



# Exchange at Academy for Leisure (ALE)

## Leisure and Events Management

Specialization Events for Business

Year 2 - semester 4 (Spring semester)



DISCOVER YOUR WORLD



Breda  
University  
OF APPLIED SCIENCES

## Important to read first

The Academy for Leisure and Events Management offers international students the opportunity to take part in an exchange programme. We are grateful that you have chosen to explore the possibilities!

Please see the overview below for which programmes can be followed when. You will see that a matching procedure may be part of the process. We find it important to ensure you make the right choice and stand a good chance of succeeding, so we may ask you to motivate your choice in a portfolio or in an interview. This varies per programme.

	<b>Fall semester</b>	<b>Spring semester</b>	<b>Extra information</b>
<b>Leisure and Events Management- regular track</b>	x (year 2)	x (year 2)	
<b>Sports and E-sports</b>	x (year 2)	x (year 3)	There will be a matching procedure when you apply for the spring semester
<b>Urban Life and Placemaking</b>	X (year 2)		
<b>Music and Dance Events</b>	X (year 2)		A matching portfolio may be required.
<b>Events for Business</b>	X (year 2)	X (year 2)	A matching portfolio may be required.
<b>Attraction and Theme Park Management</b>	x (year 3)	x (year 3)	
<b>Social Innovation</b>		x (year 2 or 3)	

If you are interested - and we hope you are - please enrol via the BUAS exchange website. We will contact you if further actions are required.

We wish you good luck making your choice and look forward to welcoming you to you BUAS – Academy for Leisure and Events!

# Welcome to – Events for Business

## Year 2 – semester 4 (Spring semester) – 2022-2023

Events for Business is a specialisation of the programme Leisure and Events Management at the Academy for Leisure, which follows the propaedeutic phase. It is a (inter)national and English taught programme.

### Plan (term 3)

In the unit “Plan” you will dive in the world of the strategic use of events. After this phase you will know how events can be used strategically. An organization decides to use an event to achieve objectives within a certain period of time. Objectives can be marketing communication, customer relationship branding or city marketing objectives. You will work on the development of a strategic concept for an organisation in the brand/marketing department sub-sector, based on one of the aforementioned starting points. Topics within Plan are: analysis of values, strategic use of events, branding, marketing, positioning, segmentation, persona’s, vision, concept, intended experience, concept design and revenue models.

### Do (term 4)

In the unit “Do” you will dive in the world of concept and design of an event that should be developed from strategic objectives. The concept should be based on the values of visitor groups and on the values, vision and mission of initiator of the event. The starting point is the concept developed, which must then be worked out in detail, taking into account the experience, logistics, media and hospitality. Topics within Do are: Imagineering, hospitality design, logistical design, content marketing, social media, multimedia, on-line marketing and accountability.

### Personal Development

With personal development you will dive deeper into your personal and professional self in relation to your (professional) environment. This Personal Development course line takes a whole year. Students who are studying here for the Spring Semester, take part of only the second part of Personal Development program.

## 1.1 Key dates

To be decided	Introduction International students
6 February 2023	Start Academic Programme
20-24 February 2023	Spring Break
1-5 May 2023	May Holidays
July 2023	End of semester

## 1.2 Learning goals Plan

During this the first part of semester 4, called Plan, students will learn about the translation of strategic objectives to concepts for events.

More specifically, the main goals are:

- Translating market and value research into creative experience concepts
- Developing and working out marketing strategy
- Gaining insight and applying knowledge of the different topic of branding;
- Gaining insight and applying knowledge of the different topic of (event)marketing;
- Gaining insight and applying knowledge of the different topic of concept development;
- Developing appropriate revenue model for event concepts
- Pitching the developed strategy and concept to the commissioner

Competency	Intended Learning Outcome (ILO)	ECs
<b>1.5 A</b>	Use leisure to look for meaning in what we are and where we want to go to (experiential meaning making) The student is able to: -Understand and use the role of leisure in meaning making and engagement with life	2
<b>1.6 F</b>	Articulate and visualise the vision on society and the role of Leisure therein The student is able to: - Understand the principles of a vision - Use the gathered insights to develop a vision - Explain and advocate the formulated vision	1
<b>3.3 F</b>	Translate market and value research into creative experience concepts The student is able to: In a creative team and under the direction of an experienced leisure manager... -Do value research at a basic level - Develop value-driven concepts and account for these through value research - Apply ACTIVE in the development of concepts and experiences	2

	- Translate output of creative sessions into an experience concept that follows logically from the organisation's DNA, vision and value fit	
<b>3.4 F</b>	Develop and work out a creative experience concept into a product or service The student is able to: In a creative team and under the direction of an experienced leisure manager... - Consistently incorporate the creative experience concept in all details of a leisure product/service - Apply the ACTIVE working method in this process - Give a visualised presentation on the product/service developed - Present the concept developed in an experience proposition	2
<b>3.6 F</b>	Develop and work out a marketing strategy; The student is able to: - Conduct a rational assessment of strategic options - Take the organisation's core values into account in this process	1
<b>3.6 A 2</b>	The student is able to: -develop marketing strategy -Consider the broader network of consumers in this process (so that account is taken of the fact that consumers often consult their (digitally connected) network before deciding.	2
<b>7.5 A 1</b>	Develop appropriate revenue models The student is able to: - Develop an appropriate revenue model for the business model in question	1
		total 11

### 1.3 Learning Goals Do (under construction)

During this the second part of semester 4, called Do, students will learn about the concrete translation of the strategic use of an event into the design of the experience.

- Analysis supply and demand, preferably in a co-creative way (with design research tools). This is the A phase -> briefly during the Design sprint
- Create or adjust a concept and/or a vision based on shared values. This is the C phase -> briefly during the Design sprint
- Design an experience with experience instruments and/or the marketing mix/(online) communication tools. This is the D phase.
- Facilitate a creative session yourself for this phase
- Create an engagement platform or write a proposal for an engagement platform. This is the E phase.

Competency	Intended Learning Outcome (ILO)	ECs
1.2 F	Obtain insights based on an analytical attitude, supported by research methods. The student is able to: Consider multiple options for approaching the research	1
1.4 F	Take responsibility for the impacts of leisure products and services on society. The student is able to: <ul style="list-style-type: none"> <li>• Be aware of the impact on society of the designed and created leisure concepts and leisure products</li> <li>• Design and create long term sustainable leisure concepts and products (conscious of people, planet profit)</li> </ul>	1
3.3 A	Translate market and value research into creative experience concepts "The student is able to: In an autonomous and ACTIVE manner... <ul style="list-style-type: none"> <li>• Develop an experience concept, engagement platform, and vision through extensive value research</li> <li>• Do value research through design research and apply the outcomes to value-driven concepts and experiences</li> <li>• Recognise and interpret concepts / high concepts</li> <li>• Assess which type of concept is appropriate for the assignment/challenge</li> <li>• Develop meaningful concepts based on an analysis of the organisation's DNA, vision and value fit</li> <li>• Develop and formulate an overarching intended experience based on the meaningful concept</li> <li>• Design experiences based on experience models and based on value-driven concepts and value fit with the target group</li> <li>• Develop a value-driven long-term vision for organisations "</li> </ul>	1
3.4 A	Develop and work out a creative experience concept into a product or service. The student is able to: In an autonomous and ACTIVE manner... <ul style="list-style-type: none"> <li>• Consistently incorporate the creative experience concept in all details of a leisure product/service/ engagement platform</li> <li>• Make conscious and reasoned choices for the use of experience instruments in developing the intended experience</li> <li>• Make the value fit clearly recognisable in this process</li> <li>• Develop a creative experience concept by means of the intended experience and the</li> </ul>	2

	<p>touchpoint / customer journey model in all details</p> <ul style="list-style-type: none"> <li>• Design and direct an experience product in an interdisciplinary and overarching manner</li> <li>• (if applicable) Test (prototype) the detailed product and use the feedback for improvements</li> </ul>	
<b>3.5 A</b>	<p>Connect the 'digital leisure world' to 'live' forms of leisure.</p> <p>The student is able to:</p> <ul style="list-style-type: none"> <li>• Supplement and connect live forms of leisure with the 'digital leisure world'</li> </ul>	2
<b>3.7 F</b>	<p>Create support for products and services and market these.</p> <p>The student is able to:</p> <ul style="list-style-type: none"> <li>• Formulate and communicate a proposition that has sufficient value to consumers</li> <li>• That results in the scarce resources of money, time and attention being spent on obtaining or consuming the product or service</li> <li>• Take the wishes and needs of consumers into account in this process</li> </ul>	1
<b>7.3 A</b>	<p>Arrange legal aspects, such as insurance, permits and contracts.</p> <p>The student is able to:</p> <ul style="list-style-type: none"> <li>• Arrange the relevant legal aspects</li> </ul>	1
<b>3.9</b>	<p>Event Logistics supports the concept design of an event.</p> <p>The student is able to create a "unique and meaningful experience where visitors enjoy every second". How people- and good flow processes should be designed so that the visitor is not negatively influenced by long queuing for service points, bad facilities, or unsafe situations.</p>	1
<b>3.10</b>	<p>Hospitality</p> <p>Hospitality as the particular way of providing service, food and/or drinks. It is not about the service only but about how it comes your way. This implies a particular environment and behavior of the host in the interaction between a host and a guest . The way in which a customer experiences hospitality influences the value he or she attaches to it.</p>	1
		Total: 11

## 1.4 Learning goals Personal Development

With personal development you will dive deeper into your personal and professional self in relation to your (professional) environment. This Personal Development course line takes a whole year. Students who are studying here for just 1 semester, take part of only the first part.

The program focuses on 4 main topics:

1. getting to know the event for Business sector.
2. developing skills
3. exploring your own role as a future leisure professional in this field
4. your personal branding (Who am I as a 'brand' and how can I communicate as such?)

Key questions are: Who am I? What can I do? What do I want?

Personal development offers you a learning environment, in which you inspire yourself and each other. As you can see in the overview below with ILO's, professional leader focuses on:

- your development in relation to a team and learning community.
- the development of an intercultural perspective
- the development of your creativity and a facilitating others to be creative.
- life-long learning. You learn to take ownership of your learning.
- using feedback as a valuable tool
- your development of being ethically and socially responsible.



Competency	Intended Learning Outcome (ILO)	ECs
9.3F	Lifelong learning, including participation in career-related training and courses The student is able to: <ul style="list-style-type: none"> <li>- Take ownership of his/her learning by initiating a self-conscious attitude towards learning</li> <li>- Define meta learning and meta cognitive strategies to develop in an informal learning setting (critical thinking)</li> <li>- Engage with leisure-related trends by showing curiosity, self-determination and self-regulation.</li> </ul>	1
9.3A	The student is able to: <ul style="list-style-type: none"> <li>- Design and initiate a series of self-determined and intrinsically-motivated learning goals that continue to support personal growth within a professional and complex situation</li> <li>- Demonstrate meta learning and meta cognitive strategies across a broad range of complex situations</li> <li>- Establish an enquiring mind that continues to critically investigate self-development, as well as trends and developments in the leisure industry</li> <li>- Formulate new opportunities by continuing to be curious, based on the latest trends and developments in the leisure industry</li> </ul>	2
9.4F	Ethically responsible actions and intercultural sensitivity The student is able to: <ul style="list-style-type: none"> <li>- Be aware of the difference between personal preference, personal moral conviction, and a leisure manager's professional responsibility</li> <li>- Understand how moral and immoral behaviour impacts the direct and professional leisure environment</li> </ul>	1
9.5F	Take social responsibility: The student is able to: <ul style="list-style-type: none"> <li>- Explain the relevance of balancing profit-making with social welfare and the environment.</li> <li>- Explore topics of social innovation, innovative activity and services that are motivated by the goals of meeting social needs.</li> </ul>	1
9.6 F	Ask for and provide feedback. The student is able to: <ul style="list-style-type: none"> <li>- Translate the feedback into a growth mindset for improved performance.</li> <li>- Provide and formulate feedback in a professional way.</li> </ul>	1
		Total: 6

## 1.4 English

<b>COURSE - compulsory</b>		
<b>English</b>	Course code	
	Course title	English
	ECTS	2 EC
	Language	English
	Mode of Delivery	face-to-face
	Content Course	<p>As part of the Events for Business programme, you will be offered a series of English workshops that support your corporate quest during year2. The materials offered in them will run in tandem with the general objectives of the E for B course, to help you formulate business, social media and other related communication. All the main skills of language learning will be covered, but with a focus on business vocabulary and formality. Semester 4 will continue to provide opportunities for you to write and select products for your website.</p> <p>Writing skills will be split into several categories:</p> <ul style="list-style-type: none"> <li>• Creative writing</li> <li>• Promotional writing</li> <li>• Business correspondence</li> <li>• New media writing</li> </ul>
	Course Organiser	Ms Sue Cook and Catherine Jones
	Examples of Literature	Will be available on LMS (= Electronic Learning Environment)
	Testing	Assignments

<b>COURSE - optional</b>	
<b>Course title</b>	<b>Basic Dutch</b>
<b>Course coordinator</b>	Mr Frank van Heijningen
<b>Number of EC</b>	2 EC
<b>Language</b>	English

<b>Content</b>	<p>Basic Dutch is a language course for absolute beginners which is offered to all incoming exchange students at BUAS. It will lead you up to A1 level according to the Common European Framework of Reference Modern Languages 1996)</p> <p>It is not part of the curriculum of the Academy for Leisure and only offered to incoming exchange students.</p>
<b>Mode of delivery</b>	14 lessons of 1.5 hour, between October and January. The lessons are usually planned at the end of the day or in early evening so that students from different academies can join.
<b>Additional information</b>	For enrolment, students are asked to pay 100 Euro which will be refunded upon successfully completing the course.
<b>Assessment</b>	Exam

## More information

Please contact Annet Ghering if you would like more information.

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Games



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Leisure & Events



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