Professional Doctorate Leisure Tourism & Hospitality

Program Document

Colofon

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Program Document

Taskforce Professional Doctorate Leisure Tourism & Hospitality
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1 Introduction

The domain of leisure, tourism and hospitality is increasingly important for the Netherlands. In 2019, the year before the Covid-19 pandemic started, business activities in the domain generated revenues of EUR 91,2 billion, and employed around 813.000 people (NRIT, Centraal Bureau voor de Statistiek, NBTC Holland Marketing en CELTH, Centre of Expertise Leisure, Tourism & Hospitality, 2019). Tourism growth (pre-Covid) pushes investments in infrastructure (transport and mobility, accommodation, amenities, events, and travel services). The resource use, complexity and extended scope of the domain is visible in a large variety of development strategies, investment vehicles and business models.

Because of its increased impact on society, the Raad voor de leefomgeving en infrastructuur (2019) mentions the need for a change in thinking within leisure, tourism, and hospitality. The effects of the Covid-19 pandemic have demonstrated the need for flexibility and resilience to shocks and crises. In the near future, businesses, industry associations and other actors in leisure, tourism and hospitality will continue to face serious challenges, as it needs to adapt to increased impacts of climate change (Gerlings, 2022). As a result, there is an urgent need for developing, testing and evaluation of new models, systems, and processes of interaction in leisure, tourism, and hospitality.

Seven Universities of Applied Sciences (UAS) have decided to join forces in response to these challenges, and develop a tailored Professional Doctorate (PD) degree program in leisure, tourism, and hospitality (PD-LTH). These are: NHL Stenden UAS, Breda University of Applied Sciences (BUas), Saxion UAS, Zuyd UAS, Inholland UAS, Hotelschool the Hague UAS, and Hogeschool Zeeland UAS. The current PD program proposal is a follow up to the proposition approved by the Vereniging Hogescholen (VH, Netherlands Association of Universities of Applied Sciences) in 2020 (CELTH, 2020).

The proposal is developed as a collaboration between the key professors in the domain of these UAS, supported by the Centre of Expertise Leisure, Tourism, Hospitality (CELTH). It follows the generic framework developed by the VH (Vereniging Hogescholen, 2021a). We are convinced that a PD degree program tailored to the domain of leisure, tourism and hospitality will contribute to the sustainable transition of the domain and strengthen its positive impacts on the Dutch economy and society as a whole.

The PD program will offer a new career perspective for researchers and practitioners and allow the domain to professionalise and respond to society challenges. By using practice-oriented research, based on interventions and short-cyclical research output, PD candidates are enabled to develop applied solutions. Because of this, the seven UAS see the PD as a natural addition to their educational portfolio.

The PD-LTH is a degree program composed of courses and the successful completion of an individual research portfolio. The program will be implemented in the framework of a joint pilot by the VH and is foreseen to start in January 2023. During the 4 years pilot phase from 2023 to 2027, an initial number of 17 candidates will be allowed to start their PD trajectory in one of the seven participating UAS. This document describes the profile of the program, its structure and method of assessment.

2 Program Profile

2.1 Summary

Features	Application to Tourism, Leisure and Hospitality
Definition	The Professional Doctorate (PD) is a Post Graduate Degree program for research professionals, who learn to design and implement interventions in response to complex problems in the domain of leisure, tourism, and hospitality.
End result	Creation of new knowledge, processes, and products, leading to design and validation of industry interventions.
End qualification	The PD program will allow research professionals to "learn to intervene in complex practices" at level EQF 8 (VH 2021).
Dominant learning strategy	Learning-in-practice. The candidate: • Addresses a complex issue in LTH; • Develops (an) intervention(s) to address it; • Tests, and/or evaluates the intervention, and relates the impacts to wider practical implications; • Engages with stakeholders for implementation and, if possible and desirable, scale-up of successful interventions.
Supportive courses	Personalised course program, based on experience and background, supporting the process of learning-in-practice. All candidates need to show evidence of 30 ECTS, completed in eligible as well as participating Universities: • 10 ECTS 'Advanced studies in LTH'; • 5 ECTS 'Research ethics, data management and academic integrity'; • 15 ECTS Electives in 'Research and Transferable Skills'.

2.2 Focus: domain leisure, tourism & hospitality

The domain of LTH focusses on the interaction between business and leisure visitors (guests), residents, businesses, and public organisations, and how it creates meaningful products, services, experiences, and places. It offers complex and composite products and services originating in a series of subsectors. Demand in the LTH domain has been growing extremely fast globally and is seen by local and national governments in many countries as a key 'driver' to develop urban, rural as well as natural areas (destinations) in their economic as well as social dimensions. Increasingly this driver is supposed to lead to regenerative leisure, tourism, and hospitality concepts.

LTH products and services share several features: they are intangible and made of personal or collective experiences that are meaningful and composed or packaged. This includes services from a whole subset of businesses: the journey to a place by car, boat or plane, the accommodation service in a hotel, campsite as well as all activities related to business or leisure, such as meetings, conferences or a visit to a concert or museum. Services are consumed at the moment when they are produced and cannot be stored. These features make the domain vulnerable and sensitive to shocks.

Because of the complex and intertwined nature of its services, the LTH domain is strongly interrelated and connected to other domains in society. Interventions in LTH automatically generate impact on the physical and social infrastructure, embodied in the destination areas where the domain operates.

Future growth of the LTH domain will increase the complexity of governance and described social, economic, and other impacts. The consequences of the Covid-19 pandemic and limitations for LTH businesses to operate, the closure of attractions, events, cultural venues, sports, and other activities have made the impact all the clearer: people want to meet each other, the LTH domain contributes to physical and mental health, it allows people to relax and contributes to self-esteem. In short, the LTH domain has a unique value to society (CELTH en Gastvrij Nederland, 2021). The key challenge to all related actors is to understand the forces in this complex domain and optimise its value to society.

Societies as a whole, including actors in the LTH domain, face an enormous challenge: to assure the effective transition towards more sustainable modes of interaction, production, and consumption (European Commission, Directorate-General for Internal Market, Industry, Entrepreneurship and SMEs, 2022). Innovations in digitalisation, communication and robotics should be supportive to this overarching transition process. The LTH domain is responsible for prominent levels of CO_2 emissions, high levels of non-regenerative resource use, and socio-cultural erosion. At the same time, it allows societies to connect, trade, and to learn from each other. The increased complexity and dynamics of the context in which LTH actors develop, are challenging but also offer opportunities. These can only be addressed in an interdisciplinary or transdisciplinary manner.

2.3 Added value: enhancing value of LTH to society

In line with the proposition developed by seven Dutch UAS and the Centre of Expertise Leisure, Tourism and Hospitality (CELTH) in close collaboration with the LTH industry, the

following eight cross-sectoral themes have initially been identified for development of new knowledge and interventions by PDs (CELTH, 2020):

1. **Sustainability**: First and foremost, PD-trajectories contribute to innovation of the domain of LTH towards sustainable and circular development or implementation of UN Social Development Goals. The complexity of sustainable development in LTH lies in its multi-dimensionality and in the specific features of the domain (intangible products, experiences that cannot be stored, et cetera). In addition, the domain's supply chains are complex (e.g. ownership structures) and sustainability needs to be integrated at multiple levels (individual choice behaviour; business strategy design, and implementation; regional, and national policies, laws, and regulations). Improved levels of sustainability can only be achieved in co-creation with all stakeholders and by designing new business and management models and matching legislation and regulations. PD processes should contribute to the analysis, conceptualisation, design, implementation, and/or acceleration of these sustainability transition processes.

2. **Optimising the contribution of LTH to major society challenges**: Actors in the LTH domain need support in their transition process towards playing a more active role in addressing societal challenges. PD trajectories provide insight into how different (social, economic, societal, and ecological) impacts interact with each other and on choices made by LTH business or public actors. PD trajectories seek solutions that allow the domain to function as a regenerative force or to strengthen its value for society.

3. **Resilience**: The resilience of the LTH domain and the interaction between LTH actors at destination level, should be better understood and strengthened. A resilient LTH domain that is capable of learning and bouncing forward, based on new paradigms of interaction, can increase society's earning capacity. It enables the domain to better anticipate and respond to future disruptions (health risks/pandemics, ecological issues, geopolitical disruptions, terror, etc.) or, preferably, to help prevent them. PD trajectories can contribute to strengthening the responsiveness and resilience of society as a whole.

4. **Meaningful experiences**: Actors in the LTH domain should respond to changing demands and needs of consumers for experiences. At the same time, business and public actors increasingly have their own responsibility in determining what is "valuable." This dilemma calls for reflections on what quality and positive relationships should be as part of the guest experience. PD trajectories can provide expertise, design, and implement methodologies to define, measure, analyse and improve experiences that are not exclusively meaningful to guests but also to society.

5. **Key technologies and data**: Developments of key (digital) technologies and effective use in decision making processes, play a crucial role in designing experiences and facilitating consumer choice processes . PD trajectories in the applicability and usability of technologies may help to measure and positively influence the impact of LTH on society. They may especially enhance the use of open access data and help organisations and consumers to make better decisions based on these data.

6. **Governance**: The increased interdependence of different LTH actors and the complexity of the domain have led to issues of governance. PD trajectories can contribute to research, design, testing to develop new models of governance, stakeholder collaboration, and management. This not only concerns the direct public and private actors in hospitality, but also the development of the necessary enabling environment, physical and social infrastructure.

7. **Financing**: The complexity of the LTH domain leads to new research fields related to financing and development of alternative business models. In view of the huge potential that the domain has for society and potential multiple positive impacts it may

generate, this area requires new thinking that goes beyond the concept of creating shareholder value. PD projects can contribute to design, testing, and innovation of financing mechanisms that enables and empowers all stakeholders involved (for example, the application of green and social bonds, but also blockchain technology).

8. **Human Capital**: The complexity of the LTH domain requires highly educated and trained personnel. This demands optimisation of existing LTH degree program curricula. PD pathways can contribute to this as well as to the development of meaningful and sustainable careers and work experiences within the LTH domain. The complex and dynamic developments discussed above also require (new) skills and knowledge from employees and employers, also for continuous monitoring and preparation of future skills as the industry develops, e.g. due to introduction of technologies.

Each PD trajectory should relate to the 8 cross-sectoral themes. To allow for a broad and transdisciplinary range of applications, the initial cross-sectoral themes have been defined at a high level of abstraction. The PD-LTH research agenda shall be updated in a continuous dialogue amongst the Graduate Committee, Graduates, researchers of university partners, and the LTH industry. This will lead to a specification of cross-sectoral themes into urgent industry challenges to assure the future resilience of the domain. These should be addressed by PD trajectories.

The introduction of a PD will contribute to the improvement of quality, and innovation of the education, offered at Bachelor and Master level in the seven participating UAS since it offers a clear career opportunity to UAS faculty staff and a possibility to retain junior researchers, who can combine research with teaching in the leisure, tourism and hospitality Bachelor and Master degree programs.

The increasing importance of the LTH domain in general, is also recognised by the VH which included tourism and hospitality as one of the twelve designated research themes in their Strategic Research Agenda 2022-2025 (Vereniging Hogescholen, 2021b). In this Agenda, tourism and hospitality are seen as contributing to KIA Energietransitie en Duurzaamheid ("Knowledge & Innovation Agenda" Energy Transition & Sustainability) and KIA Maatschappelijk Verdienvermogen ("Knowledge & Innovation Agenda" Social Earning Capacitiy) as well as to the United Nations Sustainable Development Goals (SDGs), numbers 8 (decent work and economic growth), 11 (sustainable cities and communities) and 13 (climate action).

2.4 Program level

2.4.1 Entry requirements

Based on the added value of LTH for society, the following entry requirements for candidates for the PD program in Leisure, Tourism & Hospitality (PD-LTH) have been defined:

- The candidate is in possession of a relevant Master's degree (HBO [= UAS], Master or WO [= university] Master) or equivalent title;
- The candidate shows proof of a substantiated vision on the LTH sector. Ideally, this is supported by relevant working experience at a private or public LTH organization, or based on a collaboration agreement with and/or declaration of intent from one or more

sector stakeholders, and/or a role in a (research) consortium in which LTH industry partners participate;
- The candidate shows excellent motivation to be able to complete the trajectory successfully and within the set time limit;
- The candidate shows knowledge and experience at Master level (by practice and/or training) with relevant quantitative and/or qualitative methods for data collection and analysis and/or relevant design methods, and willingness to develop this further;
- The candidate possesses the level of English needed for completing a PD trajectory. This will be assessed before acceptance by a combination of a formal English proficiency test and a viva to assess English verbal communication proficiency and subject affiliation.

In general terms, the PD-LTH degree program focusses on three types of candidates:

- Executives and senior professionals working in private/public organisations in tourism, leisure & hospitality;
- Academic staff working at universities (of Applied Sciences) looking for the next step in their research career;
- Recent graduates from a domain-related Master's program (such as tourism, leisure, and events, hospitality) of participating Dutch or international Universities (of Applied Sciences).

2.4.2 Qualifications descriptors

A PD candidate in the LTH domain will achieve the doctorate level (EQF 8 'learning to intervene in complex practices') as described in The Framework for Qualifications of the European Higher Education Area (QF-EHEA, EHEA 2018) – also known as the Dublin descriptors – and the European Qualifications Framework for lifelong learning (EQF). Both frameworks are compatible (European Union, 2008). The emphasis in the development of end products of the PD is more on the development, testing and learning of interventions. The required final level is that of EQF 8, as described in the table below.

EQF8	QF-EHEA *Qualifications that signify completion of the third cycle are awarded to students who …*
Knowledge at the most advanced frontier of the LTH domain and at the interface between these fields;	Have demonstrated a systematic understanding of the LTH domain and mastery of skills and methods of research associated with this field;
The most advanced and specialised skills and techniques, including synthesis and evaluation, required to solve critical problems in research and/or innovation and to extend and redefine existing knowledge or professional practice;	Have demonstrated the ability to conceive, design, implement, and adapt a substantial process of research with scholarly integrity in the LTH domain;

Demonstrate substantial authority, innovation, autonomy, scholarly, and professional integrity, and sustained commitment to the development of latest ideas or processes at the forefront of work or study contexts including research.	Have made a contribution through original research that extends the frontier of knowledge in the LTH domain by developing a substantial body of work, some of which merits national or international refereed publication;
	Are capable of critical analysis, evaluation, and synthesis of new and complex ideas;
	Can communicate with their peers, the larger scholarly community and with society in general about their areas of expertise;
	Can be expected to be able to promote, within academic and professional contexts, technological, social, or cultural advancement in a knowledge-based society.

2.4.3 Comparison with similar third cycle degrees

A (UAS) PD differs from a (WO) PhD. Both degrees are of the same level, namely level 8 of the European Qualifications Framework for lifelong learning (EQF). The two titles do not differ in level, but in orientation: practice-oriented versus knowledge-oriented research.

A **PhD program** is an academic program that trains scientific researchers who learn to conduct independent scientific research (Vereniging Hogescholen, 2021a). Such researchers create generic new conceptual knowledge that contributes to the scientific knowledge base, pushing the boundaries of a scientific field. A PhD program will thus allow a candidate to:

· analyse theories and concepts;
· evaluate the relevance of current, and emerging theories;
· assess identified gaps in current research literature;
· advance the body of knowledge through original research;
· communicate effectively primarily to an academic audience.

The **PD** focuses on applying research to practical problems, formulating solutions to complex issues, and designing an implementing effective professional practices within a work field. It trains independent inquiring professionals who learn to assess and implement interventions in complex practices on the basis of a practical question from society or the professional field (Vereniging Hogescholen, 2021a). The PD professionals learn to **intervene and innovate** in such practices on the basis of developing and validating new and generic action knowledge.

At the end of the PD trajectory in leisure, tourism and hospitality, the candidate is able to:

- evaluate the relevance of current and emerging theories and practices within leisure, tourism, and hospitality;
- formulate effective solutions to complex, real-world problems in leisure, tourism, and hospitality;
- apply research-based knowledge to practical problems in leisure, tourism, and hospitality;
- design rigorous research that expands the professional body of knowledge in leisure, tourism, and hospitality;
- communicate effectively to a combined audience of academic and industry stakeholders in leisure tourism and hospitality.

2.5   Program characteristics

The generic characteristics of all PD-trajectories in the LTH domain can be described as follows:

- PD-trajectories originate from demands by the national and international LTH sector in the eight cross-sectoral themes as formulated in paragraph 2.3, and their updates. Research problems and questions are developed with and respond to the needs of public and private actors in the professional LTH domain. The candidate generates interventions (a change in practice, communication, organizational processes, methods, prototypes, products, or services) with the objective to improve and solve key concerns and/or allow LTH actors to introduce new opportunities in professional practice.
- PD candidates address strategic industry problems; proposed solutions can be short-cyclical and scalable, but may also lead to long-term systemic changes. PD research approaches are multi-, inter-, or transdisciplinary by nature (e.g. use of technologies for re-use of waste, reduction of water use, e-mobility solutions, green bonds finance, etc.).
- PD trajectories are designed within a range of organisational contexts. Professors, researchers, degree programs, and professional partners are in a constant dialogue while articulating a research question, developing, testing/implementing, evaluating intervention(s), and communicating results.
- PD-trajectories are strongly connected to a context of implementation. Criteria for assessing the quality of final PD-research output are co-designed with professional LTH actors (for example, different approaches to value creation, alternative methods of analysing returns on investments, etc.).
- PD-trajectories are a natural next step in the LTH domain, after the undergraduate and graduate degree programs (1st and 2nd cycle) in Universities of Applied Sciences. They contribute to innovation of curricula and professionalisation of faculty staff.
- PD-trajectories lead to new insights and knowledge in the LTH domain. This knowledge will be disclosed and shared through various channels with students, professionals, researchers, and the broader audience during as well as after the trajectory.

2.6   Intended program learning outcomes

In order to meet the Qualifications Descriptors (mentioned in 2.4.2), to provide input on the eight cross-sectoral themes relevant for the future resilience of the LTH domain (described in 2.3) and to be successful (generic characteristics of the PD-trajectories

mentioned in 2.5), PD candidates are expected to develop themselves in four major roles: that of **researcher**, **professional**, **innovator** and **change agent**.

These roles are interconnected and can be considered as the four dimensions of the research practice (described in 2.4.3) of the PD candidate. These roles are context-dependent and can therefore differ per research topic and project. This means that candidates must be able to switch flexibly between the distinct roles and to integrate them for the purpose of their research projects. However, all four roles will be needed to complete a PD trajectory and to develop into an investigative and innovative professional.

2.6.1. Generic learning outcomes of the LTH PD trajectory

After completing a PD trajectory in LTH domain, candidates demonstrate the highest level of:

- knowledge and systematic understanding of the LTH domain and its challenges (described in 2.3);
- research skills to conceive, design, implement, and evaluate a substantial, original body of research work;
- analytical, and problem-solving skills to identify complex, transdisciplinary problems, and produce innovative solutions or a redefinition of existing knowledge, or professional practice in the LTH domain;
- communication skills including the ability to communicate with peers, the larger scholarly community, and with society in general about their areas of expertise;
- autonomy and authority, including scholarly, and professional integrity.

For a more detailed description of intended learning outcomes, and related criteria, please refer to annex 1.

2.6.2 Role-specific learning outcomes

PDs as researchers

...investigate a complex, cross-sectoral, practice-based research problem in the LTH domain and, in cooperation with all relevant stakeholders, develops new professional practices, knowledge, or interventions that contribute to the solution of the problem.

The candidates:

- identify complex problems and research topics in the LTH-practice in continuous dialogue with the stakeholders;
- demonstrate a strong scientific foundation by their ability to apply, reflect on, synthesise, and operationalise new and existing theories to articulate and analyse a complex research problem in the LTH domain in an effective and structured way;
- demonstrate a strong methodological foundation by their ability to make articulated choices in the development and application of relevant multi-, inter-, or transdisciplinary research and design methods, to contribute to a solution of

the research problem, taking in to account the roles and interests of all relevant stakeholders and/or end-users.

PDs as professionals

....position themselves as advisor in the LTH domain and can contribute to developing, redefining, and innovating existing professional practices, knowledge, and education in the LTH domain.

The candidates:

- assess the ethical, and societal (such as sustainability, inclusiveness) implications of their research design and interventions in order to understand the impact on all stakeholders;
- can communicate a research problem, outcomes, interventions, and evaluations both orally and in writing to engage in critical dialogue with academic, professional, and public audiences;
- assess which parts of their research, research outcomes, interventions, are relevant for future professionals in the LTH domain and translate these into education.

PDs as innovators

... design and test interventions that contribute to the solution of a complex, cross-sectoral, practice-based research problem in the LTH domain.

The candidates:

- design impactful interventions substantiated and validated by strong scientific and methodological foundations and by relevant stakeholders and/or end-users to make a substantial contribution to the solution of the problem; proposed interventions or solutions are practical, can be short cyclical, may include strategies and/or prototypes that allow stakeholders to actively engage with the research and that facilitate implementation of related change processes;
- test these interventions in a relevant context for the LTH domain. Tests should be realistic, valid, reliable, measurable, and scalable and/ or replicable.
- develop a sharp vision on proposed changes to understand (and help others understand) the implications for the context or stakeholders that are engaged in the intervention;
- are aware of (sudden changes in) the continuously evolving (international) context of the research problem and/or stakeholders' interests, reflect on these changes and know how to prioritise them and incorporate them in the interventions;

PDs as change agents

… implement, replicate and scale up, where possible, interventions that contribute to the solution of a complex, cross-sectoral, practice-based research problem in the LTH domain.

The candidates:

- design practices to influence policies and strategies that enable stakeholders to lead sustained change processes based on outcomes of tested interventions;
- reflect on governance and change processes in relation to the proposed interventions, in collaboration with relevant stakeholders
- produce creative strategies to deal with challenges;
- have persuasive communication skills (advisory and negotiation skills, ability to empathise with others) to create support for and engagement with the proposed innovation or change in the organization.

3 Program structure

3.1 Pedagogical Philosophy

The PD program is a personalised research and design track, offered by the Graduate Network of seven affiliated Universities of Applied Sciences in the LTH domain. This LTH Graduate Network stimulates research and design that promotes transferable knowledge of and insight into complex issues in society, policy, and organisational processes in the domain of leisure, tourism, and hospitality.

PD candidates will:

- learn in practice;
- follow in-depth and broadening courses;
- be part of the Graduate Network, which is seen as a learning community of fellow PD candidates, supervisors, LTH stakeholders (see 3.4 and 3.5), and CELTH

Based on these points of departure, the LTH PD trajectory is not a formal curriculum, but a process of learning in practice. Learning and development take place through the candidates' activities of researching a complex problem and intervening in complex situations as well the candidates' organisational, and communicative qualities, reflective capacity, and initiative, in consultation with the supervisors.

Candidates from diverse backgrounds will work in diverse ways and with different methods on a diverse range of complex problems which necessitates a flexible trajectory. The learning in practice is supplemented with courses, tailored towards the needs of the candidate and the demands of the research problem. The PD trajectory is thus a flexible trajectory with a high degree of personalised learning, allowing the candidate to choose several courses that will deliver appropriate knowledge and skills for the specific issue they are working on.

The candidate will frequently interact with the stakeholders to develop a clear perspective on the research problem, to develop relevant new professional practices, knowledge, or interventions, and to assess the impact of these. Supervisors who can guide the candidate

through the process of learning in practice and a community of fellow PD candidates for peer consultation are essential.

This kind of learning in practice and engaging with the work environment of a company or organization generates both knowledge of complex LTH problems and more universally applicable transversal skills (such as analysing, communicating, negotiating). It also enables the candidate to grow into the four roles (researcher, professional, innovator, change agent) that have been defined as the learning outcomes of the PD trajectory, to be context-sensitive, and to switch between the roles.

A portfolio-based assessment suits this kind of personal learning trajectory and will be discussed below.

3.2   Program content

Candidates articulate a **research problem** and subsequently **generate interventions** (a change in practice, communication (e.g. nudging), organizational process, methods, prototype, product, or service) with the end goal of improving them and solving key concerns and/or allowing LTH actors to introduce new opportunities in the professional practice. Since the program is based on interventions, a candidate demonstrates progress in the research process through the design, testing, evaluation, and implementation (scaling up/reject) of interventions. This shall be done on basis of:
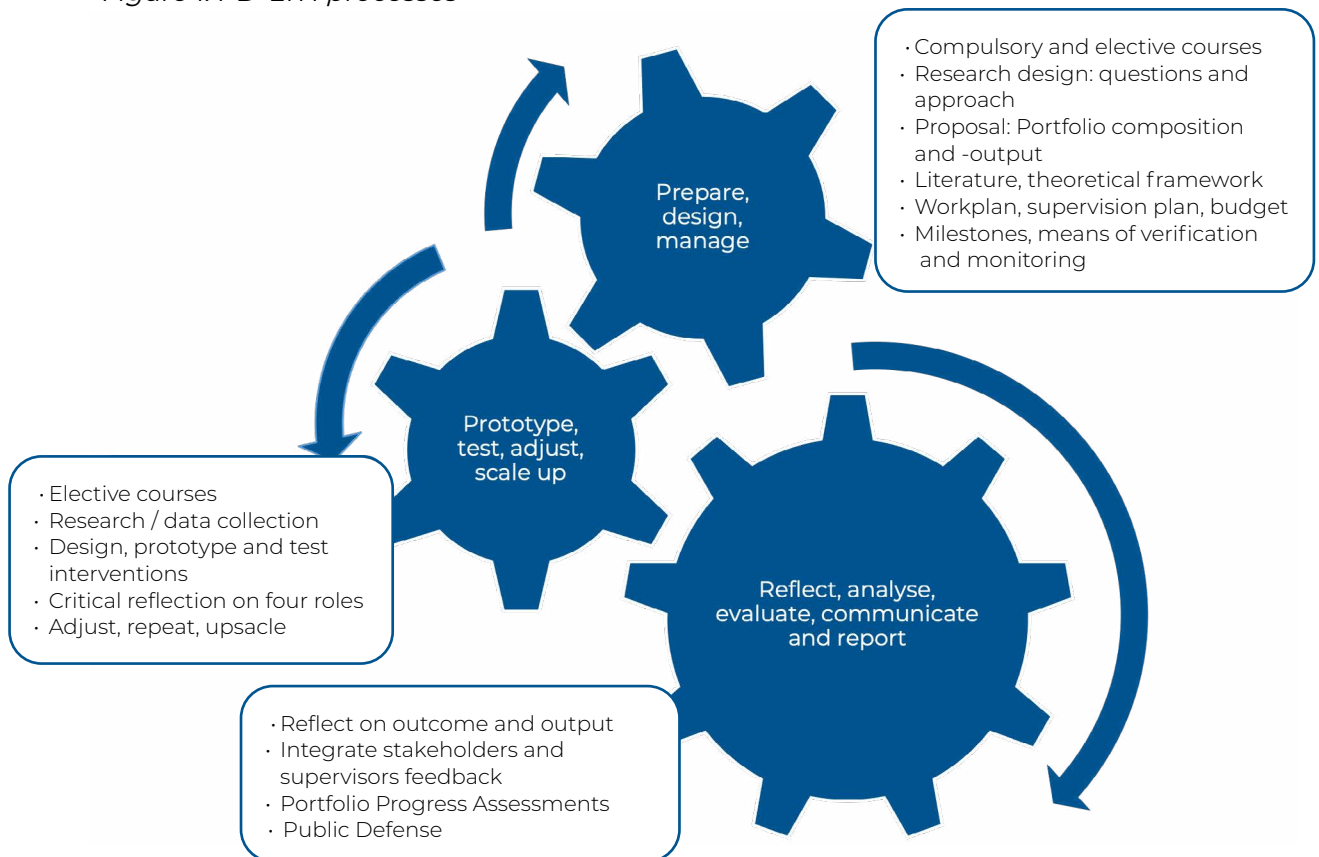
- a strong *scientific* foundation: the candidate shows theoretical understanding, is able to critically reflect on theories and concepts and is able to operationalise them in the context of the research problem.
- a strong *methodological* foundation: focus on developing and applying research and design skills, tailored to the research problem, which allows the PD candidate to understand and research the object of study (the intervention as well as the context in which it is applied).
- a strong *professional* foundation: the candidate demonstrates understanding of the context and can identify key issues in related fields through analysis and critical reflection in communication with relevant stakeholders. In the duration of the PD project, the candidate is able to design and test appropriate interventions and assess the ethical and societal implications thereof in an effort to advance current practices in collaboration with relevant industry partners and disseminate learnings through appropriate channels.

The PD-LTH program allows candidates to develop a conceptual analysis, use research, and design methods to analyse an applied research question, or problem, create an intervention, test, and evaluate it, and transfer the knowledge that it generates.

Theories and knowledge from a wide range of disciplines are relevant to the LTH domain. Where, for example, a PD trajectory for innovations in the hotel industry might be more connected with disciplines such as business administration, marketing and psychology, PD trajectories in leisure may have interfaces with the arts and creative business, while trajectories in the tourism and travel industry connect to environmental sciences and economic, social, and political sciences.

The PD program can be visualised as three processes that interrelate and connect:

Figure 1: PD-LTH processes

- Compulsory and elective courses
- Research design: questions and approach
- Proposal: Portfolio composition and -output
- Literature, theoretical framework
- Workplan, supervision plan, budget
- Milestones, means of verification and monitoring

Prepare, design, manage

Prototype, test, adjust, scale up

- Elective courses
- Research / data collection
- Design, prototype and test interventions
- Critical reflection on four roles
- Adjust, repeat, upsacle

Reflect, analyse, evaluate, communicate and report

- Reflect on outcome and output
- Integrate stakeholders and supervisors feedback
- Portfolio Progress Assessments
- Public Defense

3.2.1 Prepare, design and manage

The first process of the PD program relates to the way candidates define, manage, reflect on, and redefine their research and design process. Candidates should demonstrate the relevance of the research for the domain and society as a whole and show the capability to identify research and design methods that can be applied when tackling the presented research issue.

During this process, the candidate will interact with key stakeholders in the work field of LTH. They will articulate the research question, have the responsibility to assure that it is validated with relevant leisure, tourism & hospitality stakeholders and develop a validation plan that describes how demand articulation, validation and feedback loops are assured during the trajectory. This multi-annual collaboration could take different forms and relate to different areas such as: access to company data, co-financing, etc. CELTH will support the candidates in developing a relationship with industry stakeholders and designing this validation plan. During this component, candidates will also develop the research skills needed for further design and implementation of the professional doctorate trajectory. Innovative and context-sensitive research and design methods will be discussed and developed in collaboration with the researchers who are part of the LTH Graduate Network.

3.2.2 Prototype, test, adjust and scale up

The second process of the program will allow PD candidates to:

- collect and analyse relevant data;
- design and test one or more interventions;
- validate results with LTH stakeholders;
- conduct (if possible) improved/scaled up interventions;
- grow into the roles of researcher, professional, innovator and change agent.

The prototypes/design/interventions, respond to an industry knowledge gap that is identified and validated during the first process. In parallel to the research/data collection, design, and testing of interventions, candidates may be still finalising part of the elective courses.

As part of this second process, candidates should also reflect critically on the four roles and how these apply to their own intervention(s) proposed. They should demonstrate progress in the fulfilment of these roles, wherever applicable.

Though in theory, this process logically follows the first one, in practice the research process will be iterative: the three processes interact with each other. The second process should be organised in such a way that eventual interventions are substantiated on the basis of scientific insights and have been established on the basis of the correct application of methodologies/methods suitable for the context.

3.2.3 Reflect, analyse, evaluate, communicate, and report

The third process of the PD cycle refers to the capability of candidates to reflect on outcomes, analyse results, to assess the value of the tested intervention(s), and communicate these to relevant stakeholders. By completing this process in a satisfactory manner, the candidate demonstrates to have achieved the end qualifications at the level of PD.

To give evidence of successful completion, candidates will defend their entire Portfolio which should contain:

- evidence of successful completion of Portfolio Progress Assessments 1 and 2;
- the final research output (model, interventions, or other results in a written, such as an article, or visual form decided by the candidate, approved by the supervisor, and added to Portfolio before Portfolio Progress Assessment 2);
- a critical analysis and reflection on the entire PD process, the relevance of delivered output, and detailed, and substantiated advice to the professional field involved.

Though not compulsory, quality of Portfolio output, which may correspond to any of the three phases or the final critical analysis and reflection, may be demonstrated by peer-reviewed academic articles.

A "learning community of practice" will be established to support the candidate throughout the three processes. The learning community acts as a sounding board that

can be addressed to discuss and receive feedback for various stages in the PD trajectory and share experiences, knowledge, and contacts that might be relevant to members of the learning community (further detailed in 3.4). Active participation in the learning community is expected to contribute to the candidate's communication skills and generic learning outcomes as outlined in 2.6.1 through discussion of transdisciplinary approaches to the candidate's research.

3.2.4 Course program

To enable candidates to successfully complete all three interrelated processes and achieve the required end qualifications, the UAS that support the Graduate Network offer a series of courses that complement the candidate's knowledge and skills development in the project. The PD trajectory in line with the described processes is expected to provide the scope of the research, in which the candidates will actively develop their knowledge and skillset relating to the PD roles of becoming an independent investigative and innovative professional. Moving through all processes, candidates are expected to learn by doing and progress through continuous critical reflection.

It is expected that this procedure will result in the identification of relevant knowledge and skill gaps which will be supported through a **common core program** and **elective program**.

Common core program (15 ECTS)
The common core program covers two components:

1. A compulsory 5 ECTS course on 'research ethics, data management and academic integrity'.
2. A selection of courses in 'Advanced Studies in LTH.' These courses cover current issues in LTH and expected domain developments. The courses are developed by one or more of the UAS participating in the PD LTH. Initially, five courses will be developed, each of them requiring a time investment equivalent to 5 ECTS. The individual courses shall be assessed in a formative manner.

In consultation with the PD supervisory team, the candidate chooses two 'Advanced Studies in LTH' courses and integrates learning outcomes of the entire common core program (so including the course mentioned under 1) above) into **a final portfolio** with a time allocation that equals 15 ECTS upon successful completion and that needs to be approved by the supervisory team.

The format of the final products is flexible, but they need to demonstrate in-depth understanding of the selected courses, the topics covered and the relation to the PD trajectory. The product could for instance be a written critical reflection, a documentary, a game, an advisory report, etc. The end products will be assessed during the first Portfolio Progress Assessment (see Assessment chapter).

As the common core program is expected to support defining the scope of the PD project, it is recommended that full-time PD candidates complete the common core program within one year after starting the PD trajectory (18 months for part-time PD candidates).

Elective program (15 ECTS)
This program is composed of elective courses to be chosen by the candidate in agreement with the supervisory team. The selection will be based on the anticipated study design of the candidate's current qualifications and the PD project. Criteria for elective courses are dependent on level and intensity with the condition that courses should relate to EQF Level 8. The selection of courses in the elective program is supportive of the defined project of the candidate and should not dictate the trajectory of the PD project. Before an elective course can be considered, the level needs to be determined and agreed upon by the supervisory team. A list of courses could include:

· quantitative and qualitative research methods;
· design thinking approaches and methods;
· writing and presentation skills for academic, professional, and public audiences;
· negotiation, advisory, and communication skills;
· change/innovation management/planning for impact.

Evidence of completion of each course has to be submitted to the candidate's Portfolio. The exact form of this evidence will depend on the course requirements. Completion of the elective program before the go- no go moment is desirable but not mandatory.

3.3 Matching and selection of candidates

Prospect PD candidates are expected to develop a proposal and research plan supported by professors employed at UAS, that participate in the LTH Graduate Network. Potential candidates will be invited to an introductory interview by a supervisor, in which the proposed research plan will be presented and discussed. This moment also serves as the first impression of the candidate's suitability for the program. Following the interview, the candidate is expected to formulate a detailed research proposal supported by the supervisory team applicable to the candidate. The Graduate Committee shall assess:

· the initial entry qualifications of the candidate (references, background, title, and relevant record of accomplishment) of the candidate;
· the proposed supervision structure of the UAS presenting the candidate;
· the relevance of the research problem related to the cross-sectoral research themes of the PD-LTH program;
· the proposed validation and collaboration with relevant industry actors (including financial robustness of the proposal).

Upon approval by the LTH Graduate Committee, each PD candidate shall be invited through a formal contract (labour agreement or other), to join the proposing UAS and will be added to the professorship of the promoting professor as a PD candidate researcher.

Candidates will be encouraged to work together and share experiences during the preparation of their proposal. The PD Program will not work with annual cohorts: each PD candidate may start the program after being admitted by the Graduate Committee. PD candidates are recommended to join a pre-PD trajectory, to develop their proposal.

3.4 Support and program team

After acceptance, while not yet being a member, PD candidates will benefit from working with senior graduates in the LTH Graduate Network. This is the group of collaborating lecturers and senior researchers who, together with aspiring PhD students and aspiring PD students, form an active and close international network of LTH researchers. They are therefore part of a "learning community of practice." As such, PD candidates become colleagues, participants, witnesses, and supporters of each other's learning.

The network should create a stimulating learning environment for all PD candidates by offering inspiration sessions, peer review of draft research output, meet-ups with industry, and development of public debates, conferences to present and communicate research output. The PD candidate is encouraged to contribute to the personal, cultural, and professional experiences of all participants in this community. The underlying aim of this is to provide an exciting learning environment in which a new researcher can grow into the four roles and learn from experienced colleagues.

As part of the guidance process, and of this environment, the Graduate Network organises at least one inspiration session with the professional field every year for PD candidates and external PhD researchers.

The PD candidate is supervised by a supervisory team selected and appointed by the Graduate Committee. The team consists of:

- A lead supervisor: a professor. Preferably the lead supervisor has previously acted as promotor or co-promotor of PhD or PD trajectories from relevant domains. The lead supervisor acts as first contact point to the candidate and will closely monitor the progress and level of the research.
- A second supervisor: a professor, from the LTH Graduate Network, whose knowledge and skills supplement the lead supervisor. It is encouraged to involve a second academic scholar in regular discussions throughout the PD trajectory as sounding board to offer a third opinion in the discussion. However, this is not mandatory and can also entail a selected involvement for specific applied research methodologies or for the support of one specific process as described in 3.2.
- Two industry supervisors with a Master's degree or equivalence in work experience, from the domain/work field of leisure, tourism and hospitality who have the right substantive expertise in the research topic. The domain related supervisors contribute to the PD by offering practical feasibility advice to the research and providing guidance in the design, data collection and applicability of the research in the industry.

The lead supervisor will be employed at a UAS that participates in the LTH Graduate Network. As a researcher, the candidate will have access to the UAS knowledge bank, and courses offered. The lead supervisor is expected to take an active role in involving the candidate in the organisation and to support the candidate's integration at the UAS. In discussion with the lead supervisor, the candidate can be invited to deliver educational sessions at the UAS regarding the topic of the PD research.

External co-supervision is possible: professors at partner universities (such as Wageningen School of Social Sciences [WASS], University of Groningen [RuG], Tilburg University, Hong Kong Polytechnic University) or (international) Graduate Schools may be invited

to become an external member of the LTH Graduate Network. They may act as second supervisor to the PD candidate.

During the first phase of the research, the PD candidate has intensive, but at least monthly contact with the supervisors. Within the LTH Graduate Network we expect communication about progress to be a joint responsibility of the supervisors and candidate. The candidate is expected to prepare for meetings with supervisors. This also means that there must be a productive working relationship between supervisors and candidate. The supervisors act as gatekeepers to connect candidates to relevant experts within and outside of the LTH Graduate Network. It is the responsibility of the candidate in discussion with the supervisory team to evaluate the present knowledge within the team and reach out to LTH Graduate Network for support if any knowledge gap is identified.

There will be a clear distinction between supervising and assessing. Supervisors can never be members of the assessment committee. The assessment committee is composed by the Graduate Committee. The lead supervisor nominates the candidate to the assessment committee and informs its members about the quality of the results and progress of the candidate.

3.5   Embedding: LTH Graduate Network, UAS professorships

Selected PD candidates will have access to data, knowledge and research results of affiliated professors and researchers of the LTH Graduate Network[1]. The aim of the Graduate Network is to "contribute to the development of a high level of scientific and applied research in leisure, tourism and hospitality." Graduates are critical professionals who participate in the social debate about LTH and contribute to solving issues in this domain. The LTH Graduate Network is responsible for assuring that sufficient support is provided to all PD candidates.

The seven UAS developing the PD LTH program collaborate internationally with a large number of partner universities. These without exception offer a complete first, second, and third cycle of higher education in the domain. PD candidates who are members of the LTH Graduate Network will thus be able to connect to their international fellow researchers and collaborate through international (research) projects or publications. They can contribute to current or new research and, where possible, also to the feedback of research results to education in master's or bachelor's degree programs.

Through this, PD candidates contribute to the LTH research focus of the Network and affiliated UAS. This can differ per University of Applied Sciences, in line with the individual profile of each UAS and professorship. Professors at each UAS can place different accents, in line with the research themes or focus areas and which are filled in by lecturers, matching research groups and research institutes – together with students.

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1   Please refer to the CELTH proposal (CELTH 2019) for more details about the professorships connected to the Graduate Network.

3.6 Study load and duration

The minimal duration for a full-time PD trajectory is expected to be 3 years. A part-time PD candidate trajectory may thus have a longer duration, but ideally no longer than 6 years, depending on the time dedicated to the PD research. A candidate preferably dedicates at least 3 days per week (60% fte) to the PD trajectory. As the PD is a pilot, these are expected durations that, when needed, will be tailor-made to the candidate.

Though it is no obligation, it could be a natural combination of a candidate, to combine the PD trajectory with work in the LTH industry or as a part-time lecturer. The research plan that is prepared in the preliminary phase before the start of the PD program is not considered to be part of the program study time. The study load will be more intensive when candidates are participating in courses and at the same time writing a research proposal and integrating in the LTH Graduate Network.

3.7 Organisation and procedures

Graduate Network:
The PD is a joint initiative delivered through a collaborative effort of scholars in UAS within the domain of LTH. This collaborative effort is referred to as the "Graduate Network." The Graduate Network comprises researchers as well as industry experts from participating universities and external entities working together to develop the educational profile, educational content, assessment procedures and other program components. The domain strives for multidisciplinary perspectives, through the participation of members from other domains in the national PD program. Other knowledge and educational parties, and professional and governmental organisations with national and international perspectives will be invited to the network.

A key responsibility of members of the Graduate Network is to make sure that PD candidates 'feel at home,' that they perceive it as a 'learning community,' offering them opportunities to expand their network and provide guidance throughout their PD journey.

The **Centre of Expertise Leisure, Tourism & Hospitality (CELTH)** constitutes an integral part of the Graduate Network and plays a proactive role in its effective functioning. Although CELTH is originally associated with three of the seven UAS in the domain, it has been authorized by the governing bodies of all seven involved universities to successfully develop the PD pilot program.

Graduate Committee:
From the Graduate Network, a Graduate Committee is formed, and this committee holds a significant responsibility in ensuring the quality of the PD program. The minimum tasks of the Graduate Committee include:

- Establishing and updating a program proposal and educational profile for the PD program;
- Defining a common assessment model;
- Determining the content of mandatory or suitable optional supplementary learning activities (i.e., coursework) and monitoring their quality;
- Developing a multi-year PD plan with themes for candidate recruitment;

- Selecting, based on the educational profile, a pool of lecturers qualified to mentor candidates as primary advisors and present them to the assessment committee;
- Evaluating the PD plan and the initial qualifications of the intended candidate before the commencement of a PD trajectory;
- Establishing and monitoring of criteria for the Go-noGo assessment of candidates;
- Assembling assessment committees, as recommended by the guiding lecturer, and ensuring they represent stakeholders in the practical issue of the PD trajectory;
- Organizing periodic calibration sessions with lecturers from the mentoring pool to promote collective norm setting;
- Granting the degree (following the legal anchoring of the PD), with representation from one of the participating universities.

The Graduate Committee within the LTH domain is the administrative division that is responsible for the quality of the PD program and consists of a delegation of participating Universities of Applied Science.

The Graduate Committee operates according to the procedures set out in the Quality Framework. In line with monitoring and evaluation described in standard 2 above, the Graduate Committee also continuously reflects on their working methods. For example: what should the governance of the Graduate Committee look like in relation to the Graduate Network? What can we learn from curriculum and examination boards in education and assessment procedures in the PD program?

In the LTH domain, the Graduate Network has decided that all seven universities are represented in the Graduate Committee during the pilot phase. By the end of 2023, the Graduate Committee will be expanded to include relevant professional and practical representatives, ensuring coverage of all necessary expertise areas. The Graduate Committee will then be capable of distributing the expected workload of the pilot.

The daily leadership of the Graduate Committee comprises a chairperson, a vice-chairperson, a secretary, and administrative support, the last one facilitated by CELTH. Members of the Graduate Committee will carry out their responsibilities with integrity and uphold the following five principles: honesty, diligence, transparency, independence, and accountability.

Specifically concerning the assessment of proposals for PD trajectories, members adhere to the NWO code of dealing with personal interests. All of this is documented in a code of conduct by the Graduate Network. Each member of the Graduate Committee receives an appointment letter and this code of conduct.

Supervision and Assessment:
The success of PD candidates depends on both the quality of the supervision and assessment committees. Supervision and assessment are strictly separated, and the Graduate Committee will monitor the composition of these committees and promote collaboration and exchange of knowledge between them. Resources will be made available to enhance the quality of both supervision committees and the assessment process.

- Quality assurance takes place at three levels:

- Monitoring and evaluating the progress of approved PD trajectories through interaction between the Graduate Committee and the supervision committees.
- Monitoring and evaluating the quality of final assessment committees, reporting to the Graduate Committee.
- Feedback from the chairperson of the Graduate Committee to the seven governing bodies of the collaborating universities regarding the substantive focus of the LTH research program and the quality of the relationship with education and the field.

Graduate Network

Composition:

- Professors and senior researchers employed at affiliated UAS;
- Minimal qualification: PhD (or PD) finalised, extensive experience of master thesis supervision;
- Externally invited professors or senior researchers from partner universities;
- Externally invited professionals from LTH Industry partners.

Role and Possible Tasks of members of the Network:

- Supervise PD candidates;
- Assess PD candidates;
- Actively support the creation of an inspiring learning environment for PD candidates;
- Participate in regular PD program peer-feedback, and evaluation meetings.

Graduate Committee

Composition:

- 7 professors, employed at UAS / LTH university partners, with extensive record of accomplishment in PhD or PD supervision and – assessment;
- Industry representatives, with extensive domain expertise and a research and innovation focus;
- Rotating participation of affiliated UAS: Each UAS is represented. Committee members participate a maximum 2 consecutive terms of three years.
- Supported by an independent (non-voting) Secretary.

Role and Tasks:

- Develop and update the PD Program Handbook and PD Candidate Profile;
- Maintain the multi-year PD plan with themes on which candidates must be recruited;
- Develop assessment rubrics;
- Develop, implement, and assure quality of (compulsory and elective) courses for PD candidates;
- Select – using the PD program profile – professors authorized to both supervise candidates and nominate the candidates to the assessment committee as lead supervisor;
- Assess the PD plan and the basic qualifications of the intended candidate before starting a PD trajectory;
- Assure quality of PD trajectories including setting criteria and monitoring of a Go-noGo assessment of candidates;
- Compile the assessment committees on recommendation of the lead supervisor and ensure that they reflect LTH stakeholders' interests in the practice-based feature of the PD trajectory;
- periodically organize calibration sessions with professors from the supervision pool to promote joint development of standards;
- Award the certificate to the PD candidate.

Secretariat (facilitated by CELTH)

Composition:

- Administrative secretary;
- Communication staff

Role and Tasks:

- Act as secretariat and back office of PD program;
- Oversee organisation, secretariat, and administration;
- Develop and maintain communication channel for PD program pilot (8 years);
- Support recruitment, matching, and selection (develop a communication strategy);
- Support organization of Graduate Network events;
- Develop information and inspiration sessions with prospect candidates and LTH Industry;
- Develop fund-raising and industry co-financing strategies.

4 Assessment

4.1 Assessment philosophy

The assessment program for the PD has been designed to assess the development of the candidate towards the end qualifications formulated in 2.6, which enable the candidate to operate as a researcher, professional, innovator and change agent in the LTH domain. Assessing in the PD prioritises professional research, design, and implementation practice. PD candidates are expected to learn by doing, and assessed by what they have done, implicating a high degree of agency and accountability. Because the process involves communication with and intervention on multiple audiences, variety in what the PD candidate has done is not only considered as contributing to the reliability of the evidence collected for the Portfolio but also seen as having inherent value.

Finally, multiple stakeholders are crucial in evaluating whether the work that the PD has done meets the learning outcomes. Thus, the assessment committee is composed of assessors from both the academic world and the LTH work field related to the project.

Points of departure:
In alignment with the pedagogical philosophy, assessment is based on the evidence that candidates collect in their Portfolio during the PD trajectory. In order to assess their progress towards the end qualifications, candidates present a wide variety of products and/or documents in their Portfolio which are assessed during a first (Go-noGo) and second Portfolio Progress Assessment and the Final Portfolio Assessment. These are described in general terms below; candidates should be able to define the exact form or shape of required evidence themselves; the exact evidence will also depend on the research topic the candidate is working on, and the research methodology used.

A digital Portfolio is available in which all evidence can be included; the digital Portfolio is accessible to the PD candidate and supervisors and meets GDPR requirements;

· To ensure validity of the Portfolio evidence (triangulation), candidates present a diverse range of products and/or documents as noted above; these, moreover, are collected in different contexts (on the job; the academic world) and assessed by an assessment

committee composed of members from both the academic world and the LTH work field.

- The first document to be added to the Portfolio **three months after the start** of the trajectory is the PD project plan in which the candidate describes the research topic, design, validation, work plan, and budget; the plan has to be discussed with and agreed upon by the supervisory team.
- There is a clear separation between supervisors and assessors; supervisors cannot be assessors.
- The assessment committee is installed by the Graduate Committee. During the pilot phase this committee consists of a member of the Validatie Commissie Professional Doctorates (Validation Committee Professional Doctorates or VaCo-PD); a professor from the LTH Graduate Network, and three members nominated by the supervisory team who are a reflection of the stakeholders in the supervisory team: i.e. at least one lecturer and professionals from the field and/or practice (Vereniging Hogescholen, 2021a, p. 20).
- The assessment committee is supported in its assessments by an assessment model (rubric) in which end qualifications are operationalised in criteria (Vereniging Hogescholen, 2021a, p. 20);
- If necessary, assessors and experts from the LTH work field who are involved in assessments are offered a training course in (Portfolio) assessment and providing feedback.
- The courses that are part of the candidate's Portfolio are translatable to the European Credit Transfer and Accumulation System (ECTS).
- At the end of the trajectory, the candidates defend their entire Portfolio during the final assessment.

4.2. Assessment program

The assessment program covers all activities carried out by the candidate as part of the PD trajectory. The information on learning in practice and course-based learning as well as the feedback proved by the supervisory team and assessment committee is collected into the Portfolio. The assessment program is thus composed of a development-oriented Portfolio which is evaluated during three assessments (after 12 months, 24 months, and at the end of the trajectory) in which decisions are made on the progress of the candidate towards the learning outcomes of the PD trajectory; the final assessment should ultimately result in the awarding of the certificate of successful completion of the PD trajectory.

Portfolio development: learning in practice
For successful completion of the Professional Doctorate, the candidate is expected to deliver a "substantial body of work." Evidence of this is collected into a Portfolio. The candidates' Portfolio proves that progress in their research and growth in the four roles of researcher, professional, innovator and change agent, qualifies them to graduate at EQF Level 8. Portfolio products are developed while learning in practice in close contact with the industry environment linked to the research topic. They reflect the candidate's ability to design, research, test, implement, and evaluate interventions, and transfer the accumulated knowledge of this research process inside and outside the related LTH environment.

The Portfolio will be composed of a diverse range of products and/or documents related to each of the three phases described in the former chapter and covering the four roles. This wide range and variety are required to increase reliability of the assessment and should consist of four types of evidence:

1. that provides insights into the research & design process;
2. of personal and professional reflection on that process;
3. of increased competence towards the four roles and end qualifications;
4. of validity and quality of the outcomes of the research & design process.

Furthermore, the collected evidence should demonstrate the growth towards and, at the end of the trajectory - the fulfilment of the learning outcomes. The exact products and/or documents to be collected in the Portfolio will be designed by the candidate and approved by the supervisory team. The candidate has to make sure that there is sufficient variation in the evidence, that it is relevant for proving the learning outcomes; that it is authentic, reliable, and substantiated as well as sufficiently recent and up to date. Before designing their evidence, candidates have been informed about the assessment model (rubric) and criteria used.

4.3 Assessment tools

Progress of PD candidates will be monitored through two so-called "Portfolio Progress Assessments" and a "Final Assessment." The Progress Assessments will be planned at two fixed time moments. For a full-time PD candidate, the first is a Go-noGo assessment and is expected to be no longer than **12 months** after starting the PD program (18 months for a part-time candidate) and is a summative moment; the second one is a formative assessment and takes place after **24 months** (36 months for a part-time candidate). The goal of the second Portfolio Progress Assessment is to allow candidates to present partial progress results, discuss challenges, and ask for support, and as such allow them to finalise their PD program successfully in three years time. A part-time PD trajectory may have a longer duration, in which case the timing of the Portfolio Progress Assessments will be adapted.

During the Progress Assessments, an assessment rubric is used which will be developed by the Graduate Committee (paragraph 3.7). The rubric will be based on the PD program's learning outcomes and - from a holistic perspective with global indicators allowing an overall judgement of the candidates work - used to examine how well the candidate has met and is progressing towards the four roles. The description of the rubric will take place prior to the start of the PD in calibration sessions with members of the Graduate Committee. As such, the creation of a rubric can contribute to more unity and agreement in assessments. The ensuing rubric will be used during both Portfolio Progress Assessments and the final Assessment.

4.3.1 Portfolio Progress Assessment 1: assessment interview

The first Portfolio Progress Assessment is a **summative assessment** and takes place no later than **12 months** (18 months for a part-time candidate) after the start of the PD trajectory; it is based on a partial Portfolio that should include:

- the PD project plan (which has to be ready after 3 months) in which the candidate describes the research topic and design, validation (to be determined by the candidate but can consist of presentation for peers and relevant partners in the LTH domain with feedback; written, recorded), work plan and budget - relates to all 4 evidence types and provides candidates with the opportunity to demonstrate their progress as a researcher, professional, innovator and change agent;
- evidence and results of **substantial completion** of compulsory and partial completion of elective courses (see 3.2.4 above for format of evidence) - relates to evidence types 3 and 4 and supports candidates in their growth as researchers and innovators;
- a written **critical self-reflection** on the progress and development of the candidate towards the four roles including evidence that shows this progress - connects to evidence type 2 as well as to all roles candidates need to be able to perform;
- recommendations by/feedback from the Graduate Committee as well as the supervisory team collected during the first period providing insight into the progress of both the candidate and the research process - evidence type 2 and necessary for writing the self-reflection mentioned above;
- proposal for further Portfolio composition (including validation plan) - evidence type 1 and relevant for the roles of researcher and professional.

The assessment will be conducted by the **supervisory team** (composition described above), and includes recommendations from the Graduate Committee. The assessment report (which includes comments on the submitted evidence, feedback from the interview as well as recommendations for the next phase) of the supervisors will be included as an integral part of the final Portfolio.

This first Portfolio Progress Assessment is a **summative Go/no-Go** moment where the candidate is either admitted to the next phase, conditionally admitted to the next phase, or has to end the PD trajectory.

A **Go** decision is taken when the supervisory team is - based on the submitted evidence and the interview - confident that candidates will be able to grow into the four PD roles and meet the learning outcomes during the remainder of the PD trajectory. This is a weighty decision moment since the second Portfolio Progress Assessment is a formative assessment. During this Go/no-Go moment, the supervisory team must therefore be fully convinced that candidates will be able to conduct and finish their research according to the learning outcomes and within the set time limit.

A **no-Go** decision is taken if the supervisory team assesses the submitted evidence to be of insufficient quality to guarantee successful completion of the PD trajectory within the specified time limit.

In exceptional situations - mostly when due to force majeure the candidate was unable to realise some of the required evidence - a conditional Go decision may be taken. In that case, the supervisory team will specify in their assessment report which types of evidence need to supplemented and re-submitted and within which time limit. If the candidate fails to meet these criteria, the conditional Go will be replaced by a no-Go.

4.3.2 Portfolio Progress Assessment 2: assessment interview and presentation

At the end of the second year of the PD trajectory (or after 36 months for the part-time PD), the candidates should demonstrate the advanced capability of collecting, processing, and analyzing primary data in a scientifically sound manner. The PD candidates also show how they have translated this analysis into one or more substantiated test interventions (if applicable) and have validated these tests/interventions in a real-world LTH corporate or organizational environment.

The second assessment is a **formative assessment** and takes place 24 months (or after 36 months for the part-time PD) after the start of the PD trajectory. The supervisory team has to agree that the candidate is ready for this assessment and that the required documentation has sufficient quality. Documents/evidence added to the Portfolio since Portfolio Progress Assessment 1 should include:

- evidence and results of any remaining compulsory and elective courses taken (indicative 10 ECTS) - relates to evidence types 3 and 4 and supports candidates in their growth as researcher, innovator and change agent;
- evidence of the research conducted as far as well as the sharing of findings and analyses (and the designed intervention prototype) to the LTH domain with proof of validation (to be determined and organised by candidate); based on these evidence types 3 and 4, should be able to prove their growth as researcher, innovator and change agent;
- a written self-critical reflection on the research progress and the four roles and demonstrating how the recommendations/feedback of both the supervisory team and assessment committee so far have been incorporated - connects to evidence type 2 as well as to all roles candidates need to be able to perform;
- recommendations by/feedback from supervisory team collected during the second 12 months and providing insight into the progress of both the candidate and the research process - evidence type 2;
- proposal for final Portfolio products and assessment; evidence types 1 and 4, connecting to the roles of researcher and professional;
- updated work plans and budget; evidence types 1 and 2 and indicative for the roles of researcher and professional.

This second Portfolio Progress Assessment is not only based on an **interview** about the submitted Portfolio components but also comprises a **presentation** (evidence types 3 and 4), summarising their main implications. The presentation shall be organised by the LTH Graduate Network, for the following audience:

- representatives of the LTH work field;
- the **supervisory team** and the **assessment committee**;
- members of the LTH Graduate Committee and Graduate Network.

Criteria and assessment rubric for the second Portfolio Progress Assessment are the same as for the first one. Candidates should be assessed on increased levels of complexity and competence, based on the same rubric that assesses both their growth towards the four designated roles and learning outcomes. In exceptional situations - mostly when due to force majeure the candidate was unable to realise some of the required evidence - the

assessment committee may ask the candidate to supplement and re-submit some of the evidence.

4.3.3 Final assessment: defending the entire Portfolio

The PD process is successfully completed if the candidate has met all the end qualifications and can perform independently as researcher, professional, innovator and change agent in the LTH domain at EQF8 level.

The candidate informs the supervisory team that the research has been completed and that all the required evidence has been added to the Portfolio. The supervisory team has the right to check the evidence submitted and decide if the candidate can be nominated to the assessment committee for the final assessment. This takes the form of an interview.

A completed Portfolio should contain:

- evidence of successful completion of Portfolio Progress Assessments 1 and 2 (assessment reports of the assessors and the way how recommendations & feedback were incorporated, as reflected on in the self-evaluation; evidence of the courses followed is also included in these 2 Progress Assessments);
- the final research output (model, intervention, or other results in a written [article] or visual form decided by the candidate [added to Portfolio before Portfolio Progress Assessment 2] and validated according to the candidate's validation plan);
- the final research output can contain two peer-reviewed academic articles that substantiate the professional and social relevance of the research and may correspond to any of the three phases of the PD trajectory or the final critical analysis and reflection. The articles need to be submitted with a realistic chance of being accepted, and not necessarily accepted already, at the time of final assessment;
- a critical analysis and reflection on the entire PD process, the relevance of delivered output, and detailed and substantiated advice to the professional field involved.

The Portfolio defence takes place for an assessment committee that is installed, as noted already above, for each PD trajectory by the Graduate Committee. In the pilot phase, the members of this committee consist of:

- a member of the **Validation Committee Professional Doctorates** (VaCo-PD) as chairperson;
- a member of the LTH Graduate Network;
- three members nominated by the supervisory team (and approved by the Graduate Network) who reflect the stakeholders in the supervisory team, i.e. at least one lecturer and one professional from the work field.

4.4   Quality control

The components and procedures of the PD program guarantee that the PD degree represents a quality standard that corresponds with EQF 8 and QF-EHEA qualifications as described in paragraph 2.4.2.

A **national quality framework** for all the PD trajectories that take part in the national PD pilot is currently being developed and will be made available as soon as possible. The starting point for this is the document University of Applied Sciences Professional Doctorate: a professional education with a focus on practice-based research of the VH (2021a).

The quality of PD trajectories must fit with the needs, ambitions, and challenges of the professional practice. Applied methods should also be practical and relevant with appropriate robustness, and in an ethically sound manner. The program follows the **Dutch Code of Conduct for Research Integrity**. PD LTH attaches excellent value to Open Science and will therefore make Open Science-educated candidates' part of the learning community. As part of the monitoring and evaluation plan, we also consider the contribution of candidates in the LTH domain to Open Science and we publish research results.

Complaints and objections procedure: the Graduate Committee of the domain LTH will develop and communicate a complaints and objections procedure to all PD candidates, as well as universities of applied sciences and other relevant stakeholders in the program.

As a follow-up on the **national Monitoring & Evaluation** task force, the Graduate Committee of the domain LTH sets up a plan for domain-specific monitoring and evaluation of the PD. This plan includes the transmission and impact of the PD trajectory on professional practice, society, education, and practice-based research.

The LTH domain also monitors the careers of the candidates during and after finishing the trajectory (alumni success). Moreover, we will describe the organisation of data-archiving, accessibility, and transparency of the output of PD trajectories in the program in the domain. Continuous improvement and assurance of the program quality is part of this monitoring and evaluation plan. Two examples: 1) annual evaluation of coaching and supervision procedures from supervisor and candidate perspectives will be described; 2) the bandwidth of our learning and evaluation workflow during the pilot period will be monitored – we will compare various cohorts in their workflows and output.

In addition, below the points of departure for quality assurance are further described, translated towards the LTH PD, to provide clarity on where and how quality assurance will be deployed in the PD LTH.

4.4.1 At national level

The monitoring of quality at national level will be guaranteed by a national Validation Committee Professional Doctorates (VaCo-PD). All PD pilots shall be assessed and certified based on a set of quality standards that are currently being developed.

Certification of the PD-LTH program will be done periodically and is based on findings of a validation committee set up by the VaCo-PD. Participants in the validation committee are experts on the relevant key themes from the LTH business community, the public sector, and from higher education. One or more members of the VaCo-PD are assigned to each validation committee.

At the start of a PD program, the VaCo-PD assesses the program on the following points:

- the program level: do the intended learning outcomes as formulated in the program profile match level EQF8 and the wishes and requirements of the professional field?
- the program: has the program been designed in such a way that the candidate can achieve the final objectives?
- the quality of supervision and lecturers: Are supervisors and lecturers knowledgeable in terms of content and didactical skills?
- assessment procedure: is the assessment of the candidate valid, reliable, and sufficiently independent?

A review of this validation process will take place every four years. The quality achieved in the past four years based on (a sample of) candidate Portfolios is also examined. A crucial point of attention for the coming years is a common finding of quality standards. In order to facilitate this finding of standards, the VaCo-PD provides a committee member for each assessment committee, at least during the pilot phase. The VaCo-PD also maintains a register in which all graduates of certified PD programs are registered. The VH appoints members to the VaCo-PD, proposes candidates to the VaCo-PD for the validation committees, and provides the secretariat, thus contributing to the quality of PD programs. The VaCo-PD appoints the validation committees that periodically assess the individual courses.

In the pilot period, the PD programs will work together to further professionalise quality assurance. The current program team will be continued for this purpose. Experiences and lessons learned are elaborated in this. Tools to improve quality assurance are also being looked at, such as training examiners, manuals, assessment forms, and checklists. The mutual learning of the PD candidates is stimulated by establishing a national UAS PD community.

4.4.2 At domain level

During the pilot phase, the PD is developed as a joint program in which seven UAS in Leisure Tourism and Hospitality collaborate (see chapter 2). The Graduate Committee leads the Graduate Network LTH that will be responsible for the assuring the quality of the PD program. Tasks and functions of the Graduate Network are described in chapter 3. The functioning and tasks of the Graduate Committee will be evaluated at the end of the pilot period and adjusted in accordance with future VH agreements.

4.4.3 At PD trajectory level

Each PD trajectory will include at least the following guarantees for quality:

- supervisors are selected and appointed by the Graduate Committee, meet previously agreed quality criteria, and are a reflection of LTH stakeholders engaged in the PD trajectory;
- the prospect PD candidates' PD plan and basic qualifications are assessed by the Graduate Committee. While doing this, explicit agreements are made about the

intensity of the supervision and specific set of compulsory and elective courses to be followed;
- the PD trajectory is clearly divided into steps with a Go No-Go moment at the end of the first year;
- the final assessment is based on a Portfolio of evidence. This is subject to review by an assessment committee that tests it against the end qualifications (the four roles the PD candidate has to fulfil) and the associated assessment model (rubric);
- the assessment committee is set up by the Graduate Committee;
- the lead supervisor has the authority to nominate the candidate for final assessment;
- the awarding for the certificate has to be approved by the Graduate Committee.

On all research activities taking place by the PD candidate, the Netherlands Code of Conduct for Scientific Integrity applies. The candidate makes agreements with relevant stakeholders about the property rights of (sub) products and about Open Access of results.

4.5 Learning Outcomes and Assessment Indicators

Learning outcome	Roles	Core	Quality	Frame	Indicator
PD candidate demonstrates knowledge and understanding of the LTH domain and its challenges	Researcher Professiona l Innovator Change agent	Self-written portfolio 'critical issues in LTH' that includes (examples of output): • A grant proposal • A poster • An original essay on critical issues in LTH	Describes and evaluates the state of the art in the LTH domain with reference to the candidate's research theme	Interdisciplinary & transdisciplinary approach	Develops a self-written portfolio for the course 'Critical Issues in LTH' that could include a variety of output such as: • A convincing research grant proposal; • A poster presented at a conference; • A critical reflection on opportunities and challenges in relation with the four roles of the PD -LTH (researcher, professional, innovator, change agent);
PD candidate demonstrates research skills to conceive, design, implement and evaluate a substantial and original body of research	Researcher Change agent	Critical literature review Identification of gap in the literature Justification of Innovative character of the solution compared to existing (academic) knowledge and practice Assessment of impact of proposed solutions on involved stakeholders Evaluation of how the PD roles will bear on the implementation and scale up of the solution	Identifies a knowledge / practice gap Reflects on the implications of the knowledge / practice gap for relevant stakeholders and the LTH domain Assess current situation and risks of conflicting interests when addressing the knowledge / practice gap	Elaborates a field not previously or barely researched Interdisciplinary and transdisciplinary approach Clarity on PD roles High-risk conflicting interests	Develops a self-written research and design process that includes: • the state of the art of knowledge on the topic based on literature review; • a gap analysis from this review; • the identification of not previously or barely researched field(s) related to the envisioned solution, with possible practical scenarios and stakeholders; • the assessment of the current stakeholder situation (needs and interests), risks and identification of potential case studies.
PD candidate shows analytical and problem-solving skills by identifying complex, transdisciplinary problems, designing innovative solutions or redefining existing knowledge or redefining professional practice in the LTH domain.	Researcher Innovator Change agent	Self-written research plan Description of: • Research questions • Research methods including an explicit reflection on research ethics • Explains the identified problem from different disciplinary perspectives • Shows the innovative character of the solution for theory and practice • Makes an analysis of main stake-holders needs and interests & shows how the proposed solution meets these needs and satisfy these interest (acceptability) • Produces and tests a prototype of the solution/ executes a pilot, considering the interests of the main stakeholders Implements and evaluation, e.g.: • Validation of success / failure factors • Feedback from industry • Practical validation • Limitations of the solution • Suggestion for further professional research	Demonstrates that research complies with relevant codes of conducts Seeks for ethical approval, if needed Illustrates how the solution (e.g. new concept, method, business model, practice) is innovative, supports the redesign of existing knowledge or practice. Evaluates the impact of the proposed solution on the involved individuals, groups, and institutions Describes feasibility and acceptability of the solution	Makes a well- considered choice of the chosen methods. Indicates the relevance of the research question for the LTH domain and substantiates the choice based on relevant knowledge domains (multidisciplinary) and professional practices (transdisciplinary) Illustrates the procedure chosen for testing / piloting, evaluates it; and reflects on the outcome	Develops an authentic portfolio based on the research and design process that includes • research questions; • alignment of research questions with the overall issue and convincing justification of the research based on the LTH domain (and other relevant knowledge domains) as well as professional practices. • relevant methods with an explanation of why a certain method is chosen; • extensieve research ethics paragraph; • Explanation of why the envisioned solution is a contribution, by adding proof of concept in the portfolio, which shows technical and organisational feasibility. • Test and evaluation of the prototype / pilot • Evaluation of outcomes with reference to the involved stakeholders, the LTH knowledge domain (and other relevant knowledge domains) as well as professional practices.

Competency	Role	Examples	Quality	Purpose	Elaboration
PD candidate shows important level of communication skills including the ability to communicate with peers, the larger scholarly community, and society in general about their area of expertise.	Researcher Professional Innovator Change agent	E.g.; • Contributie to seminar/ congress • Publication in (popular) scientific magazine • Production of electronic output (application, game) • Providing guest lectures, policy advisory services	The quality of the chosen contribution(s) must be externally certified in some way (peer- reviewed, certified, professionally approved, positive feed- back by audience).	It is clear why the LTH profession would be "helped" by the output	• Extends the description of the why and how: provides evidence of the possible impact of the research on the LTH professional field (f.i. number of viewers of a blog, number of guest lectures, number of students participating in a course). • Develops relevant academic and professional output, such as peer-reviewed articles in scientific or professional journals.
PD candidate demonstrates autonomy and authority, including scholarly and professional integrity.	Professional	Asks for feedback (360-degree feed-back/ personal evaluation plan) Makes personal development plan indicating which thought courses intends to follow and why Provides well- considered justification for choices regarding his own development	Annual planned retrospective review	Ensures professional recognition of used work of others Takes an active part in collaborations Ensures effective professional content visibility in process and results	• Writes a personal development plan, including an analysis of needed effective interpersonal and leadership skills • to build an environment of trust, respect, confidence, and results • Reflects on outcomes and output on a yearly basis. • includes feedback of relevant stakeholders. • Describes collaboration (context) relevant to the PD-LTH • Describes the role, responsibility & tasks of participants (including own) within this collaboration.

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