

BA Tourism Management & MA TDM development dialogue: 29 October 2020

For the BUAs programmes of BA Tourism Management and MA Tourism Destination Management, a development dialogue took place on 29 October 2020. On behalf of the panel, the chair and educational/internationalisation representative were present. On behalf of BUAs, the three MT members of the programmes, AT's educational advisor as well as a representative from SER were present. The following topics, derived from the recommendations in the final reports, were discussed:

Language of instruction

One of the main topics for the bachelor's programme is the language of instruction. On the one hand, we, as BUAs, find that it is very much in line with the global industry etc. to only provide English-taught education. On the other hand, you see politics going in the other direction, towards Dutch-taught education. We also see this reflected in the academy. Both panel members indicated that with a view to the nature of the professional field, it should emerge logically what the appropriate language of instruction of a programme is. Tourism is an international sector *pur sang*, so a good example of the logic that comes from the professional field. They stressed the importance to have good reasons as to why it is necessary and important to do everything in English. How does it give students a better preparation for their future? Good communication to (prospective) students is also important so they know what to expect.

The panel complimented both programmes on internationalisation, a lot is done in this regard. With the steps taken in connection with the implementation of the Global Mind Monitor, the panel felt that the programmes are on their way to being 'excellent'.

Programme content

The panel advised BUAs to make choices for certain knowledge, attitude and skills. As many institutes, BUAs also often wants to give too much knowledge to students. BUAs has a lot of content due to the master's programmes and academic research. Content can be used as a vehicle for developing skills / attitudes / mind-sets. Supporting students in this process is very important; this should be made part of the educational package. There is a special opportunity for crossovers within BUAs - where can the academies strengthen each other to the maximum?

The panel felt that the MA Tourism Destination Management programme is quite intense and that some time for processing the knowledge and skills learned would be beneficial to the student's learning process. If the approach were less content driven in phase one, there would be room for more contemplation/reflection. The programme management should consider the possibility of using a specific case for all modules to place things in a clearer context and not assess each module separately.

Team-based teaching and working

The panel shared experiences on this subject. The playing field should be clearly defined; teams need to know the parameters of their responsibilities, dos and don'ts, a targeted course, and clear frameworks.

Quality assurance

The programmes could pay a little more attention to informing students about the results of their feedback. Give the students a responsibility to participate in ensuring quality. If you operate

as a team of lecturers and a team of students who are connected, you can follow each other for a longer period of time. Perhaps also integrate feedback into the personal development process of students.

Assessment/graduation

The complexity in professional bachelor's and master's programmes is that educational content has to be closely interwoven with research, so as to create professional products at a certain level. Reflecting on a professional product and the development during the programme is something that is very important when graduating. With regard to graduation there are options, different types of assessments better reflect the fact that students are also different. It is important to consider how students are assessed throughout the entire programme and what type of assessment is appropriate for the graduation phase.