



Postbus 5050

NL-3502 JB Utrecht

+31 30 87 820 87

www.AeQui.nl

info@AeQui.nl

Master Strategic Events Management

Breda University of Applied Science

Advisory report of the assessment of the existing
programme June 16th & 17th 2025

Summary

On 16 and 17 June 2025, the Master programme Strategic Events Management at Breda University of Applied Sciences (BUas) was assessed. The panel's overall judgement is positive. The programme is delivered in English and consists of 60 EC spread over two years in a format designed for working professionals. The curriculum prepares students to work at a strategic level within the events industry, emphasizing value creation and professional development.

Intended learning outcomes

The Master Strategic Events Management programme has formulated a coherent set of intended learning outcomes that reflect the strategic orientation of the programme and align with NLQF level 7. The outcomes are built on a competence framework consisting of seven strategic competences which are embedded in a vision of value creation across five dimensions: economic, experience, cultural, social, and symbolic. The outcomes align with the Dublin Descriptors and the professional field's expectations, as confirmed by industry stakeholders. The programme is responsive to digital developments and integrates topics such as AI and innovation. The panel appreciates the clarity, relevance, and future-oriented nature of the intended learning outcomes.

The panel concludes that the programme meets this standard.

Teaching-learning environment

The teaching-learning environment is student-centered, coherent, and grounded in the educational vision of BUas. The curriculum is structured around strategic themes and supported by learning communities, action research, and personalized assignments. The integration of professional work and academic study enables authentic learning and personalized learning journeys. The programme is responsive to student feedback and has recently updated its module sequencing to support early engagement. The teaching staff is academically and professionally qualified, approachable, and

supportive, although there is room to improve consistency in feedback practices. The international and diverse student body benefits from a strong learning community and flexible programme design.

The panel concludes that the programme meets this standard.

Student assessment

The assessment system is based on a clearly defined policy that ensures validity, transparency, and alignment with learning outcomes. A wide variety of assessment methods is used, with a clear distinction between formative and summative assessments. The final graduation phase includes a portfolio with a work-field challenge report and an oral exam, providing students with the opportunity to demonstrate their competences in real-world context. Students mentioned they would benefit from a more individual approach on graduation coaching.

The panel concludes that the programme meets this standard.

Achieved learning outcomes

The graduation phase allows students to integrate their learning into a final challenge report, supported by reflection and evidence of competence development. The work demonstrates the students' ability to operate at a master's level, with projects linked to their professional contexts. While the panel found that the graduation work meets the required standard, it also observed variation in academic quality, particularly in the theoretical underpinnings. It

recommends raising the academic level and encouraging more innovative and industry-relevant topics. Alumni and industry representatives confirmed the added value of the programme in the professional field.

The panel concludes that the programme meets this standard.

Facilities

The programme benefits from the modern and well-equipped facilities of the BUas campus. The Ocean Building provides a flexible and stimulating learning environment, with diverse workspaces and adequate digital infrastructure. The digital platforms Brightspace and Microsoft Teams are used effectively for communication and learning. The library offers strong support services and access to relevant academic resources. Student support is broad and includes coaching, psychological services, and study skills training. While the National Student Survey score for support has declined slightly, the panel finds the support system to be accessible and attending to students' needs. The informal and open culture contributes to a supportive study environment.

The panel concludes that the programme meets this standard.

Quality assurance

The quality assurance system is embedded at multiple levels and follows the PDCA cycle. At the programme level, quality is monitored by a dedicated Quality Team (Q-Team) and a proactive Degree Programme Committee. Regular evaluations, student feedback, and data analysis inform continuous improvements. Students feel

All standards of the NVAO framework have been positively assessed. On this basis, the panel provides a [positive recommendation](#) regarding the accreditation of the Master Strategic Events Management programme.

On behalf of the entire panel, Utrecht, September 2025

B. Reul
Chair

heard, and changes are implemented in response to feedback. The panel values the openness and agility of the programme. Assessment quality is monitored by the Board of Examiners, although its limited size may restrict its effectiveness. The panel advises strengthening its capacity to safeguard the integrity of assessments. The panel concludes that the programme meets this standard.

Recommendations and suggestions

With a view to further development, the panel offers the following recommendations and suggestions:

Recommendations:

- Strengthen the quality of graduation projects with stronger theoretical underpinning and topical relevance of graduation projects, encouraging more innovative and research-driven work. Additional methods for external validation can support this development.
- Expand the capacity of the Board of Examiners to safeguard assessment quality effectively.

Suggestions:

- Enhance the structure of graduation coaching based on the need for more offer-oriented, content driven feedback, without compromising student autonomy.
- Focus on managing expectations during the intake procedure to manage dropout rates.
- Formulate a shared framework for feedback practice, to ensure a more uniform experience across modules and assessors.

J. Jongman
Secretary

Introduction

The Institute

Breda University of Applied Sciences (hereafter BUAs) is a medium-sized higher education institute with about 7,000 Dutch and international students from approximately 80 countries.

BUAs offers bachelor's and master's programmes within five academies:

- Academy of Digital Entertainment;
- Academy of Hotel & Facility;
- Academy for Leisure & Events;
- Academy for Tourism, and;
- Academy of Urban Development, Logistics & Mobility.

The profile

The master's programme in Strategic Events Management) is part of the Academy for Leisure & Events (ALE). The master's programme is a two-year programme, consisting of 60 ECs. During their studies, students work in the related work field and attend one day of classes on campus per week, thus, creating a strong link between education and the industry.

The programme

The programme is aimed at students with a wide range of educational and cultural backgrounds, who are looking to further develop themselves in the field of the events industry. The programme is designed as a learning community in which students, lecturers all contribute to a meaningful learning environment.

The assessment

BUAs has commissioned AeQui to carry out the current assessment. For this purpose, AeQui, in collaboration with the programme, has assembled an independent and knowledgeable panel. A preparatory meeting with representatives of the programme has taken place.

The assessment was conducted based on the Accreditation Framework for Higher Education in the Netherlands, according to the programme outlined in Appendix 2. As the institution has not undergone an institutional audit, six standards were assessed.

Recommendations for further development were made during the previous assessment. The programme has acted in response (see Appendix 3). The panel has integrated this follow-up into its considerations for the current assessment.

The panel conducted the assessment independently; the panel received the necessary information to arrive at a judgement. At the end of the assessment, the programme was informed of the findings and conclusions.

This report was sent in draft to the programme; the programme's responses have been incorporated into this final report.

At the initiative of the programme, a development meeting will be scheduled. The results of this development meeting will not affect the assessment presented in this report.

Intended learning outcomes

Standard 1: The intended learning outcomes tie in with the level and orientation of the programme; they are geared to the expectations of the professional field, the discipline, and international requirements.

Findings

Strategic focus and competence framework

The Master Strategic Events Management has formulated intended learning outcomes that reflect a clear strategic orientation and meet the requirements of a professional master's programme. They form a solid foundation for curriculum design and assessment and connect well with the educational vision.

The learning outcomes are based on the competence profile which is built up around 'value creation', the main competence of the strategic event manager. The programme defines five types of value: economic value, experience value, cultural value, social value and symbolic value.

The competence framework of the programme comprises seven strategic competences, all contributing to the development of well-equipped strategic event managers:

1. Strategic Value Creation
2. Innovation
3. Strategy
4. Responsibility
5. Analysis and Marketing
6. Experience design
7. Stakeholder Management

Alignment with master's level

The competences and the intended learning outcomes ensuing from these competences are explicitly aligned with the Dublin Descriptors for level 7 of the European and Dutch Qualifications

Frameworks (EQF and NLQ). The following overview shows the relation between the competences and Dublin Descriptors.

Competencies	Dublin Descriptors							
	Strategy	Innovation	Responsibility	Experience Design	Analysis and Marketing	Stakeholder Management	Strategic Value Creation	Graduation
Knowledge and understanding	X	X	X	X			X	X
Applying knowledge and understanding	X	X	X	X	X	X	X	X
Making judgements			X	X		X	X	X
Communication				X	X	X	X	X
Lifelong learning skills	X	X	X			X	X	X

Fig. 1 Overview of competences and Dublin Descriptors

While reading the documentation provided by the programme, the panel found that this alignment is consistently demonstrated in programme documents.

In the module guides, the link between both the competences, the learning outcomes and 4 pillars of the Professional Master's Standard (based on the Dublin Descriptors, EQF and NLQF) is clearly described. These pillars are:

1. Mastery
2. Research competence
3. Interprofessional collaboration
4. Impact

The panel concludes that the learning outcomes clearly meet the expectations of a master's level programme. They require students to engage with the strategic dimensions of event management, assess emerging trends, and respond to complex stakeholder environments. The programme distinguishes itself from bachelor-level programs by focusing on contextual analysis, academic underpinning and innovation, rather than on operational or logistical tasks. During

the site visit, also the students mentioned the clear difference in focus they found in this master programme compared to the bachelor programme.

Connection to the professional field

The learning outcomes are developed and periodically reviewed in consultation with professionals from the events industry. The panel spoke with representatives from the field who confirmed the relevance of the outcomes and endorsed the programme's strategic positioning. They expressed a clear demand for graduates who can act as connectors, innovators, and thought leaders in the field. The panel enjoyed hearing that these representatives expressed the added value of the strategic events managers in such clear way.

The panel views the contribution of the professional field as a strong quality mechanism. It is a key reason the learning outcomes are fit for purpose. It also supports graduate employability by ensuring alignment with work field expectations.

Responsiveness to trends and further development of learning outcomes

The panel appreciates that the programme shows awareness of technological developments, such as the rise of AI and data-driven decision-making. While AI is not yet formalized as a separate competence or learning outcome, its implications are embedded in the curriculum (within learning outcomes and assessment).

There is a well-functioning cycle of review and adaptation of the learning outcomes. The programme gathers input from students, staff, alumni, and external stakeholders to evaluate the relevance and clarity of the learning

outcomes. Revisions are made when needed, based on evidence and shared reflection.

Considerations

The panel concludes that the intended learning outcomes of the Master Strategic Events Management are clearly described and aligned with the Dublin Descriptors and NLQF level 7. They reflect the strategic character of the programme and distinguish it from bachelor-level education through their focus contextual analysis, innovation and societal responsibility.

The learning outcomes are strongly connected to the expectations of the professional field and are regularly updated in consultation with practitioners. They demonstrate an awareness of current and emerging developments in the field, including digitalization and sustainability.

In the panel's view, the learning outcomes are future-oriented, relevant, and feasible. They provide a strong foundation for curriculum development, student learning, and assessment.

The panel establishes that the design principles of the programme are in line with the educational vision and institutional profile of Breda University of Applied Sciences. The programme clearly reflects the BUas+ strategic direction, in which education, professional practice and applied research are closely interconnected. Key elements of this vision, such as learning communities, a strong connection with the professional field, and an emphasis on impact, reflection and strategic value creation, are clearly recognisable in the programme.

The panel therefore concludes that the programme meets standard 1.

Teaching-learning environment

Standard 2: The curriculum, the teaching-learning environment and the quality of the teaching staff enable the incoming students to achieve the intended learning outcomes.

Findings

Coherence, orientation and research

The Master Strategic Events Management is a two-year professional master's programme (60 EC), deliberately structured to equip students with the competences needed to operate at a strategic level within the event industry. The curriculum is centered around the concept of value creation, which encompasses economic, cultural, social, symbolic, and experience-based forms of value.

The educational programme is strongly linked to the industry and research. Students combine their studies with employment in the sector, which provides a direct channel for applying theory to professional practice at a strategic level. As one student noted, the programme "takes you from the hands-on level of a bachelor to thinking about events from a broader, long-term and policy-oriented perspective."

A defining feature is the integration of action research as the programme's primary methodological approach. This choice reflects the programme's aim to educate reflective professionals and future change agents. According to the lecturer responsible for teaching this topic, action research is considered the most suitable type of research, as this type of research seeks transformative change, which is also what students will seek to establish in the professional field.

Modules

Each of the seven competences described in

standard 1, has been translated into a Body of Knowledge and Skills (BoKS), thus creating modules with clearly related topics. The development of professional skills (summarized as 'professional leadership skills') is embedded in almost all the study modules.

The panel agrees that the programme presents a solid and well-structured curriculum. At the same time, it sees opportunities for the programme to more explicitly communicate its event-focused identity to prospective students, particularly in module naming and external communications.

Didactical approach

The didactical concept of the programme is based on the educational vision of BUAs. This vision is built on three pillars: 1) learning communities, 2) personalization, and a 3) close connection to the professional field.

From the outset, students work together in structured learning communities, supported by dedicated coaches. These communities function as platforms for peer learning, knowledge exchange, and mutual support. During the site visit, students praised the collaborative atmosphere within these learning communities. Additionally, both current students and alumni of the programme emphasized the added value of these communities. They stated that the mix of experience levels and backgrounds of students enriched the groups' learning.

Secondly, personalization is a central element in the programme. Students connect their assign-

ments directly to their professional context, which enhances motivation and depth. The diversity of student backgrounds—ranging from festival organizers and theatre managers to lecturers and entrepreneurs—enables a dynamic exchange of perspectives and fosters learning across disciplines and sectors.

Thirdly, the programme’s connection to the professional field is visible and well-integrated. Guest lecturers, field visits, and real-life case-work offer continuous exposure to current developments. Students appreciated the “quality of the guest speakers” and the fact that “the programme helps you look at events as a tool for strategic decision-making.” While multi-day field trips proved difficult to organize due to participants’ work obligations, networking events, shared lunch breaks and informal ‘master’s drinks’ contribute to a vibrant and connected community.

The panel is very positive about the way the programme supports students during their study. Apart from the supportive learning communities, the campus events and monthly informal drinks at the campus ‘Light house’ bar contribute to a learning environment focussing on exchange and programme-overarching interaction.

Curriculum structure and modular sequencing

The programme of the first year contains five modules of 6 EC each:

- Innovation & Change
- Business Strategy
- Sustainability and Responsibility
- Event Marketing
- Experience design

During the site visit, the panel learned that the programme has decided to alter the order in which these modules are scheduled. With

reordering the modules, there now will be more focus on building a strong and supportive learning community right from the start of the programme. The panel commends the programme’s willingness to adapt based on student feedback and sees this as an indication of a responsive and student-centered educational culture.

In the second year of the programme, students take part in 2 modules of 6 EC each: Collaboration & Co-creation and Strategic Value Creation. Besides that, students prepare themselves for their graduation phase. This final trajectory includes the execution of a professional research project, situated within the student’s workplace (18 EC).

Student support

BUas places considerable emphasis on student well-being and the creation of a learning environment that enables students to thrive both academically and personally. The ‘Policy Plan on Student Well-Being’ outlines this institutional commitment. Within the Academy for Leisure & Events, which houses the Master Strategic Events Management, this policy is implemented through both general and programme-specific support mechanisms. Students have access to a wide range of support structures, including:

- Learning community coaches
- Module coordinators
- Programme coordinator
- Confidential counsellor
- Psychologist

These roles provide both proactive and responsive support throughout the student journey. The panel appreciates that support is not limited to study-related issues but also includes emotional and mental well-being. Students also have access to extra-curricular support tools, such as:

- BEST (Better Studying) training sessions, aimed at improving academic skills;
- Mirro Modules, a suite of online e-health resources designed to support mental resilience.

Despite all support measures, the 2024 National Student Survey (NSS) shows a decrease in satisfaction with support and guidance. While the score remains solid at 3.6 out of 5, it has declined from 4.5 in 2020. During the panel visit, students indicated that while support remains available, they sometimes need to take more initiative themselves to access it.

Nevertheless, overall the broad support infrastructure and the approachability of staff were positively evaluated. The panel notes that the diversity of student backgrounds, employment contexts and study experiences is well recognized by the programme, and that flexibility is built into the support system where possible.

Study load and feasibility

The programme is a two-year study with a workload of 20 hours average per week. Students attend classes on day a week on Tuesday. According to the programme's representatives, this weekday proved to be least conflicting with professional obligations of students.

Since its redesign in 2021 from a 1.5-year to a two-year format, the reported workload has decreased. Students noted that the perceived pressure is "highly individual," depending on their professional and personal circumstances, but they generally find the workload manageable.

During the site visit, the dropout rate (approximately 35% over five years) was discussed in depth. The panel was pleased to see that to

manage the dropout rate, the programme takes various measures, including a strict intake procedure, careful management of student expectations, and adjustments to module sequencing to enhance early engagement. The panel encourages the programme to continue monitoring the impact of these interventions and to remain transparent about the challenges and successes in retention.

Accessibility and study feasibility

The programme has a flexible set-up that allows students to combine study, work and personal circumstances. Within this framework, room for individual arrangements is available in consultation with students and the relevant support services of the institution. Students with a functional impairment can make use of the regular facilities and support structures offered by Breda University of Applied Sciences. Additionally there is a student counsellor specifically available for M SEM students.

These provisions are known within the programme, and students are referred to the appropriate support services in a timely manner when needed.

Study guidance

Students are supported by lecturers and coaches who monitor both academic progress and the combination of study and professional practice. Study guidance is embedded in the learning community structure and supports students throughout the programme, including during the graduation phase, in making informed choices regarding their learning trajectory.

Teaching staff and educational quality

The workforce consists of 26 lecturers of 6 different nationalities, who are qualified at master or PhD level. The majority are BKE-certified (25 out of 26) and have completed didactical

training. Many are active researchers in the *Placemaking & Events* research line and contribute to other programs within BUAs.

BUAs takes responsibility for the professional development of the teaching staff. The panel found a good example in the fact that, since AI and data management are revolutionising the event industry, lecturers are obliged to take a course in AI. During the discussions, representatives of the programme, the examination board and students of the programme showed awareness of this rapid development and the need to address this in both the curriculum, the learning outcomes and assessment.

Furthermore, experts from the work field contribute to lectures, the intake procedure and assessments. During the site visit, the panel spoke to a highly motivated and dedicated team of staff, all showing a clear drive to support both the learning journey of the students and the development of the programme.

Students consistently expressed appreciation for the quality, accessibility, and commitment of the teaching staff. The 2024 National Student Survey score of 3.9/5 confirms this general satisfaction. Students described the lecturers as “Great teachers, very experienced with a lot of knowledge on topics and flexibility. The teachers are friendly and approachable”.

Language of the programme

Since the programme aims for graduates to be able to fulfil their role as strategic events managers in a global work environment, the programme is conducted completely in English. The international character of the work field is reflected in the international work force. Teachers come from various international backgrounds and have experience in teaching in English. Their

English proficiency is at C1/C2 level. This is in line with the vision of BUAs on the characteristics of the workforce which, among others, should be internationally orientated.

Given this international orientation of both the programme and the professional field, the panel considers the use of an English-taught programme name to be appropriate.

Considerations

The teaching-learning environment of the Master Strategic Events Management programme is robust, coherent, and student-centered. The curriculum is grounded in a clear and relevant educational vision and supports the development of strategic competences through its structure, content and didactic design. The responsiveness to needs of student and the professional work field, evidenced by recent module adjustments is a further strength.

The integration of professional practice and action research fosters critical reflection and meaningful application of skills and knowledge. Learning communities and personalized learning journeys offer students a sense of ownership and added value to peer learning.

The teaching staff is academically and professionally well-qualified, and student feedback confirms their accessibility and engagement. The panel found representatives of the teaching staff to come across as dedicated and passionate.

The English-language environment is well managed and supports the international orientation of the programme.

The panel considers that study guidance forms an integral part of the teaching and learning environment of the programme. The guidance is consistent with the educational concept of learning communities and adequately supports

students in progressing through the programme. There is a student counsellor specifically available for M SEM students. The design of the teaching and learning environment supports the accessibility and study feasibility of the programme, including for students with a functional impairment.

The panel particularly values the authenticity and depth of the learning environment. The diversity of the student group, the relevance of

the assignments, and the integration of professional insights all contribute to a rich and dynamic educational experience. These conditions collectively enable students to achieve the intended learning outcomes.

The panel concludes that the programme meets Standard 2.

Student assessment

Standard 3: The programme has an adequate system of student assessment in place.

Findings

Assessment policy and assessment methods

The Master Strategic Events Management programme has developed a coherent and clearly articulated assessment policy, distinguishing between formative and summative assessments. This dual structure reflects the programme's didactic philosophy: summative assessments verify the student's level of competence, while formative assessments are designed to guide learning and support development.

Throughout the curriculum, assessment methods are tailored to reflect the complexity and diversity of the profession. Examples of assessment methods used are:

- Group project
- Individual presentation
- Individual oral exam
- Duo assignment
- Individual portfolio

In the first year, both individual and group assessments are used; in the second year, only individual assessments are used to ensure that students can demonstrate independent mastery of the competences. Group assignments always include an individual component, ensuring that individual development is sufficiently captured.

Final assessment

The graduation phase consists of two main components: the graduation portfolio (with a challenge report) and an oral exam. These elements collectively serve to assess whether students meet all seven programme competences at master level.

The programme offers students three routes for linking their graduation challenge to earlier modules (Strategic Value Creation and Collaboration & Co-creation), allowing for flexibility and coherence depending on individual professional contexts. The graduation portfolio consists of self-assessment reports and reflections, a graduation plan, challenge report(s) and an appendix with proof regarding the seven Strategic Events Management competencies and four master pillars. During the oral exam, the student defends the work and reflects on the learning process, based on questions posed by an assessment committee.

The panel finds that this assessment design supports the integration of learning across modules and encourages long-term reflection within students.

Quality of assessment

The quality of the assessments within the programme is being monitored by two committees: the institutes Master Board of Examinators and the Degree Programme committee. The panel found that both bodies are committed and active in their quality assurance roles. However, the Examination Board consists of only three members, which places pressure on its capacity to fully safeguard quality across the programme. The panel recommends that the institution explores options to expand the capacity of the board, to allow for a more proactive role in safeguarding procedures.

A clear framework for evaluation, design and execution of assessments is offered by both the 'Testing and Exam Regulations' (TER) and the

assessment policy of the Master SEM. In the assessment policy of BUAs, 'constructive alignment' forms the backbone of assessment development. The panel finds that this alignment between intended outcomes, content and assessment is embedded in the programme's approach to assessment.

Students' appreciation on assessment

In the National Student Survey (NSS), items such as the clarity of assessment, the match of the assessment with the programme content, the quality of the assessments and usefulness of feedback on assignments have been assessed. The overall average score from students in 2024 was a 3,5 out of 5, showing a modest decline from previous years (3,9 in 2023) – although numbers of respondents are small. One of the aims is to improve the clarity of assessment criteria, since this topic received a slightly less positive score compared to other items.

During the site visit, students stated that they are satisfied with the assessments within the programme but mentioned that consistency in feedback on assignments can be improved. They find that the amount and depth of feedback differs. Nevertheless, students indicated that they felt fairly treated and that grading was consistent with expectations.

The panel acknowledges the positive aspects of the assessment system but agrees with students that consistency in feedback can be improved, both in quantity and in depth. This issue also became apparent during the evaluation of written feedback samples. The panel therefore encourages the programme to formulate a shared framework for feedback practice, perhaps supported by intervision among lecturers, to ensure a more uniform experience across modules and assessors.

Considerations

The panel concludes that the Master Strategic Events Management programme has an assessment system that is coherent, transparent and appropriate for the level and nature of the programme.

The assessment policy is well designed and grounded in constructive alignment. A variety of assessment methods is used, suited to the strategic competences and professional focus of the programme. Formative and summative assessment are both meaningfully integrated. The graduation trajectory allows students to demonstrate mastery in a real-world context and offers flexibility to connect challenges across modules.

Students express general satisfaction with the diversity and fairness of assessment but identify room for improvement in feedback. The panel shares this observation and recommends that the programme develops a more standardized approach to feedback, while preserving the space for professional judgement.

The Examination Board and the Degree Programme Committee fulfil their roles adequately, but the limited size of the examination board puts some stress on the continuity and depth of quality assurance. The programme could benefit from more attention of the examination board for supporting the development of assessment, hence the panel advises the institution to increase the board's capacity.

The panel concludes that the programme meets standard 3.

Achieved learning outcomes

Standard 4: The programme demonstrates that the intended learning outcomes are achieved.

Findings

Demonstration of master level

Graduates of the Master Strategic Events Management are expected to demonstrate a level of competence consistent with level 7 of the European Qualifications Framework (EQF).

The master level described in the competence profile of the Master Strategic Events Management consists of four pillars and seven competences (see also standard 1).

Pillars:

1. Mastery
2. Research competence
3. Interprofessional conduct
4. Impact

Competences:

1. Strategic Value Creation
2. Stakeholder management
3. Analyses and Marketing
4. Experience Design
5. Responsibility
6. Innovation
7. Strategy

The graduation phase plays a key role in assessing whether students have achieved these outcomes. It spans 18 EC and includes a graduation portfolio and an oral exam. Students typically build their graduation work on challenges developed earlier in the programme, particularly within the modules 'Strategic Value Creation' and 'Collaboration & Co-creation'. This structure promotes continuity and depth, allowing students to further develop earlier insights in a summative context.

The graduation committee consists of two lecturers and a representative of the event industry. The two lecturers fulfil the role of assessor during while the representative of the event industry provides the assessors with advice about the relevance of the evidence for the event industry, provided by the student.

During the site visit students confirmed that the graduation phase offers meaningful opportunities to apply strategic thinking in their own work context. The majority of students linked their projects directly to organizational development within their companies, and many spoke convincingly about the value of action research in shaping strategic interventions.

Another topic brought up by students during their conversation with the panel was graduation coaching. In the process of preparing for the graduation assessment, students are supported by their learning community and their community graduation coach. However, they feel that they would benefit more from offer-orientated individual coaching and more substantive feedback on the content of their challenge report and action research. The panel invites the programme to explore possibilities to provide such kind of graduation coaching.

Quality of graduation portfolios

The panel studied 15 graduation portfolios and was positively impressed by the diversity of the projects that students worked on. At the same time it found that the academic quality of the challenge reports was variable. While students demonstrated strong reflective abilities in

conversation during the site visit, this was not always reflected in the written reports. The panel indicates that the theoretical underpinning in the challenge report can be improved, especially as both the programme and the students indicated that academic literature and the analysis thereof was part of the overall curriculum.

The panel also noted that some portfolios were excessively long, in some cases exceeding 600 pages. From the discussion it appeared that supplements made up a large part of the portfolios in a number of cases. Therefore, the panel suggests exploring way how the proportionality and efficiency, both for students and assessors, can be improved

Despite these observations, the panel found that all reviewed products met the minimum requirements of the master level, and that students are indeed capable of demonstrating the required competences.

Alumni and professional field perspectives

The added value of the programme is confirmed by both alumni and the representatives of the professional field. Alumni reported that the programme had direct impact on their careers, either by strengthening their current role or enabling new opportunities. They valued the ability to apply strategic insights in practical contexts and noted the strong alignment between programme content and the challenges they face in the event industry.

During the site visit, industry representatives confirmed the need for professionals with strategic competence and critical thinking skills. For them this is one of many reasons they are motivated to contribute to the programme.

Considerations

Graduates demonstrate the ability to work at a strategic level in the event industry, underpinned by critical thinking, reflective practice, and professional responsibility. The graduation phase provides an appropriate and flexible mechanism to assess whether students meet the intended learning outcomes.

The structure of the portfolio and oral exam allows students to integrate professional experience with theoretical understanding. The programme succeeds in linking learning outcomes to real-world application and students value the opportunity to explore complex, authentic challenges in their own context.

At the same time, the panel sees opportunities for improvement, regarding the scope and content of the portfolios and graduation coaching. It recommends considering more offer-oriented graduation coaching, incorporating more theoretical concepts in the challenge reports and encouraging more innovative and industry-relevant topics. With this the programme can add value to the industry and strengthen its position amongst other programmes, focusing on strategic events management. Additional methods for external validation can support this development. An example of how the programme can organize this, is by collaborating with similar programmes and exchange final works for a peer review on graduation levels and assessment forms.

The panel concludes that the Master Strategic Events Management programme meets standard 4.

Facilities

Standard 5: The accommodation and material facilities (infrastructure) are sufficient for the realisation of the curriculum

Findings

Facilities

Since 2020, all programs, academies and supporting services are brought together at a single location: the BUas campus. The guiding vision behind this consolidation is to encourage cross-disciplinary collaboration and foster learning communities by creating shared and inviting physical spaces. The panel recognizes this vision clearly in the facilities offered by the Master Strategic Events Management programme and expresses appreciation for the overall quality of the learning environment.

The Master Strategic Events Management is housed in the Ocean Building, a modern and purposefully designed space where students can attend lectures, work in teams, or meet informally. The building offers a wide variety of educational spaces that support different types of learning activities, including standard classrooms, creative spaces such as workshops and studios, and informal learning zones. During the site visit, students expressed appreciation for the flexibility and atmosphere of the building. The diversity in spatial settings allows them to switch between focused study, creative ideation, and peer interaction. While visiting the campus, the panel witnessed various groups of students using the many different types of learning spaces. This made for a good impression of daily life at the campus.

Each classroom is equipped with appropriate educational technology, such as whiteboards, writing walls, and connections for laptops. Wi-Fi is widely available and stable. The panel observed that the hardware and software

infrastructure is sufficient to support the needs of a professional master's programme.

The Learning Management System (LMS) used by the Master Strategic Events Management is Brightspace. Students and lecturers use this platform not only for course materials and planning but also for assessment purposes. In addition, Microsoft Teams plays an important role as a communication and collaboration platform.

The BUas library serves as both a physical and digital support hub for students and staff. It offers access to relevant literature, databases, and academic resources, as well as quiet workspaces. Moreover, the library contributes to the research infrastructure by maintaining the Pure Web Portal, an open-access repository for the academic output of BUas staff. During the visit, students confirmed that they can find and access the literature they need, and that the library services meet their expectations.

The panel concludes that the physical and digital learning environment of the programme is well-equipped, stimulating and supportive of the pedagogical concept. The facilities contribute to the feasibility of the programme and the quality of the student experience.

Considerations

The physical facilities—particularly those in the Ocean Building—are modern, flexible, and conducive to both individual and group learning. The combination of different classroom types, informal study spaces and digital tools provides an environment that aligns well with the learning outcomes and pedagogical approach of a professional master's programme.

The digital learning infrastructure is robust. Platforms such as Brightspace and Teams are used effectively for communication, collaboration, and assessment. Students report that they are well informed, and the panel sees this as a strong element in the delivery of the programme.

The panel therefore concludes that the programme meets standard 5.

Quality assurance

Standard 6: The programme has an explicit and widely supported quality assurance system in place. It promotes the quality culture and has a focus on development.

Findings

The BUAs quality assurance system

At BUAs, quality assurance is embedded in a multi-layered system that integrates institutional, academy and programme levels. The overall responsibility for the quality of education lies with the Executive Board, which has implemented a quality framework focusing on four domains: education, personnel, research, and facilities. At academy level, the directors hold responsibility for quality assurance. In doing so, they are supported by the Education, Research, & Information Management office (ER&IM), which is responsible for directing quality assurance and helps collect and interpret data to monitor performance and support decision-making.

The institution uses the PDCA (Plan-Do-Check-Act) cycle as the internal framework for quality management. Strategic goals set by the Executive Board are translated into objectives at academy level, which are then evaluated and reported upon three times per year. This system ensures alignment between central policy and local implementation and promotes a culture of evidence-based reflection.

Programme-level quality assurance

The Academy of Leisure & Events has his own quality assurance system which is being operated by the Quality Team (Q-Team). This team conducts surveys, organizes round table sessions with students and staff and analyses survey data. Objectives of the surveys and round

table sessions are aligned with European quality standards and accreditation standards.

The Degree Programme Committee (DPC) ensures that feedback from students and other stakeholders is systematically gathered and translated into improvement actions. The DPC meets five times per year to discuss:

- Module evaluations,
- Survey results,
- Observations from round table sessions,
- Proposals for educational development.

The panel observed that this committee works closely with lecturers, programme management, and support staff to promote continuous curriculum enhancement.

Students interviewed during the site visit are very satisfied with the openness of the programme team to feedback. One student remarked: *"Whenever we made suggestions, the programme really listened"*. This confirms the panel's impression that the quality culture within the programme is active, responsive, and student-centered.

Considerations

The programme operates within a mature and multi-level quality assurance system that combines institutional coherence with programme-level autonomy. The PDCA-based structure ensures that strategic objectives are translated into measurable targets and evaluated regularly. The Academy for Leisure & Events has embedded this cycle in its own operations and

promotes a culture of shared responsibility for quality.

At programme level, the presence of a dedicated Q-Team, a proactive Degree Programme Committee, and engaged lecturers supports the systematic monitoring and continuous improvement of education. Students play an active role in this process and feel encouraged to share their feedback.

The panel values the responsiveness of the programme to student input and the openness of communication channels.

Furthermore, the provision of information to students is clear and effective. For instance, students stated they are well informed about expectations regarding the use of AI in assign-

ments, indicating that policy and practice are transparently communicated.

The panel does identify one area for attention: the capacity of the Board of Examiners to safeguard assessment quality across the academy.

Overall, the panel finds that the programme has a well-structured, inclusive and effective quality assurance system, and that it contributes actively to the quality culture of the institution.

The panel therefore concludes that the programme meets Standard 6.

Administrative details

Institution

Name in RIO	Breda University of Applied Sciences
Address	Mgr. Hopmanstraat 2, 4817 JS, Breda
Website	www.buas.nl
BRIN number	21UI
Status (funded or unfunded)	Funded (Publicly funded)
ITK	Not applied for

Programme

Official name in RIO	Master Strategic Events Management
Location	Breda
Programme code in RIO	45287
Orientation and level (wo/hbo/ad/ba/ma)	hbo – master
Research master (yes or no)	No
Language of instruction	English
(Legal) professional requirements	No
All study tracks / graduation profiles / specialisations	No
Joint programme degree	No
Distinctive feature	No
Awarded degree and title	Master of Arts (MA)
Study load in EC	60 EC
Mode(s) of study (full-time, part-time, dual)	Part-time
Working with units of learning outcomes	—
Assessment cluster	HBO Strategic Events Management (unique)
Submission date of assessment report	1 November 2025
Other (e.g. name change or extension of study duration)	—

Attachment 1: assessment panel

Bert Reul, MBA, Chair
Former Dean, Rotterdam University of Applied Sciences

Prof. Dr. Jane Ali-Knight
Professor of Festival and Event Management, Edinburgh Napier University

Ruud Vinke
Director, Solid Entertainment

Karen Taselaar, Student Member
Student of International Business Administration, University of Twente

The panel was supported by Jildou Jongman, certified secretary.

All panel members have completed and signed a statement of independence and impartiality, and these have been submitted to NVAO.

Attachment 2: site visit program

Day 1: Monday 16 June 2025

12:00	Arrival Panel
12:00-13:30	Internal Deliberations Panel & Lunch
13:30-14:15	Board & Management
14:15-14:30	Break
14:30-15:00	Campus Tour
15:15-16:15	Alumni & Industry partners (<i>hybrid</i>)
16:15-17:15	Internal Deliberations Panel
17:15-17:30	Feedback on Accreditation Day 1

Day 2: Tuesday 17 June 2025

8:30	Arrival Panel
9:00-10:00	Students
10:00-10:15	Break
10:15-11:00	Board of Examiners
11:00-11:30	Break
11:30-11:45	Walk towards Showcase
11:45-12:30	Showcase Experience Design
12:30-13:30	Lunch
13:30-14:30	Lecturing Staff
14:30-16:00	Wrap-up Session Panel (<i>& open walk-in</i>)
16:00-16:30	Feedback & Closure
16.30-17:30	Drinks

Attachment 3: Recommendations from previous assessment

Recommendations	Actions taken
<p>Standard 3; programme content</p> <p>The panel suggests that attention for professional leadership and professional skills may be added in the curriculum. The panel believes that a self-assessment assignment at the start of the study programme makes clear which competencies need further development (2019).</p>	<ol style="list-style-type: none"> 1. As of the start of the master, a self-assessment is conducted at the beginning of the programme to map the student's initial situation, focusing on the MASTER SEM learning goals. This assessment is repeated at the end of the master's programme, where students reflect on their overall learning journey. 2. Professional skills and leadership are integrated into the programme rather than listed as separate competencies. They are embedded within the first three modules, with Lumina being introduced in the first module to enhance self-awareness in team communication and personal leadership. Moreover, it is part of the graduation trajectory.
<p>Standard 4; Programme learning environment</p> <p>Students may struggle to balance work in the event industry with their courses, especially during major events. The panel suggests adding flexibility to the study programme. Companies should help students attend courses, and MASTER SEM should allow participation in major events (2019).</p>	<ol style="list-style-type: none"> 1. The MASTER SEM programme offers a high degree of flexibility for assignments, enabling students to work on projects relevant to their own companies. If it is not possible to work on assignments within their company, lecturers collaborate with students to find suitable solutions. 2. That being said, managing the demanding situation of balancing work and study remains a significant challenge, particularly for students who are relatively new to the workforce. We strive to empower all (and especially these) students to maintain their own work-study-life balance and be clear about the demands of their social educational and professional environment. 3. To make the industry more aware of the demands and opportunities the programme offers, we have involved them in the Innovation & Change module, where employers participate in joint assignments. 4. During the Discover Your Future event organised by the ALE master's programmes, which invites master's students, alumni, industry representatives, and BUAs lecturers and researchers, a special workshop was held for first-year MASTER SEM students and their colleagues. This workshop aimed to help industry partners understand the benefits of the master's programme for their companies.
<p>Standard 5; Intake</p> <p>The panel suggests to outline the characteristics of an HBO (professional) master's compared to a WO (academic) master's more explicitly to potential students, the professional field, and the industry.</p>	<p>This explanation is part of the presentation delivered during Open Days and Open Evenings. Additionally, a new short video featuring our student ambassador is currently being produced for the BUAs website about the Master Strategic Events Management (MASTER SEM), which will also include this information.</p>
<p>Standard 5; Intake</p> <p>To facilitate the need for lifelong learning and ensure the course is accessible to those who</p>	<p>Since this year, we have introduced the possibility of admitting students who do not hold a bachelor's degree but who can provide evidence of significant work</p>

<p>truly require the specific competencies offered, it is recommended that exceptional entries be considered in admissions. This also reflects the relatively low percentage of experienced event and hospitality industry professionals who hold tertiary qualifications.</p>	<p>experience which demonstrates that they have acquired the required bachelor's level competencies. This policy has been incorporated into the TER (Teaching and Examination Regulations).</p>
<p>Standard 8; Tutoring</p> <p>The panel is positive that counselling is available although they wonder if a counselling ratio of 1.73 FTE to 1,400 students is sufficient. Attention for stress is not explicitly addressed in the study programme, but the learning community offers opportunities to discuss it. The panel recommends paying ample attention to students in balancing the study programme, work, and personal life (2019).</p>	<ol style="list-style-type: none"> 1. During the first year of the master's programme, it became clear that the programme was too demanding to be completed in one-and-a-half years. Therefore, the standard duration of studies has been extended to a two-year programme. 2. Classes are scheduled to ensure that students are required to be on campus only one day a week, supporting them in effectively balancing their work, studies, and personal commitments. 3. Learning community coaches and the programme coordinator are available to discuss challenges students face. Additionally, students can seek guidance from the student counsellor, who is available to help them find balance when needed. 4. There is a dedicated student counsellor for the MASTER SEM students, and several students consult her. The NSS scores indicate high satisfaction among students (score 3.9). 5. There is significant attention to maintaining normal stress levels through consistent measurements in evaluation surveys (see Tables 4.7 and 4.8), empowering students, involving the industry in the programme, and using LUMINA to provide students with greater self-awareness and coping tools.
<p>Standard 9; Quality assurance</p> <p>A few topics will require extra attention in the PDCA cycle, such as the study load and the industry-school-student cooperation triangle. The necessity of closely monitoring the study load, is a known fact from the academy's other professional master's programme. The panel has seen quality cards for the study programme of MASTER SEM during the site visit. However, a target student satisfaction score of 3.5 on a five-point scale is quite low for a small-scale programme (2019).</p>	<ol style="list-style-type: none"> 1. All modules are evaluated, and measuring the perceived study load is always part of this process. Over time, we have observed that the initial high peaks have diminished. We have established clear guidelines for lecturers to align assignments and content (e.g., the amount of literature) with the ECTS credits. 2. Regarding the industry-school-student cooperation triangle, we have introduced several initiatives to enhance collaboration, as described above. 3. The student satisfaction score of 3.5 (on a five-point Likert scale) is the minimum score that BUAs expects for the NSS scores, and we also use this standard for our surveys. In practice, we often see much higher scores. 4. Nonetheless, we observe significant year-to-year variations, a phenomenon commonly seen in small-scale programmes at BUAs. In programmes with small student cohorts, individual scores have a proportionally greater

	<p>impact on the overall average compared to larger programmes. Factors such as a lecturer falling ill or differences in group dynamics can significantly influence the scores. This is a common occurrence in our smaller programmes. A group with many recently employed students differs from a mixed group. We strive to achieve a good balance within the group and maximise the benefits of the cooperative process, but in some years the group is more homogeneous.</p>
<p>Standard 10; Assessment The panel advises that the 'Regels en Richtlijnen van de Examencommissie' should explicitly state that the primary responsibility of the Board of Examiners is to ensure that each individual graduate has achieved the intended learning outcomes of the programme (2019). During the mid-term evaluation, the committee learned that several actions were being taken to ascertain that the intended learning outcomes are met. The panel understands that there are no group assessments for group work and advises the programme management to consider how group assessments may enrich the assessment portfolio (2022).</p>	<ol style="list-style-type: none"> 1. The primary responsibility of the Board of Examiners to ensure that each individual graduate has achieved the ILOs of the programme is explicitly stated in the Regels en Richtlijnen. 2. The BoE uses the 'Quality Instrument for Assessment in Programmes in Professional Education' regularly (KIT in Dutch; KwaliteitsInstrument toetsprogramma's in beroepsgericht onderwijs). They organised a meeting with the team to discuss the results and improvement points. 3. The BoE also regularly checks several graduation portfolios and have concluded that they meet the ILOs. 4. In addition to individual assessments, there are also several group and duo assessments. Cooperative learning is an essential part of nearly all modules.
<p>Standard 11 – Achieved Learning Outcomes Considering the nature of the events' sector, the panel wishes to encourage the management, lecturers and students to further 'think outside the box' in choosing a graduation topic. In this way, the graduation works will do even more justice to the flexible and challenging nature of the events industry (2022).</p>	<p>Besides the fact that students have complete freedom in choosing their graduation challenges, coaches explicitly support them to be innovative and bold in their choices. This approach has led to a greater variety of graduation topics and the confidence to explore unconventional subjects.</p>

Attachment 4: reviewed documents

- Self evaluation report
- Appendix 01 Strategic Direction 2022-2025 Buas
- Appendix 02 Buas R&D Vision Statement
- Appendix 03 Buas Magazine Undercover Internationalisation 2024-2025
- Appendix 04 Infographic M SEM students year 1&2 2025
- Appendix 05 Competency profile of the Master Strategic Events Management 2024-2025
- Appendix 06 Master SEM Study Handbook 2024-2025
- Appendix 07 Study Guide of the M SEM Module Innovation and Change M SEM 2024-2025
- Appendix 08 Study Guide of the M SEM Module Business Strategy 2024-2025
- Appendix 09 Study Guide of the M SEM Module Sustainability Responsibility 2024-2025
- Appendix 10 Study Guide of the M SEM Module Event Marketing 2024-2025
- Appendix 11 Study Guide of the M SEM Module Experience Design 2024-2025
- Appendix 12 Study Guide of the M SEM Module Collaboration & Co-Creation M SEM 2024-2025
- Appendix 13 Study Guide of the M SEM Module Strategic Value Creation 2024-2025
- Appendix 14 Education@Work- Educational Vision of Buas
- Appendix 15 Overview of Industry Representatives and Guest Lectures in 2024-2025
- Appendix 16 Buas Student Guide Levels of AI use 2024-2025
- Appendix 17 Buas AI Strategy One Pager AI – Meaningful AI Endeavours
- Appendix 18 Policy plan on Student Well-Being at Buas, May 2021
- Appendix 19 Intake Assessment Forms Master SEM cohort 2025
- Appendix 20 Buas Application and Enrolment Regulations 2024-2025
- Appendix 21 Testing and Exam Regulations of Master SEM 2024-2025
- Appendix 22 Buas HRM Policy Framework 2018-2021
- Appendix 23 Overview of Internal Buas Lectures in the Master Strategic Events Management
- Appendix 24 Team Bases Working (updated)
- Appendix 25 Assessment Policy M SEM 2019-2025
- Appendix 26 Annual Report Board of Examiners, December 2024
- Appendix 27 Graduation Manual M SEM 2024-2025
- Appendix 28 Planning Master SEM 2024-2025 year 1
- Appendix 29 Planning Master SEM 2024-2025 year 2
- Appendix 30 Tips & Tricks graduation Plan M SEM
- Appendix 31 Tips & Tricks Graduation Portfolio & Oral Exam M SEM
- Appendix 32 Overview Graduates M SEM
- Appendix 33 Outcomes Alumni Survey M SEM October 2024
- Appendix 34 Overview Jobs Alumni M SEM
- Appendix 35 Buas Campus Tour
- Appendix 36 Buas Quality Assurance System for Education, July 2022
- Appendix 37 Quality Card 2020-2024 M SEM – November 2024
- Graduation work of 15 students of the M SEM programme

