen University took place on 25 May 2018.

ADMINISTRATIVE DATA REGARDING THE INSTITUTION

Name of the institution:	Wageningen University
Status of the institution:	publicly funded institution
Result institutional quality assurance assessment:	positive, 15 May 2018

COMPOSITION OF THE ASSESSMENT PANEL

The NVAO has approved the composition of the panel on 28 November 2017. The panel that assessed the master's programme Leisure, Tourism and Environment consisted of:

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

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

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

WORKING METHOD OF THE ASSESSMENT PANEL

Preparation
QANU received the self-assessment report of the master's programme Leisure, Tourism and Environment on April 16 2018 and made it available to the panel. The panel members read the self-assessment and prepared questions, comments and remarks prior to the site visit. The secretary collected these questions in a document and arranged them according to panel conversation and subject.

In addition, panel members read recent theses from the master programme. In consultation with the chair, fifteen theses were selected from the academic years 2015-2016 and 2016-2017, covering the full range of marks given and all specialisations. The panel members also received the grades and the assessment forms filled out by the examiners and supervisors. An overview of all documents and theses reviewed by the panel is included in Appendix 6.

The project manager drafted a programme for the site visit. This was discussed with the chair of the panel and the policy officer. As requested by QANU, the programme management carefully selected discussion partners. A schedule of the programme for the site visit is included in Appendix 5.

Site visit
The site visit took place on May 25 2018 at Wageningen University. In a preparatory meeting on the day of the site visit, the panel members discussed their findings based on the self-assessment and on the theses and formulated the questions and issues to be raised in the interviews with representatives of the programme and other stakeholders.

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

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

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

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

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

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

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

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

Good
The programme systematically surpasses the generic quality standard.

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

SUMMARY JUDGEMENT

Intended learning outcomes
According to the self-evaluation report, tourism is traditionally taught with a focus on expanding the industry through unchecked consumption and use of diverse peoples and environments as (exploitable) cultural and natural resources. The MSc Leisure, Tourism and Environment (MLE), however, chooses to concentrate on the dynamic and complex relationships generated by the social, cultural, economic, political, technological and natural environments and circumstances in which tourism occurs. The programme focuses on concepts and characteristics of tourism as a field of academic study; on historical, philosophical, economic, political, geographical, sociological and psychological dimensions of tourism and trends in tourism knowledge production; on products, structure and interactions in the tourism sector; on the construction of tourism practices and experiences; and on the role of tourism in communities and environments. The programme ultimately wants to prepare graduates for a career in research and for strategic positions in the public and private sector and in education.

The panel finds that the general objectives of the programme are very well reflected in the intended learning outcomes. The panel describes the intended learning outcomes as progressive, cutting edge and avant-garde in terms of looking at wider aspects of business, society and environment. They clearly relate to the paradigm shift in society and business to integrate practice and policy to improve the quality of life. The panel furthermore appreciates that MLE's thematic trajectories have their own additional intended learning outcomes as this clearly positions their learning objectives to specific aspects of tourism and their corresponding professional fields. The programme makes great and continuous efforts to ensure that the intended learning outcomes are relevant and that they meet quality criteria by benchmarking and (inter)national peer review. The intended learning outcomes are in line with the domain-specific frame of reference and the Dublin descriptors at master's level.

Teaching-learning environment
MLE is a two-year (120 EC), thesis-oriented programme. Students prepare for their thesis by taking theoretical and methodological courses in the domain of tourism, society and environment, and in subjects of their own choosing that relate to their specific thesis topic. The curriculum consists of a core programme (18 EC), thematic trajectory courses (12 EC), optional courses (18 EC), the so-called academic master cluster (12 EC), a major thesis (36 EC), and an internship or minor thesis (24 EC). Over 95% of the students choose to do an internship. Students with academic research ambitions tend to opt for a minor thesis.

The first year's core programme is compulsory for all students and consists of two advanced domain-specific courses and an advanced research methodology course. Since the academic year 2017-2018, students have chosen one of four thematic trajectories in order to focus in greater depth on specific areas of tourism and their relation to society and the environment: Tourism & Development, Tourism & Natural Resources, Tourism & Global Change, and Tourism & Experiences. The trajectories are closely related to the tourism research agendas of the chair groups (research groups) of Cultural Geography, Environmental Policy, and Sociology of Development and Change. Students are expected to connect their thesis topic to the research domain of one of these three chair groups.

The second year is an individual year. All students individually carry out a major thesis research project, which includes fieldwork and data collection. The overall aim is for students to further develop their research skills and to systematically and clearly analyse and present research results. The majority of students takes the opportunity to spend time abroad during their fieldwork.

MLE has embraced three learning principles: reflective, experiential and collaborative learning. Reflectivity concerns the need for students to reflect on theories and methods, and on their own role in the tourism field. Experiential learning is about exposing students to a learning cycle of concrete experiences, reflective observation, abstract conceptualisation and active experimentation. Throughout the programme they get many opportunities to immerse themselves in real research and

consultancy experiences. During field excursions, for instance, they become acquainted with a variety of actors, approaches, contexts and interpretations of realities. Reflective and experiential learning come together in group work (collaborative learning). By working together, students learn from each other, thereby encouraging peer-stimulated learning and a less individually-biased thought process.

The programme manages to cultivate a worldly environment within and beyond the classroom via its teaching staff, international student population, materials, study-abroad options and international guest lecturers. The diverse classroom is a real asset to the programme and reflects real life. The panel does, however, find that the programme should carefully monitor the differences in level and background of the participating students. Although a level of independence and responsibility may be expected from master's students, they should not normally have to bear the main responsibility for addressing their deficiencies.

The chosen teaching methods are appropriate and fitting. The panel is impressed by the excellent quality of the staff in both teaching and research. The panel finds the curriculum and its execution both innovative and modern. Furthermore, the panel finds that the programme offers students great opportunities to focus on a professional career and that the programme makes great efforts to provide students with professional connections and real-life experiences through the didactic approach, internships, working methods and special events.

In conclusion, the panel finds that MLE has managed to create a high-quality programme and community with dedicated staff and students who are all active participants and who function in a setting that is geared towards continuous improvement and innovation. The programme exudes a real quality culture. The panel finds that the teaching-learning environment ensures that MLE's students will become reflective and responsible tourism scholars and practitioners.

System of assessment
MLE applies multiple, diverse and innovative assessment methods per course. The course assessments complement each other and support the students' learning process. The panel finds that the assessment system is transparent and that students are supplied with good quality oral and written feedback.

Double marking is often applied and grading is transparent through the use of rubrics. The thesis assessment form makes sense and is very well used. The Examining Board is proactive and has experienced members who display sound expertise on all issues concerning the board.

MLE has a good system of assessment in place that is well supported by the overall quality culture that the panel encountered during the site visit.

Achieved learning outcomes
The panel ascertained that graduates of the programme achieve the intended learning outcomes at a very high level. Graduates demonstrated an excellent grasp of theoretical knowledge and demonstrated an ability to appropriately design and structure their research, posing relevant questions and making use of suitable literature and research methods. The panel concluded that graduates showed that they had achieved a level beyond its expectations and showed that they are very well prepared for an academic or a professional career.

The Programme Committee, the Programme Team and Study Association Licère work together to increase the visibility of MLE among potential employers. The Academic Master Cluster provides students different career preparation opportunities. Lecturers are paying great attention in their courses to the translation of scholarly knowledge into policy and development practices. They also expose students frequently to examples of real-world good practices, solutions and innovations. The panel finds that the programme makes a great effort to prepare students for, and increase MLE's visibility on, the labour market.

The panel assesses the standards from the *Assessment framework for limited programme assessments* in the following way:

Master's programme Leisure, Tourism and Environment

Standard 1: Intended learning outcomes   good
Standard 2: Teaching-learning environment   excellent
Standard 3: Student assessment   good
Standard 4: Achieved learning outcomes   excellent

General conclusion   excellent

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

Date: 5 September 2018
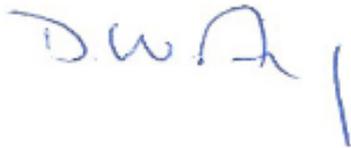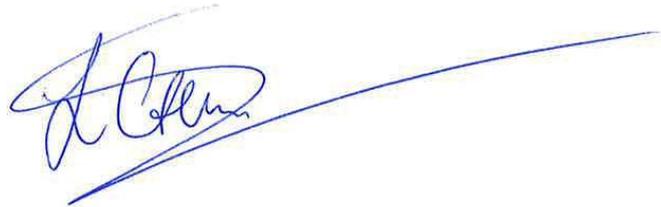
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Prof. David Airey   Drs. Linda te Marvelde

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

> **Standard 1: Intended learning outcomes**
> The intended learning outcomes tie in with the level and orientation of the programme; they are geared to the expectations of the professional field, the discipline, and international requirements.

Findings

According to the self-evaluation report, tourism is traditionally taught with a focus on expanding the industry through unchecked consumption and use of diverse peoples and environments as (exploitable) cultural and natural resources. The MSc Leisure, Tourism and Environment (MLE), however, chooses to concentrate on the dynamic and complex relationships generated by the social, cultural, economic, political, technological and natural environments and circumstances in which tourism occurs. The programme focuses on concepts and characteristics of tourism as a field of academic study; on historical, philosophical, economic, political, geographical, sociological and psychological dimensions of tourism and trends in tourism knowledge production; on products, structure and interactions in the tourism sector; on the construction of tourism practices and experiences; and on the role of tourism in communities and environments. The programme ultimately wants to prepare graduates for a career in research and for strategic positions in the public and private sectors and in education.

The panel finds that these general objectives of the programme are very well reflected in the intended learning outcomes (appendix 2). The intended learning outcomes are in line with the domain-specific frame of reference (appendix 1) and the Dublin descriptors at master's level. The intended learning outcomes show that the programme enables students to develop the capacity to acquire, assess and communicate in-depth and advanced knowledge with a critical awareness of current practice and scholarship in the domain of tourism, society and environment (learning outcomes 1 and 2); to demonstrate an understanding of scientific paradigms and to appraise the relevance of a range of academic disciplines (learning outcomes 2 and 7); to demonstrate the ability to complete a research project independently (learning outcomes 3 and 4); to translate research outcomes into innovative approaches and tangible solutions for society (learning outcome 5); and to communicate effectively with colleagues and a wider audience in a variety of media (learning outcome 8). Explicit attention is given to the ability to do comparative research in an international and multicultural context (learning outcome 6); to show professional and ethical responsibility (learning outcome 9); and to demonstrate the ability to reflect on their own learning progress (learning outcome 10). The panel furthermore appreciates that the programme's thematic trajectories have their own additional intended learning outcomes as this clearly positions their learning objectives to specific aspects of tourism and their corresponding professional fields (cf. standard 2).

The panel concludes that the intended learning outcomes also clearly reflect the programme's academic orientation. Students learn to understand different epistemological approaches used in the study of tourism and its relation to society and the environment, critically appraise the value of a range of academic disciplinary approaches to tourism, assess quantitative and qualitative research methods for data collection and analysis, and independently design and execute advanced empirical research.

Benchmark and quality assurance

There is no benchmark for tourism studies in the Netherlands. Therefore, MLE has adopted benchmark and characteristics statements developed by the Quality Assurance Agency for Higher Education of the United Kingdom (QAA). Master's programmes in tourism can be broadly divided into business-oriented and social science-oriented programmes. The MLE programme is clearly positioned in the sector of social science-orientated programmes, as it has a strong research focus. The programme corresponds to the Master's Degree Characteristics that have been developed by QAA for specialised/advanced study master's degrees.

MLE has an External Advisory Committee (EAC) with national experts who advise the Programme Committee on the relationship between content and quality of the programme, on the one hand, and the shifting requirements of the professional field and labour market on the other hand. The EAC also plays a role in assuring that the intended learning outcomes correspond to the requirements of the professional field and that graduates have the necessary knowledge and skills to cope with the challenges that the tourism sector is facing. The intended learning outcomes have also been reviewed by international peers. The panel applauds the programme management for their efforts in assuring that the intended learning outcomes are thoroughly reviewed by various stakeholders as it ensures their quality and relevance.

Name change
The panel that assessed the MSc Leisure, Tourism and Environment in 2012 suggested that the programme reconsidered its name. The current name suggests that both leisure and tourism are equally addressed in the programme, while the programme's objectives and intended learning outcomes are more focussed on tourism. Moreover, prospective students could interpret the term 'environment' in a narrow physical sense, while the programme's objectives and intended learning outcomes contemplate the social, cultural, technological, economic, political and spatial elements and processes that overlap and together constitute environments. The programme management informed the current panel that this direction of the programme means that the name no longer properly fits the content of the programme. In addition to the considerations of the previous panel, the programme management wants the name to reflect the integration of several chair groups in the programme (cf. standard 2) and also wishes to break away from the term 'leisure' as the programme is firmly focused on tourism. The programme therefore proposes to change its name to 'MSc Tourism, Society and Environment', which is endorsed by the EAC. The panel agrees with the considerations of the management and wholeheartedly endorses the proposed name change.

Considerations
The panel is impressed by the (quality of the) programme's profile and intended learning outcomes. The programme makes great and continuous efforts to ensure that the intended learning outcomes are relevant and that they meet quality criteria by benchmarking and (inter)national peer review. This has contributed to a set of intended learning outcomes that the panel describes as progressive, cutting edge and avant-garde in terms of looking at wider aspects of business, society and environment. They clearly relate to the paradigm shift in society and business to integrate practice and policy to improve the quality of life. The panel further appreciates that the intended learning outcomes evidently tie in with the mission statement of Wageningen University: 'To explore the potential of nature to improve the quality of life'.

Furthermore, the intended learning outcomes properly reflect the requirements of the domain-specific reference framework and the Dublin descriptors at master's level. The intended learning outcomes are extensive and clarify what is expected from the programme's graduates generally and in the different trajectories.

Conclusion
Master's programme Leisure, Tourism and Environment: the panel assesses Standard 1 as 'good'.

Standard 2: Teaching-learning environment
The curriculum, the teaching-learning environment and the quality of the teaching staff enable the incoming students to achieve the intended learning outcomes.

Findings
The panel studied the information provided in the self-evaluation report and on the reading table, course outlines, a selection of literature and text books and study materials for some courses (appendix 5). The panel has ascertained that the contents of the curriculum have a clear relation to the intended learning outcomes, the learning objectives of the various courses, and the assessments.

Important aspects of each course are described in the programme's Study Handbook with transparent course outlines, allowing students a clear overview of the topics covered per course. All courses have appropriate learning objectives that are connected to the programme's intended learning outcomes. Overviews exist in which the programme's intended learning outcomes are linked to courses and assessments.

Programme: content and design
MLE is a two-year (120 EC), thesis-oriented programme. Students prepare for their thesis by taking theoretical and methodological courses in the domain of tourism, society and environment, and in subjects of their own choosing that relate to their specific thesis topic. The curriculum consists of a core programme (18 EC), thematic trajectory courses (12 EC), optional courses (18 EC), academic master cluster (12 EC), major thesis (36 EC), and an internship or minor thesis (24 EC).

The first year's core programme is compulsory for all students and consists of two advanced domain-specific courses and an advanced research methodology course. Since the academic year 2017-2018, students have chosen one of four thematic trajectories in order to focus in greater depth on specific areas of tourism and their relation to society and the environment. The trajectories are closely related to the tourism research agendas of the chair groups (research groups) of Cultural Geography, Environmental Policy, and Sociology of Development and Change. Students are expected to connect their thesis topic to the research domain of one of these three chair groups. They are assisted in choosing their thesis topic via presentations by the chair groups on their research agendas and projects. Students are situated in the labs of their supervisors during the thesis process. The panel is very impressed by MLE's obvious and strong connection between research and education.

The thematic trajectory *Tourism & Development* concerns the meanings and objectives of regional and urban development and the extent to which these objectives can be achieved through tourism. It includes a number of fundamental issues related to tourism's potential for socio-economic, socio-cultural and environmental development, and provides students with a conceptual foundation by examining relevant theoretical frameworks from tourism studies and beyond. The *Tourism & Natural Resources* trajectory focusses on the dynamic interplay between tourism and natural resources, at related processes of environmental governance, and the contemporary theoretical and methodological approaches that assist in understanding and analysing these dynamics. In the trajectory *Tourism & Global Change* students explore how various mobilities are constituted. Travel and tourism mobilities are considered alongside questions of immobility and exclusion, migration, transportation, mobility rights, crises and risks as well as virtual connectivity. In the *Tourism & Experiences* trajectory students analyse the complex and dynamic interplay of various place-making practices, and tourist experiences, particularly in relation to heritage and food.

Students are encouraged to choose a thematic trajectory early in the programme. The students informed the panel that they would appreciate some more guidance when choosing a trajectory. The programme has already acted on signals from students concerning this issue and has taken adequate steps to improve student information on the trajectories for the next cohort. Since the trajectories have only recently been introduced, the programme has not yet been able to evaluate them. The panel finds however that the trajectories encourage the involvement of several chair groups and as such add to the coherence of the programme. The trajectories bring together strong research expertise from different groups which is beneficial for the study of a complex issue like tourism. Furthermore, the panel finds that the design of the trajectories allows students to focus on a particular academic interest and links easily to their thesis, staff members' research interests, and prospective careers.

Students have 18 EC of optional courses available. They may choose courses that deepen their knowledge linked to their trajectory of choice. However, if they have solid arguments for a coherent set of courses in another field of interest, they may choose that as well. Students with a deficiency in research methodology must take the course Quantitative and Qualitative Research Techniques (1 EC) as an optional course. The panel was informed on several occasions that students had expressed

a desire for more elective space in the programme. To accommodate this wish, the programme management has taken measures, for instance by removing the compulsory course Introduction to Leisure and Tourism and replacing it with an optional MOOC for those students with a deficiency in prior knowledge on tourism.

In the Academic Master Cluster students take part in a project that prepares them for a professional career. Students preferring a policy or consultancy career may opt for the Academic Consultancy Training (ACT), the Entrepreneurial Academic Consultancy Training (E-ACT) or the European Workshop in Environmental Sciences and Management. They undertake the project in a multidisciplinary (preferably multicultural) team of four to seven students for a real-life client. Students wishing to pursue an academic research career may opt for the Research Master Cluster where they focus on advanced scholarly writing skills and academic proposal development. They go through the process of turning a topic into a high-quality grant proposal defended before a jury of experts and peers.

Reflection on personal and peer performance is an integral part of the course. The panel is impressed by the options the programme offers to connect to the labour market/professional field. The programme shows great insight into the concerns of (mainly Dutch) students in bridging the (perceived) gap between academia and the labour market. The panel finds that the programme offers many opportunities for students to connect to the professional field, for instance via (E)-ACT, options for internships, and starting in 2018 a network day. On this day, tourism-related companies and organisations are invited to discuss the challenges they face in the field. Industry representatives and students jointly work towards solutions for these challenges in workshops. This gives students a valuable networking opportunity.

The second year is an individual year. All students individually carry out a major thesis research project, which includes fieldwork and data collection. The overall aim is for students to further develop their research skills and to systematically and clearly analyse and present research results. Students are expected to take a pro-active role in their thesis process, displaying growing independence while also demonstrating the ability to take their supervisor's advice and comments into account where appropriate. The panel is impressed that approximately 70% of the students do their thesis fieldwork abroad. Students also have the choice between an academic internship and a minor thesis. Over 95% of the students choose an internship. Half of these students do their internship abroad. Students with academic research ambitions tend to opt for a minor thesis.

Student intake
General admission requirements include a relevant bachelor's degree, sufficient research skills, a grade point average of at least 70%, fluency in English (both written and spoken), and clear motivation. The programme has an annual intake of 20-30 students. Around 60% of the students is Dutch of which approximately 40% has a bachelor's degree from a university of applied science (in Dutch: hbo). All in all, the students constitute a heterogenous group which makes for some differences in levels of English language skills, methodological skills, and prior knowledge of tourism. Most students have a (necessary) background in social sciences. If they do not have a background in tourism, the programme recommends that they follow the aforementioned MOOC. The panel is not yet convinced that the optional nature of the MOOC makes for an ideal situation and recommends the programme to closely monitor its success. 80% of the hbo-students have to take a refresher course on statistics in their free time to reach an advanced level in methodology. The panel finds that the small scale of the programme is a clear asset as is the diversity of the student population. Ties between lecturers and students are close and potential problems (e.g. deficiencies) can be addressed quickly.

Didactic approach
MLE has embraced three learning principles: reflective, experiential and collaborative learning. Reflectivity concerns the need for students to reflect on theories and methods, and on their own role in the tourism field. Experiential learning is about exposing students to a learning cycle of concrete

experiences, reflective observation, abstract conceptualisation and active experimentation. Throughout the programme they get many opportunities to immerse themselves in real research and consultancy experiences. During field excursions, for instance, they become acquainted with a variety of actors, approaches, contexts and interpretations of realities.

Reflective and experiential learning come together in group work (collaborative learning). By working together, students learn from each other, thereby encouraging peer-stimulated learning and a less individually-biased thought process. Supervision and guidance include consultation, feedback sessions, personal reflections and presentations. Within the curriculum, group work is facilitated and assessed in the core courses and in the Academic Master Cluster. Students understand the importance and benefits of group work but mention that the differences in levels of English and academic backgrounds come to the forefront which can be challenging, while at the same time reflecting real life situations. The panel finds that the didactic approach works well and is appropriate for an academic master's programme. The students are appropriately challenged and exposed to real-life situations which call on important academic skills and their desired independence. By means of this didactic approach, students have the opportunity to show a range of skills. The panel finds that the approach contributes to the overall inclusive culture in which students are taken very seriously as stakeholders of the programme and their own learning process.

A study advisor is available who meets with students both in a group and individually, mainly in the first year. These meetings are generally geared toward study progress and the trajectory choice. Students indicate that the programme (and study counselling) is highly self-directive, the panel finds this fitting for an academic master's programme. Students are aware of the programmes' mechanisms on study guidance and addressing potential problems with the programme and find that MLE is highly receptive to students' issues and concerns.

Staff
The information provided shows that the 21 staff members are well-qualified for teaching in the master's programme. Almost all of them have a doctorate, mainly a PhD (94%). Of all staff members, 71% have a University Teaching Qualification (UTQ) or equivalent. 24% formally do not have a UTQ but have many years of teaching experience. Didactic skills are part of the annual appraisal process. All involved staff members are active, often internationally renowned, researchers. The teaching staff are from different parts of the world (e.g., the Netherlands, Sweden, Taiwan, the UK and the US). Most staff are involved in international networks and several sit on editorial boards of major international journals. International guest lecturers take part in many MLE courses offering both a good connection with the international scientific community and with the international professional field. They also provide valuable links to internships and thesis topics. The panel finds that excellent researchers contribute to all parts of the programme. At the same time, educational skills and accomplishments are taken very seriously as well. The panel is very appreciative of this.

WU's matrix structure can make it challenging for teaching staff and students to recognize MLE as their common entity since lecturers contribute to the programme from different chair groups. The coherence of the curriculum and the MLE community therefore requires effort. The panel is very impressed by the manner in which the programme organises coherence. This is done not only through the design of the curriculum (most notably the trajectories), but also by starting the first year with a two-night retreat (as part of a course) during which staff and students get to know each other and engage in a "battle of the paradigms". Furthermore, the programme committee (PC) functions very well and plays an important role in ensuring MLE staff and students work as a team. The PC engages in talks with all participating chair groups and organises staff conferences. This contributes to a quality culture where staff and students work together to continuously improve the programme. Staff and students, the panel concludes, are highly committed to MLE. The panel appreciates that the students are taken very seriously as stakeholders and that they make such an important contribution to the PC.

Considerations

The programme provides an overview of the relationship between the intended learning outcomes, programme components and its contents. In conformity with this overview, each of the course manuals contains the applicable intended learning outcomes, and the derived learning goals. The panel finds that students are supported and encouraged in their development by the cumulative complexity of the course material throughout the programme, and the increasing responsibility and expectations. The level of complexity is high from the start, and increases during the programme, reaching its peak in the academic internship and thesis.

The programme aims for its students to become reflective and responsible tourism scholars and practitioners. The panel finds that the teaching-learning environment ensures that this aim can be reached. The programme is research-focused and educates students in both theoretical research and theory-based practice-oriented research. Students can specialise in a variety of thematic trajectories involving a wide range of perspectives. The programme has a very strong social sciences base which is combined with extensive and in-depth research methodologies. The content and manner of teaching directly links to the chair groups of the lecturers. The panel finds the curriculum and its execution both innovative and modern. Furthermore, the panel finds that the programme offers students great opportunities to focus on a professional career. The panel concludes that the programme makes great efforts to provide students with professional connections and real-life experiences through the didactic approach, internships, working methods and special events.

The programme manages to cultivate a worldly environment within and beyond the classroom via its teaching staff, international student population, materials and international guest lecturers. The diverse classroom is a real asset to the programme and reflects real life. The panel does, however, find that the programme should carefully monitor the differences in level and background of the participating students. Although a level of independence and responsibility may be expected from master's students, they should not normally have to bear the main responsibility for addressing their deficiencies, via an optional MOOC for instance.

The chosen teaching methods are appropriate and fitting. The panel is impressed by the excellent quality of the staff in both teaching and research. MLE has managed to create a high-quality programme and community with dedicated staff and students who are all active participants and who function in a setting that is geared towards continuous improvement and innovation. The panel finds that MLE exudes a real quality culture.

Conclusion

Master's programme Leisure, Tourism and Environment: the panel assesses Standard 2 as 'excellent'.

Standard 3: Student assessment
The programme has an adequate system of student assessment in place.

Findings

Course assessments
Each course has an assessment strategy that deploys a set of methods (e.g., written exams, individual or group assignments, papers, essays and presentations) to assess the extent to which a student has achieved the intended course learning outcomes. Course assessment strategies and criteria are clearly defined in the course guides which are made available at the start of each course. The Study Handbook also provides an overview of each course's assessment methods.

Writing and information literacy skills are addressed and explicitly assessed in each advanced domain course of the curriculum and in the Academic Master Cluster. In the AMC students are assessed on a scientific essay, a project proposal, a research proposal, a reflective report and collectively on a

policy, business or communication plan. Students are assessed on their presentation skills in the Sustainable Development course, thesis and internship.

Students report that the course assessments complement each other and are of a high level. Lecturers always design a rubric and check each other's assessments. The panel was particularly impressed by the method of asking students to design their own exam questions from which the lecturer chooses questions to use in the actual exam. The panel deemed this as a good and adventurous practice that really challenges the students to think about the study materials from a different perspective.

Group work is an important part of the programme and is a constant point of attention. MLE is aware of the potential pitfalls of assessing group work. The overall strategy is to encourage students to work together. Co-writing is important in academia and is therefore an important skill to practice. Individual performances are usually monitored via individual presentations.

The panel finds that grading is fair and transparent. Despite being generally satisfied with the quality and amount of feedback given, students indicated that they would appreciate more suggestions for improvement. Lecturers are available to discuss the results of the assessments, if needed. Written assignments are handed in through Turnitin which is integrated in the electronic learning environment Blackboard, thus ensuring an automatic plagiarism check.

Thesis and internship assessments
All students receive a Thesis Protocol and an Internship Protocol in which the rules and procedures for thesis and internship writing and supervision are described. The protocols also include the assessment procedures, specifying the assessment criteria. Theses and internships are supervised by a staff member from one of the chair groups. The assessment of the thesis is conducted by the thesis supervisor and an independent examiner who is the chair holder or an (associate) professor of the group involved. The assessment of the internship is conducted by the university internship supervisor, taking into account the assessment recommendations made by the host organisation supervisor.

To facilitate thesis and internship marking, the assessment criteria are specified on the thesis and the internship assessment forms and thesis and internship assessment rubrics are used. Written comments by the supervisor and examiner (thesis) or the university supervisor and host organisation supervisor (internship) are added to the assessment form to provide the student with additional feedback. The panel reviewed the (use of the) forms and finds that they are well thought-out and that the assessors use them correctly, providing good qualitative feedback.

The final grade for the thesis is determined after a discussion between the examiners on the thesis and its defence. The panel ascertained that differences in achievement level in theses were appropriately reflected in the assigned marks. The marking of theses was fair and properly aligned.

Examining Board
The Examining Board has experienced members and is responsible for 5 bachelor's programmes and 9 master's programmes of which MLE is one.

The panel appreciates the proactive stance that the board takes. The board performs its legal duties. Every four years, the board visits chair groups to review and discuss course assessment strategies focusing on the reliability and validity of the interim examinations. To prepare for these visits, the board requests relevant course documents, together with the course evaluations by students and prepares an overview. During the visit, the assessment of the courses is reviewed and discussed. The Cultural Geography Group, Environmental Policy Group, and Sociology of Development and Change Group have been visited in 2014, 2015 and 2017 respectively. Items under consideration were the completeness and quality of assessment strategies. After the visit, the Examining Board prepares a draft report including conclusions and recommendations. After a feedback round from the

chair group, the board finalises the report. The conclusions and recommendations have subsequently been addressed by the chair groups.

Considerations

MLE applies multiple, diverse and innovative assessment methods per course. The course assessments are of a high level, complement each other, and support the students' learning process. The panel finds that the assessment system is transparent and that students are generally supplied with good quality oral and written feedback.

Double marking is often applied and grading is transparent through the use of rubrics. Lecturers are acutely aware of the importance of good quality assessments. They use different techniques to ensure they construct good assessments, for instance by using rubrics, matrices, involving students, and applying the four-eyes principle.

The thesis assessment form makes sense and is very well used. The Examining Board is proactive and has experienced members who display sound expertise on all issues concerning the Board.

MLE has a good system of assessment in place that is properly supported by the overall quality culture that the panel encountered during the site visit.

Conclusion

Master's programme Leisure, Tourism and Environment: the panel assesses Standard 3 as 'good'.

Standard 4: Achieved learning outcomes
The programme demonstrates that the intended learning outcomes are achieved.

Findings

To assess the achievement of the intended learning outcomes, the panel studied the results of tests, the programme's final project (research practical) and the performance of graduates in the professional field and in graduate programmes or post-initial education after graduation.

The panel studied 15 theses that were written in 2015-2016 and 2016-2017 to verify the achievement levels of MLE graduates (appendix 5). The panel concluded that graduates demonstrated to have met the intended learning outcomes at a very high level. The reports exceeded the panel's expectations and showed that students grasp the essence of academic research. In fact, the theses that were awarded a high grade were deemed truly outstanding. The students consistently demonstrate they are able to perform research and show a firm understanding of the chosen methodology. The range of chosen topics reflects the sorts of issues that are appropriate to examine in master theses. The awareness of the literature is generally sound and the methods and analyses appropriate. The panel specifically mentions that it appreciates that the theses are both scientifically sound and practical. They tend to include practical and targeted recommendations and advice.

The WU Career Monitor 2016 shows that 78% of graduates find a job within 6 months after graduation. Approximately 22% of the graduates continue with a PhD-position or find a job as a researcher/lecturer at a university or research institute. International MLE graduates have been especially successful in getting PhD scholarships in countries like Sweden, the UK, the USA and the Netherlands. An increasing number of graduates finds a job as a lecturer at (applied) universities.

As mentioned in standard 2, some (mainly Dutch) students worry about their entry to the labour market. The Programme Committee, the Programme Team and Study Association Licère work together to increase the visibility of MLE among potential employers. The Academic Master Cluster provides students different career preparation opportunities. Lecturers are paying greater attention in their courses to the translation of scholarly knowledge into policy and development practices. They also expose students more frequently to examples of real-world good practices, solutions and

innovations. The panel finds that the programme makes a great effort to prepare students and increase MLE's visibility on the labour market (cf. standard 2) and is confident that students' worries will lessen in the future.

Considerations
The panel ascertained that graduates of the programme achieve the intended learning outcomes at a high level. Graduates demonstrated an excellent grasp of theoretical knowledge and demonstrated an ability to appropriately design and structure their research, posing relevant questions and making use of suitable literature and research methods. The panel concluded that graduates showed that they had achieved a level beyond its expectations and showed that they are very well prepared for an academic or a professional career.

Conclusion
Master's programme Leisure, Tourism and Environment: the panel assesses Standard 4 as 'excellent'.

GENERAL CONCLUSION

The panel is very impressed by the overall quality of the Master Leisure, Tourism and Environment. It considers the programme modern, innovative and highly relevant with an ever-present drive to improve itself and to keep up with the trends and challenges that the (tourism) field faces. The programme has created an MLE community that has an obvious quality culture that includes all stakeholders as active participants. The panel wholeheartedly supports the programme's next step: the name change to the MSc Tourism, Society and Environment.

The panel was particularly impressed by the quality of the theses, which it describes as outstanding. The panel furthermore mentioned that the integration between the taught programme and the researchers is exemplary. The contributions of the chair groups are excellent and the panel appreciates that research and teaching are both of very high quality. The programme has an effective way in which the concepts and approaches of tourism are taught alongside research approaches very early in the programme. This subsequently allows students to progress to highly specialized research.

All stakeholders of the programme seem highly reflective of its quality and options for improvement. Weaker points are quickly identified and dealt with. For instance, the panel noted concerns expressed in the self-evaluation report about an apparent gap between the academic study and the wider professional world. Yet the panel has seen that the manner in which the programme has already responded to this issue is impressive. However, the programme management might consider the extent to which it can establish fuller connections with the corporate environment. The students are quite ambitious and want to have impact in the tourism industry, and for many they will wish this to include the corporates.

Finally, as a point of attention, the panel recognises the importance of the diversity of the student population – which it considers an asset. The panel recommends closely monitoring if removing items from the programme affects the performance of students.

All in all, the panel concludes that MLE is a modern, innovative programme of excellent quality.

Conclusion
The panel assesses the *master's programme Leisure, Tourism and Environment* as 'excellent'.

APPENDICES

APPENDIX 1: DOMAIN-SPECIFIC FRAMEWORK OF REFERENCE

Introduction

Currently a benchmark for tourism studies does not exist in the Netherlands. Therefore, MLE refers to benchmark statements that have been developed by the Quality Assurance Agency for Higher Education of the United Kingdom (QAA). Because the Subject Benchmark Statement Events, Hospitality, Leisure, Sport and Tourism 2016[1] have been developed for bachelor's programmes MLE also relates to the Characteristics Statement Master's Degree 2015[2]. The following comparable tourism master's degrees have also been used as a reference for the curriculum:

- Aalborg University, DK, Global Tourism Development (specialisation)
- Edinburgh Napier University, UK, MSc Ecotourism
- King's College London, UK, MSc Tourism, Environment and Development
- University of Brighton, UK, MSc Tourism and International Development
- University of Groningen, NL, MSc Tourism Geography and Planning
- University of Surrey, UK, MSC Tourism Development

Characteristics of master's degrees

Master's programmes in tourism worldwide can be broadly divided into business-orientated and social science-orientated programmes.

The former focus primarily on the development of managerial knowledge and skills, the latter on critical thinking and research skills. The MLE programme is clearly positioned in the sector of science-orientated programmes, as it has a strong research focus.

According to the Characteristics Statement Master's Degree 2015 all master's degree graduates have in-depth and advanced knowledge and understanding of their subject and/or profession, informed by current practice, scholarship and research. This will include a critical awareness of current issues and developments in the subject and/or profession; critical skills; knowledge of professional responsibility, integrity and ethics; and the ability to reflect on their own progress as a learner.

Master's degrees may broadly be organised into three categories - 'research', 'specialised/advanced study' and 'professional/practice'. Each of these categories is based on shared characteristics, but the categories are not intended to be definitive. Some master's degrees may combine characteristics from different categories, and degrees bearing similar titles may be considered to fall within more than one category.

Graduates of research master's are likely to be further characterised by their ability to study independently in the subject, and to use a range of techniques and research methods applicable to advanced scholarship in the subject. Graduates of specialist or advanced study master's are likely to be characterised in particular by their ability to complete a research project in the subject, which in some subjects includes a critical review of existing literature or other scholarly outputs. Meanwhile, graduates of professional or practice master's are able to apply research and critical perspectives to professional situations, both practical and theoretical, and to use a range of techniques and research methods applicable to their professional activities.

MLE corresponds to the Master's Degree Characteristics that have been developed by QAA for specialised/advanced study master's degrees.

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[1] The Quality Assurance Agency for Higher Education (QAA, 2016). Subject Benchmark Statement Events, Hospitality, Leisure, Sport and Tourism November 2016. UK Quality Code for Higher Education. Part A: Setting and maintaining academic standards.

[2] The Quality Assurance Agency for Higher Education (QAA, 2015). Characteristics Statement Master's Degree September 2015. UK Quality Code for Higher Education. Part A: Setting and maintaining academic standards.

Specialised or advanced study master's degrees usually aim to prepare students for the next stage in their careers, whether that is further academic or professional study, or entering or progressing within employment of different kinds.

The following characteristics are often associated with specialist or advanced study programmes.
- They are usually predominantly composed of structured learning opportunities (are 'taught'). Frequently, at least a third of the programme is devoted to a research project, leading to a dissertation or the production of other output such as an artefact, performance or musical composition.
- They include research methods training, which may be provided in a range of different ways (for example, through content modules).

Although the Subject Benchmark Statement Events, Hospitality, Leisure, Sport and Tourism 2016 are developed for bachelor's programmes, content wise, MLE can be related to concepts and principles and subject-specific benchmark statements for tourism programmes.

Concepts and Principles of tourism programmes
The term 'tourism' refers to the activities and behaviours arising from the international and domestic movement of people away from their normal home environments for a variety of purposes.
The study of Tourism and the visitor economy draws on a wide range of multidisciplinary and interdisciplinary theoretical frameworks including, but not limited to: production, consumption, management, economics, marketing, development, mobility and migration, sustainability and ethics. Tourism is an internationally recognised subject area that contributes to wider interdisciplinary understanding of the development and management of tourism and its broader contribution to understanding society as a whole.

While many programmes with tourism in the title have their origins in providing a vocational understanding relevant for potential employment in some or all of the components of what is loosely referred to as the tourism industry, this has shifted significantly in recent years. Programmes continue to offer applied critique of key activities in the private sector including areas such as tour operators, airlines and hotel companies, as well as public bodies, such as local authorities, and not-for-profit bodies, such as tourist boards, destination management organisations and other agencies. However, most programmes have broadened from their vocational origins to embrace wider social science issues relating to the nature, impacts and meanings of tourism. Programmes therefore offer academic critique coupled with an applied understanding of cutting-edge issues within industry.

The study of Tourism overlaps with subject domains from both within, and outside, the events, hospitality, leisure, sport and tourism tourism subject areas. To some extent, this is reflected in the trend for some Tourism programmes to incorporate ideas and concepts drawn from, for example, social anthropology, sociology and cultural studies. Students may also study Tourism alongside a language or social science subject.

Degrees in Tourism often involve study of the following:
- the concepts and characteristics of tourism as an area of academic and applied study in relation to business, management and wider social science, and at local, national and global levels
- destination management, development, policy, governance and strategy
- tourism economics, economic impacts and contributions to society (global to local)
- sustainability, ethics and well-being in tourism
- security, safety, risk, resilience and crisis management on regional, national and international scales
- the nature and characteristics of tourists and associated behaviour characteristics
- tourism in the cultures, communities and environments that it affects
- the role of technology, media and data in tourism production and consumption
- the products, structure, operations and interactions within the tourism industry

- professionalising the tourism industry as both processes and structures, and professional identity and business acumen in professional development
- career development and learning opportunities in the tourism sector.

The curricula of master's degrees in tourism with a studies approach similar to MLE at Aalborg University, Edinburgh Napier University, King's College London, University of Brighton, University of Groningen and University of Surrey contain the following courses:

(on concepts & approaches) Tourism Concepts and Issues; Perspectives in Tourism Management; Tourism Social Science; *(on sustainable development)* Sustainable Tourism Management; Sustainable Development and Tourism; *(on research methodology)* Qualitative Research Methods; Research Methods; Research Project; Practising Social Research; *(on development)* Anthropology, Tourism and Development; Tourism Strategy; Tourism Development; Tourism & Regional Development; Disasters and Development; Tourism and Development; Tourism Policy and Destination Development; Tourism Planning & Practice; Tourism and International Development: Critical Perspectives; Social Impact Assessment; *(on global change)* Global and Local Challenges in Tourism; Global Tourism and Transnational Mobility; Globalisation, Society and Culture; *(on natural resources)* Nature, Landscape & Heritage; Climate Change and Culture; Environmental Management for Ecotourism; Humans and Wildlife; Management of Aquatic Protected Area; Natural Area Tourism; Tourism, Conservation and the Environment; *(on experiences)* Tourism Experiences and Market Communication; Consumer Studies in Tourism; Culture and Cultural Encounters in Tourism; Cross-cultural Spatial Behaviour in Tourism; Place, Regions & Identities; Digital Marketing and Social Media in Tourism; Experience Design and Management for Tourism, Hospitality and Events; Managing Heritage Tourism.

APPENDIX 2: INTENDED LEARNING OUTCOMES

Learning outcomes	Dublin Descriptors
After successful completion of this MSc programme graduates are expected to be able to:	
1 analyse tourism practices and their relations with society and environment	• knowledge and understanding
2 appraise the relevance of concepts, theories and approaches from sociology, social psychology, human geography, anthropology, political science and philosophy for a multidisciplinary analysis of tourism, society and environment	• knowledge and understanding • applying knowledge and understanding
3 identify a scientific problem relative to tourism, society and environment and compose and reflect on a theoretical framework for research on it	• applying knowledge and understanding • making judgements
4 assess social science research methods for data collection and analysis and independently construct an appropriate quantitative and/or qualitative design for advanced empirical research	• applying knowledge and understanding • making judgements
5 assess needs and opportunities for different (policy) interventions, translate own research outcomes into advice and suggest new and more effective and sustainable solutions in the field of tourism, society and environment	• applying knowledge and understanding • making judgements • communication
6 collaborate in international and socio-culturally diverse groups in assessing issues regarding tourism, society and environment, taking into account diverse social and cultural perspectives	• applying knowledge and understanding • making judgements • communication
7 independently acquire new knowledge and skills in order to analyse complex issues and reflect on own academic and professional development	• making judgements • learning skills
8 clearly, argumentatively and unambiguously communicate research results and the knowledge and rationale underpinning these in a way that reflects the needs and interests of specific audiences	• communication
9 integrate ethical responsibility in academic and professional practice	• making judgements
10 demonstrate a scientific (research) attitude of life-long learning as well as an open mind and a critical and (self-) reflective working style	• making judgements • learning skills
Thematic trajectory: Tourism & Development	
11a analyse theoretical and practical perspectives on how tourism impacts development at different scales and in different parts of the globe, and related processes of social, cultural, economic, political and environmental change	• knowledge and understanding • applying knowledge and understanding
12a evaluate various governance arrangements relating to tourism and development at different scales	• making judgements
Thematic trajectory: Tourism & Natural Resources	
11b analyse theoretical and practical perspectives on tourism's relation with a wide range of environmental settings, resources and sinks, as well as the ways in which these relations are governed	• knowledge and understanding • applying knowledge and understanding
12b evaluate the implications of various contemporary governance arrangements focusing on tourism and natural resource relations	• making judgements
Thematic trajectory: Tourism & Global Change	
11c analyse the movement of people, materials, capital and information as well as the broader implications of these movements	• knowledge and understanding • applying knowledge and understanding
12c evaluate how tourism is both impacting and impacted by processes of social, cultural, economic, technological and environmental change	• making judgements
Thematic trajectory: Tourism & Experiences	
11d analyse the production of tourist experiences from different disciplinary perspectives	• knowledge and understanding • applying knowledge and understanding
12d evaluate knowledge and theories on tourist experience in the context of policy arrangements and management interventions	• making judgements

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APPENDIX 3: OVERVIEW OF THE CURRICULUM

First Year

	Period 1 September/October	Period 2 November/December	Period 3 January	Period 4 February	Period 5 March/April	Period 6 May June
	Concepts & Approaches to Tourism, Society and Environment					
	Tourism & Sustainable Development					
Choose three optional courses		Quantitative and Qualitative Research Techniques in the Social Sciences	other optional course	Research Methodologies for Tourism Society and Environment	other optional course(s)	
Choose one academic master cluster						European Workshop Environmental Sciences and Management
						Modular Skills Training + Academic Consultancy Training
						Research Master Cluster: Proposal Writing

Choose two from four restricted optional courses belonging to the tourism & development trajectory
- Tourist Experiences (Period 3)
- Tourism & Globalisation (Period 5)
- Environment & Development (Period 5)
- Anthropology & Development (Period 5)

Choose two from four restricted optional courses belonging to the tourism & natural resources trajectory
- Governance of Tourism and Natural Resources (Period 3)
- Marine Governance (Period 5)
- Tourism & Globalisation (Period 5)
- Political Ecologies of Natural Resource Distribution (Period 5)

Choose two from four restricted optional courses belonging to the tourism & global change trajectory
- Tourist Experiences (Period 3)
- Governance of Tourism and Natural Resources (Period 3)
- Tourism & Globalisation (Period 5)
- Studying Crisis, Conflict, Disaster and the Social (Period 5)

Choose two from four restricted optional courses belonging to the tourism & experience trajectory
- Tourist Experiences (Period 3)
- Lifestyles & Consumption (Period 3)
- Environmental Psychology (Period 5)
- Settings for Health Promotion (Period 5)

choose one from four thematic trajectories

Second Year

choose one from four thematic trajectories

	Period 1 September/October	Period 2 November/December	Period 3 January	Period 4 February	Period 5 March/April	Period 6 May/June
	Choose one internship or minor thesis		Choose one major thesis			
	MSc Internship Environmental Policy or Cultural Geography or Sociology of Development and Change		Major MSc Thesis Environmental Policy			
	Minor MSc Thesis Environmental Policy or Cultural Geography or Sociology of Development and Change		Major MSc Thesis Cultural Geography			
			Major MSc Thesis Sociology of Development and Change			
	Choose one internship or minor thesis		Choose one major thesis			
	MSc Internship Environmental Policy or Cultural Geography or Sociology of Development and Change		Major MSc Thesis Environmental Policy Major			
	Minor MSc Thesis Environmental Policy or Cultural Geography or Sociology of Development and Change		Major MSc Thesis Cultural Geography			
			Major MSc Thesis Sociology of Development and Change			
	Choose one internship or minor thesis		Choose one major thesis			
	MSc Internship Environmental Policy or Cultural Geography or Sociology of Development and Change		Major MSc Thesis Environmental Policy Major			
	Minor MSc Thesis Environmental Policy or Cultural Geography or Sociology of Development and Change		Major MSc Thesis Cultural Geography			
			Major MSc Thesis Sociology of Development and Change			
	Choose one internship or minor thesis					
	MSc Internship Cultural Geography		Major MSc Thesis Cultural Geography			
	Minor MSc Thesis Cultural Geography					

compulsory course	
(restricted) optional course	

Legend:
- compulsory course of the core programme
- optional course
- academic master cluster course
- course belonging to the tourism & development trajectory
- course belonging to the tourism & natural resources trajectory
- course belonging to the tourism & global change trajectory
- course belonging to the tourism & experiences trajectory

code	Course name	Credits
Common part		
GEO-30306	Concepts & Approaches to Tourism, Society and Environment	6
GEO-31806	Tourism & Sustainable Development	6
GEO-30806	Research Methodologies for Tourism Society and Environment	6
ESA-60312	European Workshop Environmental Sciences and Management	12
YMC-60300	Modular Skills Training	3
YMC-60809	Academic Consultancy Training	9
YEI-60312	Research Master Cluster: Proposal Writing	12
Trajectory A: Tourism & Development		
GEO-32306	Tourist Experiences	6
GEO-31306	Tourism & Globalisation	6
ENP-33306	Environment & Development	6
SDC-32306	Anthropology & Development	6
Trajectory B: Tourism & Natural Resources		
ENP-31006	Governance of Tourism and Natural Resources	6
ENP-39806	Marine Governance	6
GEO-31306	Tourism & Globalisation	6
SDC-30806	Political Ecologies of Natural Resource Distribution	6
Trajectory C: Tourism & Global Change		
GEO-31306	Tourism & Globalisation	6
GEO-32306	Tourist Experiences	6
ENP-31006	Governance of Tourism and Natural Resources	6
SDC-34306	Studying Crisis, Conflict, Disaster and the Social	6
Trajectory D: Tourism & Experiences		
GEO-32306	Tourist Experiences	6
GEO-36306	Environmental Psychology	6
HSO-30806	Settings for Health Promotion	6
SCH-20806	Lifestyles & Consumption	6

APPENDIX 4: PROGRAMME OF THE SITE VISIT

25 May 2018

08.30 - 10.00	Arrival of panel, internal meeting and documentation review
10.00 - 10.15	Short presentation organisation WUR
10.15 - 11.00	Interview with management including Programme Committee
11.00 - 11.15	Break
11.15 - 12.00	Students and Alumni
12.00 - 12.05	Mini break
12.05 - 12.50	Teaching staff
12.50 - 13.45	Lunch and showcase (max.15 minutes)
13.45 - 14.30	Board of examiners (including study advisors)
14.30 - 15.15	Deliberations panel
15.15 - 15.45	Final interview with management
15.45 - 17.00	Deliberations panel and formulating preliminary findings and conclusions
17.00 - 17.15	Feedback of preliminary findings and conclusions

APPENDIX 5: THESES AND DOCUMENTS STUDIED BY THE PANEL

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

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

- Minutes MLE Programme Committee 2016-2018
- Annual Report Wageningen University Examining Boards 2016/17
- Programme Evaluations Report 2016
- Report on Issues of Enhancement 11 July 2017
- Course Guides and Assessment products of the following three courses:
    - First year: GEO-30306 Leisure, Tourism and Environment: Concepts & Approaches (new name 2018/19: Concepts & Approaches in Tourism, Society and Environment)
    - First year: GEO-31806 Leisure, Tourism and Environment: Sustainable Development (new name 2018/19: Tourism & Sustainable Development)
    - First year: GEO-30806 Research Methodologies in Leisure, Tourism and Environment (new name 2018/19: Research Methodologies for Tourism, Society and Environment)