



European Approach

External review report for *ex ante* accreditation

Programme	Erasmus Mundus proposal: MASTER IN INNOVATIVE DESIGN OF THEMED ENTERTAINMENT AND ATTRACTIONS FOR SUSTAINABILITY (M-IDEAS)
Institutions	Universitat Rovira i Virgili (URV, coordinator) Breda University of applied sciences (BUas) Université Côte d'Azur (UCA)
Date of the visit	19 October 2023

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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
UCA	Université Côte d'Azur
URV	Universitat Rovira i Virgili

INTRODUCTION

The aim of the M-IDEAS (INNOVATIVE DESIGN OF THEMED ENTERTAINMENT AND ATTRACTIONS FOR SUSTAINABILITY) project is to design a two-year (120 ECTS) 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 universities participating in the IDEAS project are Universitat Rovira i Virgili in Catalonia (URV, coordinator, lead beneficiary), Breda University of applied sciences in the Netherlands (BUas) and Université Côte d'Azur (UCA) in France.

According to the Erasmus Mundus Design Measures (EMDM) 2022 Call approved by the European Commission (EMDM Project Number: 101082447— IDEAS — ERASMUS-EDU-2022-EMJM-DESIGN. Ref. Ares (2022)5659920 – 09/08/2022), the three involved universities have to design a joint master programme related to the theme park entertainment and attractions industry, including the setting of an international educational framework between them, the definition of the teaching contents, the strategy for the accreditation of the Master programme by national university and education agencies, the development of a network of industry partners, the exploration of the participation of other potential associated academic and non-academic partners and the deployment of communication, promotion and dissemination tools. This design is previous to the submission of the project to any further Erasmus Mundus Joint Master Call.

This report is an ex ante evaluation, at the present moment the M-IDEAS programme is not implemented, therefore, the assessment is less evidence-based than in an ex post evaluation. On line visit took place on 19 October. The visit programme included interviews with the main stakeholders at the design stage: governing board, teaching staff and industry representatives. 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 M-IDEAS programme.

Basic information of the programme proposal reviewed

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

EQF level: Level 7 master's degree

Degrees awarded: Erasmus Joint master's degree diploma issued by Universitat Rovira i Virgili and National diploma from Université Côte d'Azur.

ECTS: 120 ECTS- 2 years, 4 semesters, ISCED field(s) of study: 1015 - Travel, tourism and leisure

Starting course: September 2025

Panel composition

Chair: Joep C. de Jong

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

Academic: Isabelle Frochot

Tourism marketing and impacts, Consumer Behaviour, Management Sciences, Université de Bourgogne

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

19 October 2023

Time	Activity
14:30-15:30	Meeting with Teaching staff
15:30-15:40	Break
15:40-16:30	Meeting with employers
16:30-16:40	Break
16:40-17:30	Meeting with Programme Coordinators and management team
17:30-18:00	Panel internal work
18:00-18:15	Preliminary conclusions

List of evidence reviewed

IDEAS_Self-assessment report

Annex 1_Legal Status

Annex 2_Consortium Agreement Draft

Annex 3_Legal basis joint programme

Annex 4_Intended Learning Outcomes

Annex 5_Course Syllabi

Annex 6_Structure of the curriculum-study plan

Annex 7_Admission and selection procedures

Annex 8_Recognition of qualifications procedure

Annex 9_Students' assessment and master thesis regulations

Annex 10_Academic staff

Annex 11_Internal quality assurance system

Annex 12_Diploma Supplement sample

Annex 13_Assessment methodologies

Annex 14_Examples of evaluation activities, MT

Annex 15_Pictures of universities' facilities

Annex 16_Support letters to the EMDM project

Annex 17_Commitment letters

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.
- Université Côte d’Azur (UCA) was officially established by the decree “Décret n° 2019-785 du 25 juillet 2019 portant création d'Université Côte d'Azur et approbation de ses statuts”.

The respective national frameworks enable the institutions to participate in the programme. Legislations of the Dutch and Spanish government allows universities 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

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 UCA, 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 Université Côte d’Azur.

Assessment

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 national master diploma from Université Côte d’Azur.

The panel concludes that **the standard is fulfilled**.

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, UCA), 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 provided for the assessment, the programme consists 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 UCA; in the fourth semester (S4, 30 ECTS) students will develop and submit their Master Thesis (including Internship), which in total accounts for 30 ECTS, whereby the internship is done at one of the Associate Partners and supervised by one of the Partner HEIs.

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 University Côte d'Azur (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](#)
- [Insitut Océanographique](#)
- [Marineland Antibes](#)
- [Musée d'Art Classique de Mougins](#)
- [Fragonard Museum](#)
- [Musée Masséna](#)
- [Reserve Biologique des Monts d'Azur](#)

During the visit the HEI's clearly indicated that their intention is to create and operate as one team in the M-IDEAS programme, providing students and staff a seamless experience when participating in the programme. The panel took note of this intention and understood that attention will have to be paid to the governance and coordination of the programme, in future programme developments.

Assessment

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

The panel concludes that **the standard is fulfilled**.

Recommendations

- The panel recommends to set clear mechanisms for vertical coordination between all departments and courses, as well as a clear framework with regards to the governance of the programme.

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 UCA; 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.

Assessment

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

The panel concludes that **the standard is fulfilled**.

Recommendations

- The panel is aware that the cooperation within the consortium is still in the early stages and that students will not enrol before 2025, nevertheless the panel highly

recommends to start with forming an examination board and to start conversations on aligning 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's Thesis".

Assessment

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

The panel concludes that **the standard is fulfilled**.

Recommendations

- The panel recommends to specify, in an early stage of the development of the assessment of the Master Thesis, what will be the requirements of the Professional Internship.

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: 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

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.

The panel concludes that **the standard is fulfilled**.

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.

IDEAS has considered the actual industrial needs but is specially pointing out the importance of embracing sustainability as a guiding thread of the master's programme. Specific for this programme is the development of profound knowledge of how to deal with sustainability with strong focus on a broader perspective on the concept, which is why the learning outcomes related to sustainability are to be found throughout the different modules. However during the online accreditation with HEI's representatives, it was shared that "a common language on what sustainability means is needed".

Assessment

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

The panel concludes that **the standard is fulfilled**.

Recommendations

- It became clear to the panel that the consortium still needs to align around what they exactly mean by 'sustainability' and therefore the panel recommends to prioritize coming up with a clear description of what is meant by 'sustainability'.

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 will need to pass every assessments with a sufficient grade in order to graduate successfully.

Assessment

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.

The panel concludes that **the standard is fulfilled**.

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+ 1 Project 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 UCA; 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	UCA	Ass. Partners URV – BUas – UCA
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) MICE, events and hospitality 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 French course	

IDEAS study programme (Annex 6)

Assessment

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

The panel concludes that **the standard is fulfilled**.

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'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 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

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

The panel concludes that **the standard is fulfilled**.

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 others 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

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

The panel concludes that **the standard is fulfilled**.

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

For students admission and selection, general guidelines have been set (Annex 7): "The student selection is performed by the Academic Committee as well as the student scholarship allocation. The assessment of masters potential students consider the following criteria: academic background and grade average (45%), English certification (10%), professional experience in the field and international mobility (10%), third languages skills (5%) and motivation letter 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.

To ensure an equal treatment and opportunities for all, the assessors involved in the Pair-wise assessment will sign a "Non-conflict of Interest" declaration and no personal data (i.e. gender, age, nationality, etc.) will be processed by this committee.

During the visit, it was agreed that selection process would need further development, regarding the weights and specifications for candidates of some of the merits. It is work in progress and will be ready for the next phase of the proposal.

Assessment

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

The panel concludes that **the standard is fulfilled**.

Recommendations

- The panel recommends to create a possibility for appeal around this master that is consistent across the three HEI's.

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.

Recognition of prior learning will be in line with the Lisbon Recognition Convention and subsidiary documents (Annex 8). The grades for each course will be recognised by the three partner institutions via a grades conversion table (page 33 SER).

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 UCA, 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 Université Côte d'Azur.

Assessment

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

The panel concludes that **the standard is fulfilled**.

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 6.

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.

Assessment

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.

The panel concludes that **the standard is fulfilled**.

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

There is a wide range of assessment methods or techniques to be applied along the programme (Annex 9, Annex 13 and Annex 14): 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.

During the visit, it was agreed that Master Thesis guide of elaboration and assessment would need further development, regarding the student action plan and the feedbacks. It is work in progress and will be ready for the next phase of the proposal.

Successful completion of the Programme will require all the courses to be passed. The final grade of the IDEAS Master's programme will be calculated as the average between all the courses. This total will result in a grade on a scale from 0 to 10.

Assessment

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.

The panel concludes that **the standard is fulfilled**.

Recommendations

- The panel recommends strongly to work on joined consistent exam regulations for the IDEAS programme as well as a more detailed vision with regards to the assessments including calibration across the HEI's. The panel recommends to pay special attention to the way the Master Thesis process is set up (approval of proposal, feedback, research etc.) in order to ensure the quality of these end products.

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.

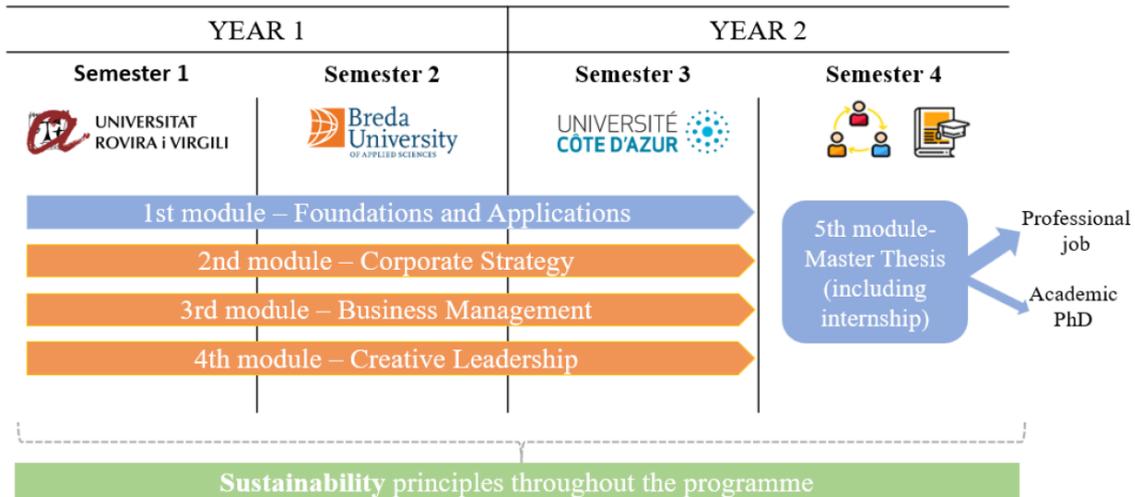
It will be up to each university to take into account the necessary mobility of students by offering different services applicable to the local circumstances.

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.

Finally, the UCA has The Welcome Centre which provides information and personalised assistance to students of the same university during their studies (administrative support, and/or to find accommodation on campus or in the city). Each campus of this university has an International Relations Office, in charge of supporting international students.

The fact that all students will stay at least at two of 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.



IDEAS track mobility (page 10 SER)

Assessment

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.

The panel concludes that **the standard is fulfilled**.

Recommendations

- The panel recommends a common policy for students obtaining visas (when needed) and finding accommodation, since the delays in obtaining visa by Embassies and the finding of appropriate student housing are common issues to all EMJMDs.

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 (content to teach, specialized knowledge, university and professional experience).

The proposal includes 12 course coordinators (URV 6, BUAs 6, UCA 6); 14 other professors (URV 7, BUAs 4, UCA 3); academic guest lecturers (3) and industry guest lecturers (12). 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.

Regarding the administrative staff, the programme foresees one general manager (URV) plus three local managers, one in each partner university.

Assessment

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

The panel concludes that **the standard is fulfilled**.

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's 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

The IMREDD campus of the UCA also has bright classrooms for teaching, open spaces for working, innovative learning classrooms, terraces with natural light.

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

The panel considers that the facilities are sufficient and adequate.

The panel concludes that **the standard is fulfilled**.

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 in 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

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

The panel concludes that **the standard is fulfilled**.

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) where:

- IQAS of each HEIs partner, that will apply when students are at their site.
- Joint IQAS, based on the organisational structure of the governing bodies of the Consortium. A Quality Committee has been set, with representatives of all three HEIs involved, and it is expected to meet once a year to deal with “the results of the internal quality assurance mechanisms (surveys, meetings, etc.), and will decide the actions to be taken to improve the general academic curriculum, the teaching methodologies or organisational aspects concerning student services for each semester. All these aspects shall be informed to or enriched by the meetings organised for the Strategic Advisory Board. External quality assurance procedures (accreditations) will also be discussed”.

Regarding the feedback on the programme by stakeholders/key actors, a series of joint surveys and meetings are presented:

- Students: online survey per semester; meetings between local coordinator and two students representative per edition.
- Academic and administrative staff: meetings with local coordinator per semester; module coordination meetings when needed.
- Associated Partners: 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 also include 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

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

The panel concludes **the standard is fulfilled**.

Recommendations

- The panel recommends to pay attention to the details of the quality assurance process as the broader framework appears to be in place, however the details still seem to be missing.

DECISION

Summary of the assessment

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

Panel Chairman



Joep C. de Jong
Amsterdam, 4 December 2023

Summary of recommendations

1. Eligibility

- > The panel recommends to set clear mechanisms for vertical coordination between all departments and courses, as well as a clear framework with regards to the governance of the programme.
- > The panel is aware that the cooperation within the consortium is still in the early stages and that students will not enrol before 2025, nevertheless the panel highly recommends to start with forming an examination board and to start conversations on aligning the assessment process.
- > The panel recommends to specify in an early stage of the development of the assessment of the Master Thesis what will be the requirements of the Professional Internship.

2. Learning outcomes

- > It became clear to the panel that the consortium still needs to align around what they exactly mean by 'sustainability' and therefore the panel recommends to prioritize coming up with a clear description of what is meant by 'sustainability'.

4. Admission and recognition

- > The panel recommends to create a possibility for appeal around this master that is consistent across the three HEI's.

5. Learning, teaching and assessment

- > The panel recommends strongly to work on joined consistent exam regulations for the IDEAS programme as well as a more detailed vision with regards to the assessments including calibration across the HEI's. The panel recommends to pay special attention to the way the Master Thesis process is set up (approval of proposal, feedback, research etc.) in order to ensure the quality of these end products.

6. Students support

- > The panel recommends a common policy for students obtaining visas (when needed) and finding accommodation, since the delays in obtaining visa by Embassies and the finding of appropriate student housing are common issues to all EMJMDs.

9. Quality Assurance

- > The panel recommends to pay attention to the details of the quality assurance process as the broader framework appears to be in place, however the details still seem to be missing.