



European Approach

External review report for *ex ante* accreditation

Programme	Erasmus Mundus proposal: MASTER IN INNOVATIVE DESIGN OF THEMED ENTERTAINMENT AND ATTRACTIONS FOR SUSTAINABILITY (IDEAS)
Institutions	Universitat Rovira i Virgili (URV, coordinator) Breda University of applied sciences (BUas) Libera Università di Comunicazione e Lingue (IULM)
Date of the visit	28 November 2024

TABLE OF CONTENTS

GLOSSARY	3
INTRODUCTION	4
ASSESSMENT CRITERIA	3
1. Eligibility	3
1.1. Status	3
1.2. Joint design and delivery	4
1.3. Cooperation agreement	6
1.4. Extension credit load	8
2. Learning outcomes	9
2.1. Level	9
2.2. Disciplinary fields	10
2.3. Achievement	11
3. Study programme	12
3.1. Curriculum	12
3.2. Credits	13
3.3. Workload	13
4. Admission and recognition	15
4.1. Admission	15
4.2. Recognition	16
5. Learning, teaching and assessment	17
5.1. Learning and teaching	17
5.2. Assessment of students	18
6. Student support	19
7. Resources	21
7.1. Staff	21
7.2. Facilities	22
8. Transparency and documentation	23
9. Quality assurance	24
RESULT	26
Summary of the assessment	26
Summary of recommendations	27

GLOSSARY

BUas	Breda University of applied sciences
ECTS	European Credit Transfer System
EMDM	Erasmus Mundus Design Measures
EMJM	Erasmus Mundus Joint Masters
EQF	European Qualifications Framework
FQ-EHEA	Framework for Qualifications in the European Higher Education Area
HEI	Higher Education Institutions
IAAPA	International Association of Amusement Parks and Attractions
IDEAS	Innovative Design of themed Entertainment and Attractions for Sustainability
IQAS	Internal Quality Assurance System
ISCED	International Standard Classification of Education
IULM	Libera Università di Comunicazione e Lingue
URV	Universitat Rovira i Virgili

INTRODUCTION

The IDEAS Joint Master's Degree proposal (Innovative Design of Themed Entertainment and Attractions for Sustainability) was positively reviewed in 2023 under the European Approach for Quality Assurance of Joint Programmes. Initially, partners were Universitat Rovira i Virgili (URV, coordinator), Breda University of Applied Sciences in the Netherlands (BUas), and Université Côte d'Azur (UCA) in France. The accreditation process was overseen by AQU Catalunya, in collaboration with the Dutch agency (NVAO) and the French agency (HCERES), all registered with the European Quality Assurance Register for Higher Education (EQAR).

The composition of the Consortium of Higher Education Institutions (HEIs) has been adjusted during 2024. As a result, Université Côte d'Azur has been replaced by the Libera Università di Lingue e Comunicazione IULM in Italy; URV and BUas continue to support the project.

The core of the IDEAS Master's project remains unchanged, and the aim of this joint master programme to educate students towards senior and executive level management positions in the themed entertainment, theme parks and attractions industry with a strong focus on international business management and sustainability.

The composition of the review panel also remains unchanged, except for the replacement of the representative of the French university system by a representative of the Italian one.

This report, that has taken into account the outcomes of 2023 review, is an ex-ante evaluation, at the present moment the IDEAS programme is not implemented, therefore, the assessment is less evidence-based than in an ex-post evaluation.

Self-assessment report and supporting evidences were complete and clear. Among the documentation to be reviewed, the Consortium provided an additional report based on the recommendations of 2023 review, which was highly appreciated by this panel.

Online visit took place on 28 November. The visit programme included interviews with the main stakeholders at the design stage: consortium governing board, teaching staff and industry representatives. Some unexpected technical incidents came over during the visit came over, all successfully managed.

The visit was constructive, and the panel was provided with valuable input to better understand the training programme proposal, giving the panel sufficient proof for a positive assessment of the IDEAS programme.

Basic information of the programme proposal reviewed

Full name of the programme: Master Innovative Design of themed Entertainment and Attractions for Sustainability (IDEAS)

EQF level: Level 7 master's degree

Degrees awarded: Erasmus Joint master's degree diploma issued by Universitat Rovira i Virgili and master's degree from Libera Università di Lingue e Comunicazione IULM

Number of ECTS points: 120 ECTS 2 years, 4 semesters

ISCED field(s) of study: 1015 Travel, tourism and leisure

Panel composition

Chair: Joep C. de Jong

Appreciative Inquiry, Management Sciences, Champlain College - Cooperrider Center for Appreciative Inquiry

Academic: Rodolfo Baggio

Tourism, Università di Bocconi

Academic: Marcelo Royo Vela

Tourism marketing, Inbound marketing, Consumer Behaviour, Universitat de València

Student: Sara Solé i Miserachs

Tourism, Universitat de Lleida

Professional: Frank Radstake

The Dutch Association of Travel Agents and Tour Operators, ANVR

Secretary: Concepción Herruzo Fonayet

Methodology, AQU Catalunya

Agenda

28 November 2024

Time	Activity
08:30-09:00	Panel internal work
09:00-10:00	Meeting with Programme Coordinators and management team
10:00-10:15	Break
10:15-11:00	Meeting with Teaching staff
11:00-11.15	Break
11:15-12.00	Meeting with employers (if possible, industry representatives, future employers)
12:00-12:30	Panel internal work
12:30-12:45	Preliminary conclusions
12:45-13:30	Panel internal work

List of evidence reviewed

IDEAS Reassessment report.pdf

Annex 2_ Cooperation Agreement.pdf

IDEAS_SER_EA_2024.pdf

Annex 3_ Legal basis joint programe.pdf

Additional information on facilities.pdf

Annex 4_ Intended Learning Outcomes .pdf

Annex 1_ legal Status.pdf

Annex 5_ Course Syllabi.pdf

Annex 6_ Structure of the curriculum-study plan.pdf
Annex 7_ Admission and selection.pdf
Annex 8_ Recognition of qualifications.pdf
Annex 9_ Students' assessment + master's thesis regulations.pdf
Annex 10_ Academic staff CVs.pdf
Annex 11_ Internal quality assurance system.pdf

Annex 12_ Diploma Supplement sample.pdf
Annex 13_ Assessment methodologies.pdf
Annex 14_ Examples of evaluation activities.pdf
Annex 15_ Pictures of universities' facilities.pdf
Annex 16_ Support letters to the IDEAS master project.pdf
Annex 17_ Commitment letters URV, BUAs, IULM.pdf

ASSESSMENT CRITERIA

1. ELIGIBILITY

1.1. Status

The institutions that offer a joint programme should be recognised as higher education institutions by the relevant authorities of their countries. Their respective national legal frameworks should enable them to participate in the joint programme and, if applicable, to award a joint degree. The institutions awarding the degree(s) should ensure that the degree(s) belong to the higher education degree systems of the countries in which they are based.

Evidence

The SER describes the Erasmus Mundus proposal MASTER IN INNOVATIVE DESIGN OF THEMED ENTERTAINMENT AND ATTRACTIONS FOR SUSTAINABILITY (IDEAS) as a joint masters' programme to educate students towards senior and executive level management positions in the themed entertainment, theme parks and attractions industry with a strong focus on international business management and sustainability.

The institutions delivering the programme are recognised as higher education institutions by the authorities of their countries as stated in the SER and evidenced by the legal documents of creation of each entity provided (Annex 1).

- Universitat Rovira i Virgili (URV) was officially created by the “Ley 36/1991, de 30 de diciembre, de creación de la Universidad Rovira i Virgili”.
- Breda University of applied sciences (BUas) was officially created under Dutch law, having its Commercial Registration Number 41104616.
- Libera Università di Lingue e Comunicazione (IULM) was established by the decree “Decreto del Presidente della Repubblica 31 ottobre 1968, n. 1490, Istituzione del LiberoIstituto Universitario di Lingue Moderne, con sede principale in Milano”.

The respective national frameworks enable the institutions not only to collaborate in a joint programme but also to award and recognise a joint degree (Annex 3) as stated in:

- The Netherlands: Article 7.3c of the Dutch Higher Education and Research Act (WHW)
- Spain: 8th Additional provision of the Royal decree 822/2021 of 28 September 2021 and Article 10 of the Royal Decree 1002/2010 of 5 of August 2010

- Italy: Article 3, paragraph 10, of the Ministerial Decree No. 270 of 22 October 2004 allows universities to establish joint programmes and award joint degrees in collaboration with foreign institutions.

Graduates will be awarded a joint diploma and receive a (joint) diploma supplement (Annex 12), both issued by URV as coordinating institution. In addition to this joint degree diploma, students will also get a master's degree from IULM.

Assessment

Level: **Compliant**

The panel considers the institutions that offer the joint programme are recognised as higher education institutions by the relevant authorities of their countries. Their respective national legal frameworks enable them to participate in the joint programme. Each student who successfully completes the degree programme and who has fulfilled the requirements of the applicable national legislations will be awarded a joint diploma and receive a (joint) diploma supplement, both issued by URV as coordinating institution. In addition, students will get a master's degree from IULM.

1.2. Joint design and delivery

The joint programme should be offered jointly, involving all cooperating institutions in the design and delivery of the programme.

Evidence

The IDEAS Consortium —the three HEIs (URV, BUAs, IULM), and Associated Partners— has established the working mechanisms, governing bodies, and management tools in the Cooperation agreement (draft, pending signature) (Annex 2). Full partners of the consortium (the three HEIs) have an instrumental role regarding the programme's implementation, teaching organisation and administrative support; associated industrial and scientific partners have committed to provide internships and/or teaching from the labour market perspective.

As per the organizational structure of the Consortium, for coordination and implementation of the project, all cooperating institutions are actively involved in the design and delivery of the programme. There are four governing bodies: the Executive Committee, the Academic Committee, the Quality Committee and a Strategic Advisory Board (with associated partners and industry). In the composition of the Executive Committee (EC), in charge of the coordination and management of the programme, there are representatives of the three HEIs involved. Moreover, the EC is part of the other three governing bodies, which guarantees the involvement of the three HEIs in the development of the programme.

According to the Cooperation agreement, the programme will consist of two study years (120 ECTS). The first academic year has two semesters and will be jointly delivered at the URV (S1, 30 ECTS) and at the BUAs (S2, 30 ECTS). All students will have to follow the second academic year, the third semester (S3, 30 ECTS) at the IULM; in the fourth semester (S4, 30 ECTS) students will develop and submit their Master Thesis (including Internship), which accounts for 30 ECTS, whereby the internship is done at one of the Associate Partners and supervised by one of the Partner HEIs. Content is organised in 5 modules: five module learning lines: Foundations and Applications, Corporate Strategy, Business Management, Creative Leadership, and the Master Thesis.

In response to the panel's recommendations from the previous evaluation, to improve coordination between all departments and courses involved, two new positions have been created:

- Module coordinator, for overseeing the five module learning lines: Foundations and Applications, Corporate Strategy, Business Management, Creative Leadership, and the Master Thesis
- Local coordinator in each partner institution to supervise the modules at their institution

The proposal includes commitment letters from rector of University Rovira i Virgili, President of the Executive Board Breda University of Applied Sciences and rector of Libera Università di Lingue e Comunicazione (Annex 17); and support letters from the following organizations (Annex 16):

- [Global Association for the Attractions Industry \(IAAPA\)](#)
- [Themed Entertainment Association \(TEA\)](#)
- [PortAventura World](#)
- [Efteling](#)
- [Gardaland](#)
- [Parchi Permanenti Italiani](#)
- Bluwater SPA

Assessment

Level: **Compliant**

The panel considers that the programme is offered jointly, involving all cooperating institutions in its design and delivery.

Recommendations

- The panel recommends ensuring clear mechanisms for coordination between all departments and courses, as well as a defined framework for program governance.

1.3. Cooperation agreement

The terms and conditions of the joint programme should be laid down in a cooperation agreement. The agreement should in particular cover the following issues:

- Denomination of the degree(s) awarded in the programme
- Coordination and responsibilities of the partners involved regarding management and financial organisation (including funding, sharing of costs and income etc.)
- Admission and selection procedures for students
- Mobility of students and teachers
- Examination regulations, student assessment methods, recognition of credits and degree awarding procedures in the consortium.

Evidence

The IDEAS Cooperation agreement (draft, Annex 2) covers thoroughly the items listed in the standard:

a) Denomination of the degree(s) awarded in the programme

Master on INNOVATIVE DESIGN of themed ENTERTAINMENT and ATTRACTIONS for SUSTAINABILITY (IDEAS)

b) Coordination and responsibilities of the partners involved

Article 2. Consortium's Organisation and Governing Bodies lists the general obligations for all partner institutions (including the coordinating one), and the responsibilities of the coordinating institution, on one hand, and the partner institutions, on the other; defines the role of associated partners and describes the governing bodies composition and duties. The Executive Committee (EC) will be in charge of the coordination and management of the programme (academic and administrative decisions concerning changes to the Consortium, financial supervision, promotion and dissemination strategy, interactions with the Agency for matters related to the implementation, monitoring and evaluation of the programme (including the approval of deliverables and technical reports). Composition of EC is as follows: General coordinator, Secretariat, Local Coordinators and technical staff (2 representatives per HEI).

c) Admission and selection procedures for students

Article 4. Student administration covers:

- admission requirements and application procedures
- admission and registration (selection criteria and admission and registration procedures)

- services for students
- Student Agreement, to be signed by all students upon enrolment (still developing), with the IDEAS General Coordinator (URV). “This formal document will set out the relationships between the Consortium and students, while specifying the rights and obligations of all parties, and other key aspects such as the examination and grading system, financial arrangements for scholarship holders and non-scholarship holders, or the legal statements concerning the dissemination and exploitation of results a; credit transfer, recognition issues and examination system; and degrees awarded to IDEAS students.”

d) Mobility of students and teachers

According to the Consortium agreement, the programme “consists of two study years (120 ECTS). The first academic year will be jointly delivered at the URV (S1, 30 ECTS) and at the BUas (S2, 30 ECTS). All students will have to follow the second academic year, the third semester (S3, 30 ECTS) at the IULM; in the fourth semester (S4, 30 ECTS) students will develop their Master Thesis (including Internship), which in total is 30 ECTS, at one of the Associate Partners and supervised by one of the Partner HEIs.”

This complies with the EMJM framework which states that programmes must include compulsory physical mobility for all students “consisting of a minimum of two study periods in two countries. Each of these mandatory study periods must correspond to a workload of at least one academic semester (30 ECTS credits or equivalent) and the two countries must be different from the country of residence of the student at enrolment stage”.

e) Examination regulations, student assessment methods, recognition of credits and degree awarding procedures in the consortium.

Article 4. Student administration includes credit transfer, recognition issues and examination system; and degrees awarded to IDEAS students. Examination regulations and students' assessment methods will be gathered in the pending Student Agreement.

In response to the panel’s recommendations from the previous evaluation, the Cooperation agreement explicitly declares the importance of establishing an Examination Board before the programme delivery, to ensure consistency in the assessment process.

Assessment

Level: **Compliant**

The panel considers that the Consortium agreement covers the terms and conditions to provide a joint programme.

Recommendations

- The panel recommends forming an examination board to ensure consistency and alignment in the assessment process.

1.4. Extension credit load

The need for a two-year programme is justified.

Evidence

The Consortium agreement gives two explanations on the need for a two-year programme (120 ECTS). On one hand, the programme has been designed having in mind a clear mobility track by which students spend one semester of 30 ECTS at each university and complete the second year with their master's Thesis of 30 ECTS. On the other hand, it is the time foreseen for the students "to achieve the broad set of intended learning outcomes and be competitive in the international job market. In order to achieve the learning outcomes a lot of practical elements and internships are incorporated in the programme, including 600 hours of Professional Internship during the Master Thesis".

In response to the panel's recommendations from the previous evaluation, detail on the assessment of the Master Thesis and the requirements of the Professional Internship are covered in the Consortium agreement and the document Students' assessment + master's thesis regulations (Annex 9).

Assessment

Level: **Compliant**

The panel considers that the need for a two-year programme is adequately justified.

2. LEARNING OUTCOMES

2.1. Level

The intended learning outcomes should align with the corresponding level in the Framework for Qualifications in the European Higher Education Area (FQ-EHEA), as well as the applicable national qualifications framework(s).

Evidence

The SER explains how “EQF learning outcomes descriptors reflect two dimensions to make them easier to align with corresponding national frameworks: levels and learning domains. The ‘level’ dimension captures how the complexity of the learning outcomes increases along with the qualification levels. The ‘learning domains’ dimension distinguishes between ‘knowledge’, ‘skills’ and ‘autonomy and responsibility’, allowing different types of qualifications (academic, vocational, professional) to be classified at the same level.”

IDEAS intended learning outcomes align with level 7 in the EQF and with the applicable national frameworks (Annex 4). The learning outcomes are classified into General and Specific Learning Outcomes for each of the 5 modules (and the not stand-alone module Sustainability principles throughout the entire programme): Foundations and Applications (including the industry challenges and the traineeship), Corporate Strategy, Business Management, Creative Leadership, and Master Thesis (including Internship). To ensure that the learning outcomes are in line with the desired qualification level of graduates and with the national and EQF, these are drawn upon in the design of the study programme.

The panel finds it difficult to fully assess the level of the joined programme at this stage but is given the level achieved at each of the participating HEI’s individually and the documentation submitted convinced that required learning outcomes will meet the required EQF level.

Assessment

Level: **Compliant**

The intended learning outcomes align with the corresponding level in the Framework for Qualifications in the European Higher Education Area (FQ-EHEA) as well as the three national qualifications frameworks involved. The panel considers that IDEAS provides a joint structure of learning outcomes will assure consistency among graduates in all key areas.

2.2. Disciplinary fields

The intended learning outcomes should comprise knowledge, skills, and competencies in the respective disciplinary field(s).

Evidence

IDEAS focuses on the core skills and executive level domains developed and proposed by the International Association of Amusement Parks and Attractions (IAAPA). IAAPA has a comprehensive framework of essential knowledge and skills for global attractions industry professionals that resulted in 2022 in a Common Body of Knowledge (CBoK). Within this framework, core skills and specific defined skills for professional and executive levels were defined.

IDEAS covers the following knowledge, skills and competencies: make business decisions regarding turn-key entertainment, facility-based show production and possible use of outside vendor(s); make financial decisions for (capital) investment and operating budgets; responsibility for venue and facility maintenance; understanding of business financial performance to make sustainable and responsible decisions; management of and reporting of safety and security risks for employees and ensuring a pleasurable guest experience; define, develop, and manage strategic research activities and report insights to leadership; understand strategic branding and the role of marketing, PR, and sales. The executive leader is also responsible for HR management, organizational leadership and guarding the corporate culture. Finally, executive leaders should incorporate sustainability in their acting principles, not only focusing on financial and business results but also on the social and human impact of their business on local communities, staff, and destinations.

While the relationship between sustainability and learning outcomes is clearly established in modules 1, 2, and 3, it could be made more explicit in module 4, Creative Leadership.

Following the November 28 online accreditation, it is recommended to the consortium that with regards to the learning outcomes related to the theme of sustainability, a common language is developed around this theme. This also applies to a coordination and consistent use of AI (artificial intelligence) throughout the different modules.

Assessment

Level: **Compliant**

The panel considers that the IDEAS programme consists of a suitable mix of theoretical knowledge, work experience and analytical skills.

Recommendations

- The panel recommends prioritizing the development of clear and flexible definitions of sustainability and AI throughout the programme.

2.3. Achievement

The programme should be able to demonstrate that the intended learning outcomes are achieved.

Evidence

The SER explains that the structure and content of each course is designed to meet defined learning goals that match the intended learning outcomes of the overall programme (Annex 4), and that “learning goals per course are agreed on and matched by the different partner institutions, especially when courses from the same modules are taught at different partner universities, but also in the overall vertical design of the programme, so that courses build up knowledge from basic “building blocks” in the first semester, via more advanced courses in the second and third semester.”

Students will be evaluated throughout the programme, with a combination of learning and assessment methodologies. They need to pass all assessments with a sufficient mark to graduate successfully.

Assessment

Level: **Compliant**

Based on the material submitted to the panel and the conversations during the online visit the panel considers that the intended learning outcomes of the programme will be achieved upon.

3. STUDY PROGRAMME

3.1. Curriculum

The structure and content of the curriculum should be fit to enable the students to achieve the intended learning outcomes.

Evidence

IDEAS will consist of a five module (Foundations and Applications, Corporate Strategy, Business Management, Creative Leadership, Master Thesis) two years programme (120 ECTS):

- first academic year jointly delivered at URV (S1, 30 ECTS; 6 modules subjects x 5 ECTS) and at BUAs (S2, 30 ECTS; 4 modules subjects x 5 ECTS + 1 Industry Challenge x 5 ECTS + 1 Summer Traineeship x 5 ECTS).
- second academic year, third semester (S3, 30 ECTS; 5 modules subjects x 5 ECTS + 1 Industry Challenge x 5 ECTS) taught at IULM; fourth semester (S4, 30 ECTS) students will develop their Master Thesis (including Internship), which in total is 30 ECTS, at one of the Associated Partners and supervised by one of the Partner HEIs.

	1 st Semester S1	2 nd Semester S2	3 rd Semester S3	4 th Semester S4
	URV	BUAs	IULM	Ass. Partners URV – BUAs - IULM
Foundations and Applications	Fundamentals of Sustainable Leisure & Tourism (5 ECTS)	Industry Challenge 1 (Themed entertainment attractions) (5 ECTS)	Industry Challenge 2 (Cultural heritage attractions) (5 ECTS)	
Corporate Strategy	Sustainability, Ethics & Responsibility (5 ECTS) Strategic Innovation in the Themed Entertainment and Attractions Industry (5 ECTS)	Trends, Future Foresights & Sustainable Scenario Planning (5 ECTS)	Sustainable Destination Management (5 ECTS) Events, hospitality and MICE management (5 ECTS)	
Business Management	Value Creation for Guest Experiences (5 ECTS)	Organization, Financial & Human Resource Management (5 ECTS) Experience Marketing (5 ECTS)	Research & Consultancy (5 ECTS) Data-driven Decision Making (5 ECTS)	Master Thesis (Including Internship) (30 ECTS)
Creative Leadership	Experience Logic & Design (5 ECTS) Project Based Working (5 ECTS)	Entrepreneurship & Responsibilities in providing for Experiences (5 ECTS)	Leading Sustainable Organizations (5 ECTS)	
Foundations and Applications		Summer Traineeship (Strategic-tactical) (5 ECTS)		
Languages	Elective Catalan/Spanish course	Elective Dutch/German course	Elective Italian course	

IDEAS Master programme study programme (SER, page 28)

Assessment

Level: **Compliant**

The panel considers that the proposed structure and content of the curriculum seem fit to enable the students to achieve the intended learning outcomes.

3.2. Credits

The European Credit Transfer System (ECTS) should be applied properly, and the distribution of credits should be clear.

Evidence

IDEAS is a two-year Master programme of 120 ECTS divided into 4 terms 30 ECTS each. All courses are 5 ECTS (6 courses per semester) except for the Master Thesis, that includes an internship, and it is a 30 ECTS subject.

Distribution is clear, there is a well-balanced set of courses with adequate credit, and sufficient time is allocated to the dissertation.

Assessment

Level: **Compliant**

The panel considers that the European Credit Transfer System (ECTS) is applied properly, and the distribution of credits is clear.

3.3. Workload

A joint bachelor programme will typically amount to a total student workload of 180-240 ECTS-credits; a joint master programme will typically amount to 90-120 ECTS-credits and should not be less than 60 ECTS-credits at second cycle level (credit ranges according to the FQ-EHEA); for joint doctorates there is no credit range specified.

Evidence

As said in the previous section, IDEAS is a two-year master's programme of 120 ECTS divided into 4 terms 30 ECTS each. All courses are 5 ECTS (6 courses per semester) except for the Master's Thesis, that includes internships, and it is a 30 ECTS subject.

All theoretical content is delivered during the first three semesters, along with some practice in the different industry challenges and a summer traineeship. During the fourth semester, students will be taking the mandatory Internship and the Master Thesis. The workload/hour ration of 28 hours per 1 ECTS applies in the IDEAS programme. This

workload includes contact hours (15-20 per week), the time spent on independent work, compulsory work placements, preparation for assessment and the time necessary for the assessment.

Students will be asked to evaluate each subject after the term finishes (Annex 11). In these surveys, among other questions, the number of hours students needed to prepare for individual classes and exams is asked. This will be used to ensure proper relation of workload and assigned ECTS for each course.

For the Master Thesis, apart from their research and preparation students will have to complete at least 600 hours of professional work: 500 hours at the company and at least 100 hours of thesis writing, in the period February-June of the second year (Annexes 9 and 14).

Workload looks to be appropriate and balanced between years and semesters.

Assessment

Level: **Compliant**

The panel considers that the workload is evenly distributed over the 120 ECTS of the master programme.

4. ADMISSION AND RECOGNITION

4.1. Admission

The admission requirements and selection procedures should be appropriate in light of the programme's level and discipline.

Evidence

General guidelines for students' admission and selection have been set (Annex 7). The student selection will be jointly performed by the Academic Committee, which also will propose the student scholarship allocation. Students selection will consider five criteria in two blocks: 1. Document assessment: up to 70 points (minimum required is 40): academic background and grade average (45%), English certification (10%), third languages skills (5%), professional experience and international mobility (10%); 2. Pair-wise assessment: 30 points: motivation letter, which evaluates the candidate's motivation and professional project (30%).

Academic Committee is one of the four governing bodies in the consortium and will include, in its composition, global and local coordinators, technical staff (2 representatives per HEI) and module coordinators.

In response to the panel's recommendations from the previous evaluation, the process for students' admission and selection has been specified and detailed in requirements, procedure, documentation needed, assessment criteria and appealing procedure to Academic Committee's decision.

Assessment

Level: **Compliant**

The panel considers that the joint admission requirements and selection procedures are appropriate considering the programme's level and discipline.

4.2. Recognition

Recognition of qualifications and of periods of studies (including recognition of prior learning) should be applied in line with the Lisbon Recognition Convention and subsidiary documents.

Evidence

Following the Lisbon Recognition Convention, the partners automatically recognise qualifications and periods of studies developed for the IDEAS Master's Courses at each of the partner universities (Annex 8).

The grades for each course will be recognised by the three partner institutions according to a translation table of grades conversion according to national grading systems

The final grade for the programme will be calculated using a scale from 0 to 10, based on the grading system of the coordinating university.

Grades description	Spain	Netherlands	Italy
Excellent/Very Good <i>Sobresaliente</i>	9-10	9.5-10	29-30*
Good <i>Notable</i>	7-8.9	7.5-9.4	27-28.9
Satisfactory <i>Aprobado</i>	5-6.9	5.5-7.4	18-26.9
Fail <i>Suspenso</i>	0-4.9	0-5.4	0-17.9

*30L = Cum Laude

Grades conversion (SER, page 39)

Graduates will be awarded a joint diploma and a (joint) diploma supplement (Annex 12), both issued by URV as coordinating institution. Graduates will be entitled to obtain an official international Joint Degree Diploma awarded by URV, recognised by BUAs and IULM, that will contain the name of the Consortium, the name of the participating institutions, and the signature of the rector from URV. Additionally, graduates will get a national master diploma from IULM.

Assessment

Level: **Compliant**

The panel considers that the Consortium applies fair recognition procedures to facilitate recognition of the modules and credits awarded in the partner institutions.

5. LEARNING, TEACHING AND ASSESSMENT

5.1. Learning and teaching

The programme should be designed to correspond with the intended learning outcomes, and the learning and teaching approaches applied should be adequate to achieve those. The diversity of students and their needs should be respected and attended to, especially in view of potential different cultural backgrounds of the students.

Evidence

IDEAS intends to educate students in order to be qualified themed entertainment and attractions industry executive professionals.

For that, the programme been designed as a student-centred learning combination of state-of-the-art academic content and a multicultural experience. The basic classes of the first term are driven to overcome differences in student backgrounds (i.e. Fundamentals of Sustainable Leisure and Tourism course). Its major learning components are based on in-classroom active participation facilitated by the lecturers, particularly discussions and problem-based learning techniques. The students also have the chance to apply the theoretical context to the industry –specifically 2 industry challenges and one traineeship – as part of the “Foundations and Applications” module.

The details of each course learning and teaching methodologies include (Annex 5): Lectures, Case Studies, Discussions, Group projects, Problem-Based Learning-Consulting in industry challenges, Simulations and Role-Playing, Experiential Learning -traineeship, industry challenges, internships, fieldwork, job-shadowing, field trips, personal notebooks and mystery guests visits, Technology-Enhanced Learning (multimedia resources, virtual simulations and interactive learning content) Self-Directed Learning (students are provided the full content and each of them is in charge of preparing some topic), Reflective Practice of real cases: Blackboard Session.

In response to the panel’s recommendations from the previous (2023) evaluation, the Master Thesis process has been detailed. (approval of proposal, feedback, research etc.).

Assessment

Level: **Compliant**

The panel considers that the programme is designed considering the alignment between learning outcomes, learning and teaching activities and the assessment procedures and the panel is also aware that in this stage of the development it is not possible to provide a detailed and integrated overview of all the learning and teaching approaches.

5.2. Assessment of students

The examination regulations and the assessment of the achieved learning outcomes should correspond with the intended learning outcomes. They should be applied consistently among partner institutions.

Evidence

In response to the panel's recommendations from the previous evaluation, as a joint degree programme, its rules will be based on a common consortium agreement rather than national regulations, so the partner universities are committed to set up an Examination Board before the programme starts in 2026 to ensure consistent assessment. The consortium has established standards for student assessment and master thesis regulations in a common document. This document also outlines what constitutes a successful study outcome for the IDEAS programme. The assessment methods seem to meet the programme's learning outcomes. The IDEAS Quality and Academic Committees will be in charge of ensuring the programme's quality and proper assessment of learning outcomes.

There is a wide range of assessment methods or techniques to be applied along the programme: lectures and seminars are integrated with a variety of assessment methods, such as in-class presentations, group projects, pair projects, and written and oral exams. Also, the understanding of reproductive content, conceptual and analytical methodology, as well as oral and communication performances, are evaluated by these evaluation instruments. In addition, lecturers or tutors either academic or professional related with internships, industry challenges, or the master's thesis, provide teaching, feedback and direction to the students.

Assessment

Level: **Compliant**

The panel considers based on the information provided and the conversations during the online visit that the examination regulations and the assessment of the achieved learning outcomes correspond with the intended learning outcomes and there are rules to be applied consistently among partner institutions.

Recommendations

- The panel recommends ensuring consistent exam regulations and a detailed vision for assessments, including calibration across the HEIs. Special attention should be given to the Professional Internship and Master Thesis process (proposal approval, feedback, research, etc.).

6. STUDENT SUPPORT

The student support services should contribute to the achievement of the intended learning outcomes. They should take into account specific challenges of mobile students.

Evidence

The SER describes the services that will be needed for students and provided from the Consortium, according to the established rules of the Erasmus + Programme.

The three partner universities will provide general information about visas and residence permits and the necessary documentation to obtain these permits. In addition, they will be offering local language courses during the first 3 semesters, attention to students with special needs, insurance, complementary courses, a welcome guide and tutoring and community.

It will be up to each university to take into account the necessary mobility of students by offering different services applicable to the local circumstances.

In the case of the URV, master students will have access to the Alumni community to promote relationships between other students and the university itself, as well as having access to the employability portal. As for accommodation, the URV offers students the Accommodation Office, providing the necessary help to find a flat, flatmates, etc.

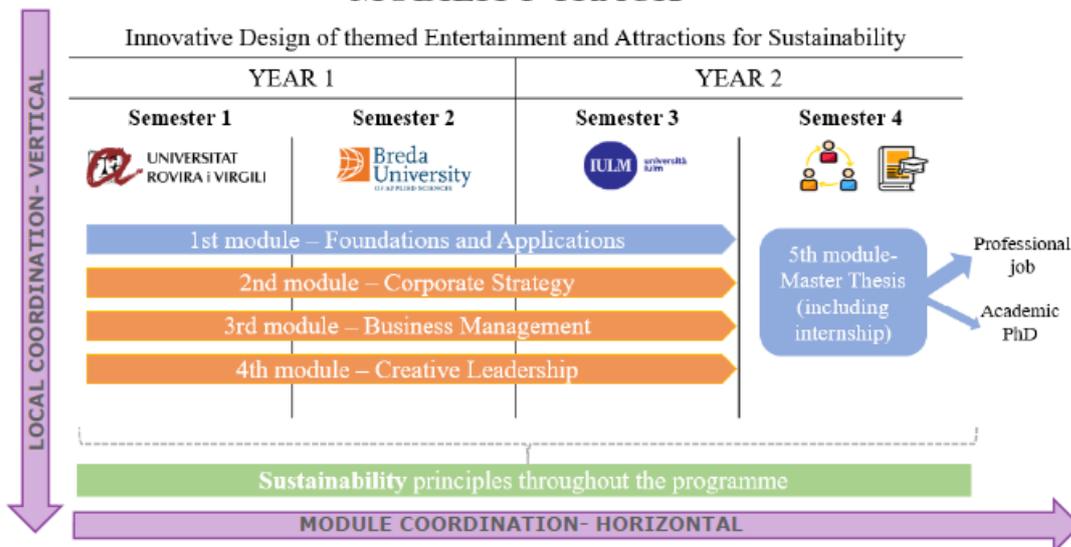
BUas has specialised services for international students. The Student Office has a hub focused on assisting and guiding students in their day-to-day life. It offers a wide range of services: application and admission, scholarships, exchanges, housing, visas and practical information for their stay in the Netherlands.

As for IULM, the SER lists a variety of services offered to support international students, that include assistance with enrolment and academic guidance, psychological counselling, cultural activities, social events, and sports facilities.

In response to the panel's recommendations from the previous (2023) evaluation, the Consortium is working on a common policy for students obtaining visas (when needed) and finding accommodation. The IDEAS Secretariat, in collaboration with the International Centres of each university, are committed to provide comprehensive visa support for students in the Erasmus Mundus Joint Master (EMJM) programme, helping students understand and meet the immigration requirements for Spain, The Netherlands, and Italy; issuing detailed acceptance letters to embassies, including information about the program, course duration, costs, scholarships, and accommodation options; closely monitoring each student's visa process, offering personalized help and additional documents if needed.

The fact that all students will have to stay at the three partner universities addresses the need for this program. The three partner institutes are aware of the challenge the required mobility presents to the students.

MOBILITY TRACK



IDEAS Master programme mobility track (SER, page 13)

Assessment

Level: **Compliant**

The panel considers that support services will contribute to the achievement of the learning outcomes. The fact that all students will have to stay at the three partner universities addresses the challenge of mobility and the support to be provided by the three partners.

7. RESOURCES

7.1. Staff

The staff should be sufficient and adequate (qualifications, professional and international experience) to implement the study programme.

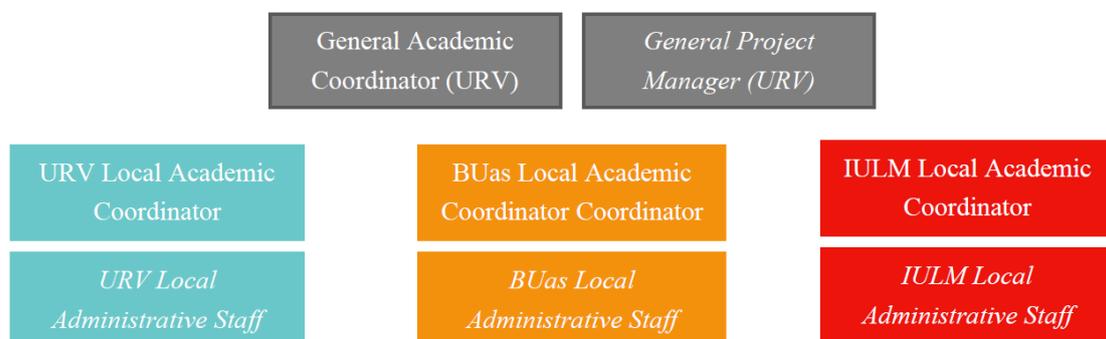
Evidence

The Consortium has designed a professor profile, taking into consideration content to teach, specialized knowledge, university, professional experience and experience in the coordination and organization of virtual groups.

The proposal includes 18 course coordinators (URV 6, BUAs 6, IULM, 6); 18 collaborating professors from IDEAS Consortium (URV 8, BUAs 4, IULM 6); collaborating professors from other universities (3) and industry guest lecturers (26). The teaching staff have the relevant academic qualifications and external recognitions, and suitable experience to provide quality training. According to the evidence (Annex 10), they are also actively involved in research projects and have made research contributions within the field of the programme. The courses of the academic programme also foresee the participation of a wide range of professionals as invited guest lecturers.

Staff mobility from the three partner universities is proposed in the delivery of the designed courses, which means that academic staff is expected to move across the partner institutions themselves.

Regarding the administrative staff, in addition to the academic staff and local coordinators, the IDEAS Consortium will have dedicated administrative staff. The IDEAS Secretariat will be based at URV, with local administrative staff at BUAs and IULM to assist with programme-related concerns. They will be the first point of contact for students, staff, and university services queries.



IDEAS academic and technical coordination staff (SER, page 62)

Assessment

Level: **Compliant**

The panel considers that the staff is sufficient and have adequate qualifications, professional and international experience, to implement the study programme.

7.2. Facilities

The facilities provided should be sufficient and adequate in view of the intended learning outcomes.

Evidence

The Consortium describes in detail the facilities involved in the course in the specific section of the SER and since the visit has taken place online, pictures and videos of the three HEIs have been provided for the assessment (Annex 15).

In the case of the URV, the master's degree will be held in the Faculty of Tourism and Geography, with classrooms suitable for medium-sized groups of around 30 people, for small groups and classrooms for lectures and large groups, as well as access to the CRAI: Centre of Resources for Learning and Research.

Breda University of Applied Sciences campus also has facilities prepared for the Master programme. Lecture hall and conference room in the main building. Project meeting rooms, as well as classrooms equipped for lectures, open spaces to work and good library facilities.

IULM is also equipped with high-tech computer labs, multimedia production studios, and language labs, all designed to enhance learning across different disciplines. Research centres and labs at IULM focus on media, communication, tourism, and even neuromarketing, providing students with opportunities to engage in innovative projects. Worth to mention is the IULM AI LAB. As a space for open dissemination of innovation linked to the potential offered by Artificial Intelligence (AI) applied to business, the AI LAB is expected to have a key role in the both the research around the use of AI in IDEAS Master programme as well as in the development of a common language within the consortium regarding this theme.

The three universities have good facilities with different spaces to work in an innovative and creative ways. They have bright and technologically well-equipped classrooms. Each of the partner institutes have been accredited in this aspect by their local accreditation bodies.

Assessment

Level: **Compliant**

The panel considers that the facilities are sufficient and adequate.

8. TRANSPARENCY AND DOCUMENTATION

Relevant information about the programme like admission requirements and procedures, course catalogue, examination and assessment procedures etc. should be well documented and published by taking into account specific needs of mobile students.

Evidence

The SER describes the structure and content of website and educational guides that will be developed for the IDEAS master, following the way of other Erasmus Mundus masters' programmes delivered currently by URV ([website](#) and [Educational guides](#) samples). Relevant information required in the standard is thoroughly covered in these samples.

Each HEIs partner will disseminate IDEAS information via their own communication channels, website, but official information and application process will be centralised via IDEAS website.

Enrolled students (all of them in mobility), teachers and coordinators will use a common E-learning platform during the whole programme.

Information on the results of each edition will be published on the website for [Erasmus+](#). Basic descriptors and indicators per edition will also be available via URV ([dashboard](#) sample).

The HEIs and associated partners usual communication channels may also be used for specific campaigns, such as registration calls announcements.

Assessment

Level: **Compliant**

The panel considers that relevant information on the programme, once the website is ready, will be well documented and available.

9. QUALITY ASSURANCE

The cooperating institutions should apply joint internal quality assurance processes in accordance with part one of the ESG.

Evidence

The Consortium describes the Internal quality assurance system for the programme (Annex 11) as a joint IQAS, based on the organisational structure of the governing bodies of the Consortium. The Consortium will make all decisions about the IDEAS EMJM project together. They will establish common procedures and structures to ensure joint decisions and mutual agreement on all aspects of the master's degree. A joint internal quality assurance system will be set up based on the organizational structure. Committee meetings will preferably be held face-to-face at one of the three universities, but online or hybrid meetings can be used to facilitate participation. Regular communication about ongoing issues will be maintained through online meetings and email exchanges.

In response to the panel's recommendations from the previous evaluation, more detailed information on the characteristics and periodicity of stakeholders' feedback surveys has been presented:

- Students: online survey the end of each semester (general aspects: facilities, class schedule, guest lecturers, administrative support, and other services offered; field trips; and academic contents); representative's meeting per semester between local coordinator and two students' representative per edition.
- Academic and administrative staff: meetings with local coordinator the end of each semester; module coordination meetings at the beginning and at the end of the academic year.
- Associated Partners: yearly online survey about IDEAS graduates' achievement of learning outcomes and skills, and meeting in the context of the Strategic Advisory Board (governing body of the Consortium), once a year.

Evidence includes samples of the following questionnaires:

- Student's feedback from Semesters 1-3.
- Student's feedback concerning Semester 4 (Professional Internship and Master Thesis).
- Alumni professional endeavours and opinion about the programme.
- Professional organisations collaborating with IDEAS feedback.

Assessment

Level: **Compliant**

The cooperating institutions describe an IQAS that covers adequately the quality processes set in part one of the ESG for joint programmes.

Recommendations

- The panel acknowledges the progress made in the quality assurance system and recommends continuing to focus on the details of the quality assurance process.

RESULT

Summary of the assessment

STANDARD	ASSESSMENT
ELIGIBILITY	Compliant
- <i>Status</i>	Compliant
- <i>Joint design and delivery</i>	Compliant
- <i>Cooperation agreement</i>	Compliant
- <i>Extension credit load</i>	Compliant
LEARNING OUTCOMES	Compliant
- <i>Level</i>	Compliant
- <i>Disciplinary fields</i>	Compliant
- <i>Achievement</i>	Compliant
- <i>Regulated professions</i>	Compliant
STUDY PROGRAMME	Compliant
- <i>Curriculum</i>	Compliant
- <i>Credits</i>	Compliant
- <i>Workload</i>	Compliant
ADMISSION AND RECOGNITION	Compliant
- <i>Admission</i>	Compliant
- <i>Recognition</i>	Compliant
LEARNING, TEACHING AND ASSESSMENT	Compliant
- <i>Learning and teaching</i>	Compliant
- <i>Assessment of students</i>	Compliant
STUDENT SUPPORT	Compliant
RESOURCES	Compliant
- <i>Staff</i>	Compliant
- <i>Facilities</i>	Compliant
TRANSPARENCY AND DOCUMENTATION	Compliant
QUALITY ASSURANCE	Compliant
FINAL RESULT PROPOSAL	ACCREDITED

The Chair of the external evaluation committee confirms that this document serves as the assessment report.



Joep C. de Jong
Amsterdam, 20 January 2025

Summary of recommendations

The panel acknowledges and appreciates the actions taken so far, as well as the Reassessment report, which details the updates made to the program in response to the panel's recommendations and explains how the master's program has been adapted to integrate IULM. For communication purposes with the new consortium member, the panel has decided to rephrase and retain the following ones:

1. Eligibility

- The panel recommends ensuring clear mechanisms for coordination between all departments and courses, as well as a defined framework for program governance.
- The panel recommends forming an examination board to ensure consistency and alignment in the assessment process.

2. Learning outcomes

- The panel recommends prioritizing the development of clear and flexible definitions of sustainability and AI throughout the programme.

5. Learning, teaching and assessment

- The panel recommends ensuring consistent exam regulations and a detailed vision for assessments, including calibration across the HEIs. Special attention should be given to the Master Thesis process (proposal approval, feedback, research, etc.).

9. Quality Assurance

- The panel acknowledges the progress made in the quality assurance system and recommends continuing to focus on the details of the quality assurance process.