

## **Report Development Interview MSc Leisure, Tourism and Environment 3 October 2018**

### Improvement points about labour market

#### *With respect to connections to the labour market*

- The panel concluded that MLE already has a good connection to the labour market. The committee supports the idea that MLE educates agents of change and realises that the professional field sometimes is not ready to hire MLE graduates. The committee believes however that an excellent programme is in the position to look critically to professional organisations and should take up its role to be a guide towards sustainability in the professional field of tourism.
- The programme has a responsibility, however, to inform students well about their position.
- The programme should try to improve connections to bigger corporate industries, such as Booking, Google, Amazon, TUI. It would make things easier if – in the future – at least one MLE alumnus would work in each of these companies.
- Staff should be active and visible in the working field.
- Maybe a student could do a research into new industry players in tourism and competencies of employees which they are searching for.
- On the other hand the programme should be realistic. At the moment there are many jobs in government, ngo's, educational institutes. Less in bigger corporate industries. Public organisations realise that they need academic graduates to solve difficult but urgent issues.

#### *With respect to inviting professionals in the programme*

- The panel advises to send out invitations to public and private organisations to submit challenging ideas for student projects, such as ACT. Wageningen University has many opportunities to answer these questions with the help of several chair groups and students can create multidisciplinary groups to address these questions properly. The broadening of MLE makes it easier to make connections.

### Improvement points about assessment

#### *With respect to objectives of assessment*

- The panel is in favour of using a diversity of assessment methods in the programme. Assessment methods should always fit to the learning outcomes. Diversity secures validity and reliability of assessment.
- The panel is in favour of have a few crucial summative assessments on the programme level (programmatic assessment), one of them being the thesis, but other summative assessments can be added that relate to other programme learning outcomes (e.g. general academic skills). These summative assessments are conclusive. Programs often tend to fragment assessment. The programme learning outcomes should be leading, not the course learning outcomes. Formative assessments can be used to test how far students have developed themselves on a certain programme learning outcome. Working with learning lines is important in this respect.
- The panel is in favour of having entrance assessments early in the programme. It helps students to refresh their knowledge and teachers and the study adviser can determine deficiencies of particular student groups. Assessment can be a tool for personal development. By having these assessment results students can be advised to take deficiency courses or choose courses for trajectories that fit better to the competencies they already possess.

*With respect to assessment as part of the learning process*

- The panel believes that assessment should be the starting point of a learning process.
- This means that providing adequate qualitative feedback after an assessment is crucial for learning.
- Research has shown that self-tests for students are much more effective in learning than lectures.
- It is very effective to include small tests in lectures. This works better with small groups and therefore would fit well to a small master programme such as MLE.

*With respect to assessment methods*

- Comparative judgement might be an interesting assessment method. It is a very efficient method for qualitative assessments. D-PAC is a very efficient system for comparative judgement.
- Interesting methods for student self-testing are Kahoot, Metimeter and FeedbackFruits.

Improvement points about admission criteria

- The programme should provide adequate feedback to students on which competencies they already master well and which competencies still need proper attention.
- Use a clear decision tree in the admission process. Do not leave decisions to judgements of individual officers. If there are doubts about admission, include additional judgements of others.
- The predictive value of entrance examinations is very little.
- Use feedback of students in the early stage of the programme to judge whether fellow students need extra attention on certain competencies, such as academic writing or English.