

Report Development Dialogue Joint Degree BSc Tourism (BTO)

3 October 2018

Improvement points about assessment

With respect to double marking

- In the UK education system double marking is a big issue. According to the panel the quality and quantity of assessors should be directly related to the importance of the assessment. For a final thesis double marking should be a rule, as well as for assessments that are crucial for the programme as a whole. For other assessments single marking can be acceptable, also for efficiency reasons.
- In all cases the programme committee and course examiners should be transparent about the assessment procedure. BTO is already very transparent about the content of the assessment, but could be more clear about procedures.
- The programme committee should have an assessment strategy at the programme level. The assessment procedures should not be left to be decided upon by course examiners.

With respect to group work and free riding

- The panel believes that the share of group assessment in the total assessment of BTO is not too big. The programme committee and Examining Board should guarantee that individual students have the chance to show what they are capable of. A student who shows structural free riding behaviour should never be able to finish the programme. You can control this by balancing the different types of assessment and taking care that assessments fit to the learning outcomes.
- Course examiners should give a group mark in case of group work and individual marks if they are interested in the level of individual students. Do not make assessment procedures more complicated than necessary by giving individual marks for individual contributions to group work.
- Peer-assessment in group work is over-the-top. Group work requires that students take responsibility for a common product.
- Learning outcomes should always determine the type of assessment. They should also determine whether the teaching team or students themselves should decide about the group composition. What makes a powerful collaboration in which the individual talents of students are used optimally? How to secure that everyone has the ability to grow?

Improvement points about staff

- The panel did not have particular issues with the didactic quality of the staff. But it advises to monitor the didactic performance of teachers carefully and take action when necessary. Didactical innovation should always be stimulated.
- The programme should have special attention for team-spirit among teachers as well as students, especially when they operate at different locations. The panel was not disappointed about the team-spirit, however.
- The programme committee should invest in coherence of the programme continuously. This should not be taken for granted. Regular staff conferences should be organised.
- The panel did not discuss the role of data science in BTO, but it advises the programme committee to develop ideas about the role of big data analysis in the research methodology learning line.

Improvement points about labour market

- The panel believes that BTO students should be familiarised with the labour market and vice versa.
- This can be done by offering guest lectures, company visits and commissioned projects in courses. The programme should not forget to include small entrepreneurs. Assignments can be enriched by involvement of practitioners. Involvement of alumni is the most practical way.
- Both WU and BUAs should be a visible and critical player in the market. The sector already has professional knowledge centres, but academic input is often missing and highly valued.
- Institutes can cooperate in the involvement of key industry players in education. This lowers the burden on their work and makes them more committed to a sustainable contribution to higher education.