

NHTV Breda
University of Applied Sciences
BBA Tourism Management

Distinctive Feature Internationalisation

Introduction

This is the assessment report of the Distinctive Feature Internationalisation Audit Panel of the Bachelor of Tourism Management degree programme offered by NHTV Breda. The assessment was conducted by an audit panel compiled by NQA and commissioned by NHTV Breda. The panel has been selected in consultation with the study programme and was approved prior to the assessment process by NVAO. In this report the Netherlands Quality Agency (NQA) gives account of its findings, considerations and conclusions. The assessment was undertaken according to the *Frameworks for the Assessment of Internationalisation* (NVAO 14 November 2011).

The site visit took place on January 16th 2014.

The audit panel consisted of:

Mr F.A.A. De Decker MA (chairperson)

Mr Dr. K.R. Wilkes (representative profession/discipline)

Mr Dr. C. Thompson (representative profession/discipline)

Mr R.G.P.M. Kuppens (student member)

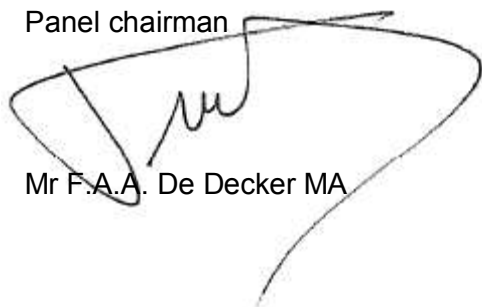
Ms drs. P. Göbel, NQA-auditor, acted as secretary of the panel.

The study programme offered a critical reflection; in form and content according to NVAO assessment requirements. The panel studied the critical reflection and visited the study programme. Critical reflection and all other (oral and written) information have enabled the panel to reach a informed judgement.

The panel declares the assessment of the study programme was carried out independently.

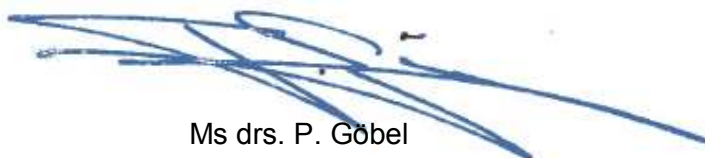
Utrecht, 24 February 2014

Panel chairman



Mr F.A.A. De Decker MA

Panel secretary



Ms drs. P. Göbel

Summary

The BBA programme Tourism Management is part of the Academy for Tourism of NHTV Breda university of applied sciences. The programme consists of two tracks: a Dutch track and an English track. In both tracks internationalisation is part of the programme/courses. The panel assesses the English track as **good** and the Dutch track as **satisfactory**.

Standard 1

In the vision of the BBA Tourism Management the programme aims at students to engage with international business, to get cross-cultural understanding and to have language abilities in a business context. The panel is satisfied with the vision as formulated by the programme and considers that with the six objectives the programme sets interesting goals for realising and proving an international orientation. The panel concludes that although the vision is not yet explicitly shared by all stakeholders, there is a shared feeling of what internationalisation means for the programme.

The panel advises the programme to integrate the vision and the objectives more clearly into the regular policy documents so that the content of the documentation and appearance of internationalisation becomes more consistent. The panel equally advises that the path towards more systematic evaluations (e.g. by means of IMPI) and improvement activities is continued.

The panel assesses Standard 1 for both tracks as **satisfactory**.

Standard 2

The international and intercultural learning outcomes are integrated in the generic learning outcomes of the BBA of Tourism Management. The operationalization and assessment differs between the English and the Dutch track. The programme can guarantee that all students achieve the required international and intercultural learning outcomes, but in the English track the knowledge and experience of the student goes deeper and further. The panel recommends the programme to be clearer on the differences between the two tracks and the way internationalisation is operationalized in each track. The programme uses suitable methods for measuring the achievement of the learning outcomes.

The programme collects data from several surveys on how alumni evaluate the international orientation of the courses. The panel agrees with the programme that the results are rather general; more in-depth research could provide the programme with more appropriate information.

The panel assesses Standard 2 for the English track as **good** and for the Dutch track as **satisfactory**.

Standard 3

The panel has seen proof that in both the Dutch and the English track the curriculum enables students to achieve the international and intercultural learning outcomes. Projects, field trips, placements are all performed in an international context, either in the Netherlands or abroad. The way in which the concept of the International Classroom is being put into practice in the English track is exemplary according to the panel. This environment ensures the achievement of international and intercultural learning outcomes in a natural but very effective way. Although in the Dutch track it may be possible for students not to participate in international exchanges, they still are confronted with international and intercultural issues throughout the programme and the programme has well thought-through alternatives for mobility, such as a specific module in which the touristic assets of Amsterdam are taken as a well-suited setting.

The panel assesses Standard 3 for the English track as **good** and for the Dutch track as **satisfactory**.

Assessment Standard 4

The panel is pleased with the lecturers and the opportunities for them to develop and expand their knowledge and skills. The composition of the staff is such that almost a quarter has an international background. However, these lecturers teach mainly in the English track. In both tracks more than half of the lecturers have international experience. The panel is convinced that among the lecturers there are enough international experiences, intercultural competences and language skills to fulfill the requirements for an international environment where students can achieve the international and intercultural learning outcomes.

The panel assesses Standard 4 for the English track as **good** and for the Dutch track as **satisfactory**.

Standard 5

The group composition of the English track guarantees an international setting where students can achieve the intended international learning outcomes. The numerous experiences abroad in particular offer students ample opportunities to experience how international tourism businesses operate, what cultural differences are and to use their foreign languages.

Although in the Dutch track students are required to take the same load of foreign languages and have experiences with international tourism business as students in the English track, it does not offer all the advantages of the English track. The Dutch track makes good use of the differences in socio-cultural backgrounds of the students to make them experience cultural differences.

The International Office is there for all students who come to the Netherlands or who go abroad. The many years of experience in this office guarantees a high-quality service to the students.

The panel assesses Standard 5 for the English track as **good** and for the Dutch track as **satisfactory**.

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1 Basic data of the study programme

Administrative data of the study programme

1. Name study programme as in CROHO	B Tourism Management
2. Registration number in CROHO	34410
3. Orientation and level study programme	Bachelor of Business Administration
4. Number of study credits	240 EC
5. Graduation courses / 'tracks'	Dutch track: 1. Tour operating, 2. Tourism Destination Development, Branding and Communication, 3. Accommodation, Hospitality and Attractions English track: 1. International Tourism and Travel Industry, 2. International Tourism Management & Consultancy
6. Variant(s)	Full time
7. Location(s)	Breda
8. Previous year of audit visit and date decision NVAO	Previous visit: 11 and 20 October 2011 Decision NVAO: 19 July 2012
9. Code of conduct	Signed 12 May 2006

Administratieve institutional data

10. Name institute	NHTV Breda University of Applied Sciences
11. Status institute	Funded
12. Result institute audit	N/a

2 Distinctive quality feature Internationalisation

The BBA programme Tourism Management is part of the Academy for Tourism of NHTV Breda university of applied sciences. The programme consists of two tracks: a Dutch track and an English track. In both tracks internationalisation is part of the programme/courses. The courses for the Dutch and the English track differ in some respects. Consequently the panel will make a distinction between these two tracks where relevant.

Standard 1: Vision on internationalisation

Criterion 1a: Shared vision

The programme has a vision on internationalisation. This vision is supported by stakeholders within and outside the programme.

Findings

The BBA programme Tourism Management has recently reformulated its vision on internationalisation in order to make it more explicit:

“The professional in the international travel and tourism industry is equipped with intercultural and international competences of **engagement with international business, cross-cultural understanding, and language abilities in a business context**. These enable her or him to understand and interpret diverging perspectives required to operate in the international business environment of tourism, fundamental to the quality of the educational experience. This experience is supported by a learning environment with international research, networks and reputation.”¹

According to the programme this vision is benchmarked regularly. There is a meeting with the Strategic Advisory Board four times a year. The members of this Board do not come from abroad but they represent international companies. One of the topics in these meetings is the vision on internationalisation. Members of this Board may also act as external examiners for students' examinations. The stakeholders interviewed by the panel were not part of this Board but explained that as external examiners they check the theses with respect to the international aspects, e.g. whether the chosen topics show enough international comparison. The students were very clear on what internationalisation means to them. During field trips abroad engagement with foreign business for instance comes in the form of presentations by/to local industries. Alumni and students both stated they benefit enormously from working with students from different backgrounds in understanding how other cultures think and work and that they feel well-prepared to work in the international tourism industry.

¹ BBA Tourism Management, Distinctive Feature Internationalisation, Self evaluation report, December 2013, p.4.

Assessment

The panel observed that the programme has developed an explicit vision on internationalisation. This vision has recently been reformulated and can be considered as work under construction. The panel discovered that not all the stakeholders were therefore equally well-informed about this vision and was pleasantly surprised to find that students and representatives of the professional field when asked what they thought was meant by internationalisation formulated a vision similar to that of the programme. The panel concludes that although the vision is not yet explicitly shared by all stakeholders, there is a shared feeling of what internationalisation means for the programme.

The panel assesses criterion 1a for both tracks as **satisfactory**.

Criterion 1b: Verifiable objectives

The vision on internationalisation includes verifiable objectives.

Findings

Based on its vision on internationalisation the programme has formulated six objectives:

1. recruitment of foreign students: enrolment of at least 15 percent of foreign students (currently 17 percent);
2. credit mobility: at least 60 percent of the students earn 30 EC or more whilst abroad (currently 73 percent);
3. international and intercultural learning outcomes: next to the generic national BBA requirements for tourism management students have to gain international and intercultural competencies as formulated by the programme (engagement with international business, intercultural understanding, foreign language in a business context);
4. curriculum development: continuous feedback from international stakeholders contributes to the design of the curriculum;
5. staff: at least 60 percent of the lecturers should have international work or research experience (currently 64 percent);
6. research: lecturing staff and students participate in international research projects, conferences and publications.

The panel has seen the documents which evidence most of the targets have been reached (ref. the percentages in brackets above), especially the objectives for recruitment of foreign students, students mobility and staff requirements. The panel was also presented with an impressive list of international publications, conference presentations by the teaching staff and international university partners.

From alumni and students the panel learned that almost every student has to go on an overseas study trip at some point during the programme. For students who seek international experience there are many opportunities, like exchange programmes, internships, conferences, field trips, guest speakers and double degree programmes. It is up to the students to seize the opportunities to get more than the minimum of international experience that is offered to every student.

Assessment

In the Self-evaluation Report the programme mentioned several objectives for internationalisation. Most of these objectives can easily be verified as they concern for example targets for student numbers, student mobility and staff experience. Some of the objectives are less easy to verify, e.g. curriculum development. As mentioned in criterion 1a the vision on internationalisation and the objectives have recently been updated. The panel observed that some of these objectives could be found in strategic documents, but the panel considers the next step for the programme should be to integrate vision and objectives in all the relevant documents.

The panel assesses criterion 1b for both tracks as **satisfactory**.

Criterion 1c: Improvement-oriented evaluations

The vision on internationalisation is evaluated periodically and this evaluation forms the basis for improvement measures.

Findings

Every four years the Academy of Tourism, including the BBA Tourism Management programme, reviews its education and research vision. According to the Self-evaluation Report the Management Team of the Academy evaluates the vision with input from other NHTV academies, lecturers, students (e.g. European Graduate Barometer, National Student Survey) and the industry. According to the students there are discussions with student panels on a regular basis. The outcome of these discussions is taken seriously by the management. The panel observed that each year the improvements regarding the strategic goals for internationalisation are listed in an activity plan with the targets for that year.

In 2012 the Academy for Tourism used MINT (Mapping Internationalisation) to evaluate internationalisation at NHTV. Because the results of this exercise did not offer the programme enough input on possible improvement initiatives, the academy decided to participate in an alternative project, the Indicators for Mapping and Profiling Internationalisation (IMPI) where internationalisation practice is benchmarked against other universities of applied sciences.

Although not particularly focused on internationalisation, the fact that NHTV's BBA in Tourism Management was awarded with a United Nations World Tourism Organization (UNWTO) certification according to the Quality Assurance Programme for Tourism Educational Institutions (TedQual) proofs its improvement orientation.

The TedQual system focuses on ethical aspects of international tourism, including aspects related to the globalisation of tourism.

Assessment

The panel has been able to determine that the programme evaluates its vision on and the objectives for internationalisation, as can be seen from the recent reformulation of the vision. The panel would appreciate a higher level of attention to the evaluation procedure in order to make a more complete cycle of the plan-do-check-act circle, although the participation in first MINT and now IMPI are promising first steps. In the Self-evaluation Report the programme also refers to a rather informal evaluation process that could do with a more systematic approach.

The panel assesses criterion 1c for both tracks as **satisfactory**.

Assessment Standard 1

The panel is satisfied with the vision as formulated by the programme and considers that with the objectives the programme sets interesting goals for realising and proving an international orientation.

The panel advises the programme to integrate the vision and the objectives more clearly into the regular policy documents so that the content of the documentation and appearance of internationalisation becomes more consistent. The panel equally advises that the path towards more systematic evaluations (e.g. by means of IMPI) and improvement activities is continued.

The panel assesses Standard 1 for both tracks as **satisfactory**.

Standard 2: Learning outcomes

Criterion 2a: Intended learning outcomes

The intended international and intercultural learning outcomes defined by the programme are a clear reflection of its vision on internationalisation.

Findings

The BBA in Tourism Management offers a programme 'to facilitate students to become responsible professionals, capable of operating in a globalizing work and knowledge environment'². The programme has chosen a bilingual approach: a Dutch track and an English track. Both tracks are separated from the first year but if wanted students can, after one year change tracks under specific conditions.

² **BBA Tourism Management, Distinctive Feature Internationalisation**, Self evaluation report, December 2013, p.9.

According to the self evaluation report the choice for two separate tracks makes it possible to on the one hand address demands from the Dutch travel and tourism industry (Dutch track) and on the other hand to offer students deeper knowledge and transfer of intercultural and international learning outcomes (English track). The representatives of the professional field the panel interviewed, appeared more in favour of the English track. The panel therefore suggests it may be time to reconsider this separate approach.

To prepare students for working in the international tourism and travel industry the programme has formulated three international and intercultural learning outcomes, based on the vision on internationalisation:

1. *engagement with international business*

In both tracks there are international study or field trips, starting in the first year, where representatives from the international tourism industry give presentations. International examples are used in lectures. Students from the **Dutch** track meet with tourism professionals working in the international location they visit. For their destination analysis students have to gather information through interaction with international tourism experts and have to reflect on their experiences and values in an international context.

For the **English** track the engagement with the international industry goes further. Students are also connected to professional practice through guest lectures, visits to industry fairs, projects, field trips, company visits and excursions.

2. *cross-cultural understanding*

In both tracks there are courses where cross-cultural communication and sensitivity are addressed. Students from the **Dutch** track may deepen their intercultural competencies by participating in international exchange programmes and/or opt for international placements. Students from the **English** track deepen their knowledge of cross-cultural understanding through increasingly complex cross-cultural assignments. In an overview the programme shows that these learning objectives are present in more than 70 percent of the courses in the second to the fourth year.

3. *languages in a business context*

Mastery of foreign languages provides the foundation for competent international professional behaviour. Language education in tourism management is about understanding and using a travel and tourism business language. During all language courses intercultural communication issues are explored as well. Interaction with exchange and international students is used during the lectures as students and alumni told the panel.

Assessment

The programme has formulated three intended international and intercultural learning outcomes for all its students in both the Dutch and English to achieve. Although the form of these learning outcomes could be improved the panel is satisfied that in terms of content, these learning outcomes reflect its vision on internationalisation, that these address the core of tourism and have been infused in the overall programme learning outcomes.

The panel assesses criteria 2a for both tracks as **satisfactory**.

Criterion 2b: Student assessment

The methods that are used for the assessment of students are suitable for measuring the achievement of the intended international and intercultural learning outcomes.

Findings

The programme uses a variety of assessment instruments to establish the achievements of the students in regard of the international and intercultural learning outcomes. In research methods courses students produce individual or paired written assignments based on data they have collected. Besides the regular assessment items, e.g. quality of sources, choice and application of methods, and clarity of communication, the potential of the work to impact international tourism industry is taken into account, thus relating the work of students to international tourism business.

For the course 'Concept and Product Development' the students' knowledge of conceptualising theory is evaluated in oral exams, and their application of the theory is assessed based on the originality of travel concepts designed within a group project. This method is consistent with the International Classroom concept and addresses the intercultural understanding between students of different nationalities.

The international and intercultural learning outcomes are also assessed during practical work placements in the third year. In monthly emails students report among other things, on the working atmosphere and intercultural issues such as norms and languages, to their NHTV supervisor. For the summative assessment the NHTV supervisor discusses the student's performance with the company supervisor. These learning outcomes are also addressed during coaching meetings where students reflect on groups work and intercultural difficulties.

In the graduation phase students hand in a proposal for a thesis project which is evaluated based on theoretical background, methodological rigour and practical international issues, such as proposed travel and budget. The thesis is read by a committee including the supervisor, a second lecturer and an external stakeholder, with international experience in the tourism industry.

Assessment

The panel has determined that the programme uses suitable methods for measuring the achievement of the learning outcomes. During the site visit and the interviews it became clear that the programme has invested in these methods that are widely recognised by students. In the interviews the students mentioned that intercultural competencies are continuously addressed during project work and that equally the international dimension of the travel industry is addressed and assessed throughout the programme.

The panel assesses criterion 2b for both tracks as **good**.

Criterion 2c: Graduate achievement

The programme can demonstrate that the intended international and intercultural learning outcomes are achieved by its graduates.

Findings

The programme incorporates the three learning outcomes of internationalisation within the ten generic national BBA competencies. For the English track the internationalisation and intercultural competencies are addressed and measured in relation to all competencies. In the Dutch track they are addressed in seven of the ten competencies. Through this differentiated approach the programme aims fulfil the demands of the Dutch tourism industry as well as allowing students to achieve international and intercultural competencies. Both theses and placement reports offer students the opportunity to assess and evaluate the operation of the international tourism industry either at the micro-level e.g individual businesses or at the macro-level e.g tourist destination development. The panel was not presented with much information on achievements of these learning outcomes by (post)graduates.

To measure the achievements of the graduates in terms of international and intercultural learning outcomes the programme collects feedback from alumni and external stakeholders. Through a professional LinkedIn group and two blogs the programme is connected to the alumni active in the international labour market of travel and tourism industry segments. At a more systematic level the programme is measured by a number of survey studies: e.g. the Dutch HBO Monitor and the international European Graduate Barometer (EGB). The 2012 HBO Monitor shows that graduates think the BBA in Tourism Management from NHTV performs above national average in international orientation. The results from the EGB show that students choose NHTV because of the contents of the programme and its international orientation. 89 percent of the respondents evaluated the performance of NHTV as good. The Dutch average is 76 percent and on a European scale the average is 60 percent.

Assessment

The panel concludes that students from the Dutch track and from the English track achieve different levels of international and intercultural learning outcomes. The panel is impressed by the achievements of the students from the English track. The theses show a high level of international and intercultural awareness. The level achieved of the students in the Dutch track is lower and is not apparent in the theses. However, the panel observed that these students acquire an acceptable level of these competences in other assessments.

The panel assesses criterion 2c for the English track as **good** and for the Dutch track as **satisfactory**.

Assessment Standard 2

The international and intercultural learning outcomes are integrated in the generic learning outcomes of the BBA of Tourism Management. The operationalization and assessment differs between the English and the Dutch track. The programme can guarantee that all students achieve the required international and intercultural learning outcomes, but in the English track the knowledge and experience of the student goes deeper and further. The panel recommends the programme to be clearer on the differences between the two tracks and the way internationalisation is operationalized in each track.

The programme collects data from several surveys on how alumni evaluate the international orientation of the courses. The panel agrees with the programme that the results are rather general; more in-depth research could provide the programme with more appropriate information. The formal collection of graduate employment would enhance the evidence to support the programme but would prove invaluable in recruitment and marketing the programme and allow NHTV Breda to follow career progression beyond first destination posts.

The panel assesses Standard 2 for the English track as **good** and for the Dutch track as **satisfactory**.

Standard 3: Teaching and Learning

Criterion 3a: Curriculum

The content and structure of the curriculum enable the achievement of the intended international and intercultural learning outcomes.

Findings

During the first year in both the English and the Dutch track students are confronted with basic knowledge of intercultural understanding and are exposed to the international features of the travel and tourism industry. After this first year most students continue in the same track with the same language of instruction, though if preferred they may switch.

In the second and third year of the **Dutch** track students have assignments and research projects for which require them to interact with travel and tourism industry professionals in the Dutch private sector. Students have the opportunity to expand their international exposure through placements abroad, study abroad, international minors, specializations and graduation projects. Nearly 50 percent of the students choose for a placement abroad and almost 40 percent choose an English-taught minor course. Students of the Dutch track are allowed to write an individual thesis or to graduate with a company placement assignment and related research product. These graduation reports are written in Dutch, which – according to the programme- is preferred by Dutch companies.

In the **English** track students from different nationalities work together and so deepen their competency development of international and intercultural learning outcomes. In the second year students go on a field trip either in Southeast Asia (ITMC) or Brazil (ITTI). All students are obliged to take their third year international placements outside the Netherlands. A specialised placement office facilitates the matchmaking (ref. criterion 5.c) and this support was much-praised by students in the panel meeting. Annually the programme organizes three Seminar Weeks as part of the fourth year English track, in collaboration with visiting professors and invited international travel and tourism industry professionals. These seminars are open to all students, but are obligatory for students from the English track. In the final year students are expected to write a thesis. The programme offers the possibility of a Double degree with the Institute for Tourism Studies in Macau.

In the Self-evaluation Report the programme gives an overview of which courses offer students the possibility to achieve the intended international and intercultural learning outcomes in the Dutch and in the English track courses. It is clear from these overviews that in both tracks the three competencies (engagement with international industry, intercultural understanding and languages in a business context) are addressed in every year of the study. From alumni the panel learned that the international aspect has increased in both tracks. The possibilities for international experiences were always there, but now with so many foreign students (fee-paying and exchange students) internationalisation has become more prominent, although for students from the Dutch track it is still possible to have minimal exposure. Students are very content with the soft skills they have developed because of working with students from a different background. The lecturers pointed out that group dynamics is part of the curriculum because of the importance of group assignments (e.g. field and study trips). In both the Dutch and the English track differences in students' background are used for discussions on intercultural understanding and for referencing to different tourism concepts.

Assessment

The panel is satisfied the curriculum demonstrates that students are involved in international activities, learn languages and reflect on intercultural differences. In the English track the international competencies are embedded in the whole curriculum. Students cannot escape from internationalisation with all the projects abroad, the international placement etc. In the Dutch track the internationalisation is more confined to certain parts of the curriculum and depends more on the individual choices of students. However, the panel is pleased with the number of students from the Dutch track that choose for a placement abroad (50 percent) or for an English taught minor (40 percent) as well as to the alternatives offered to students staying 'at home'.

The panel assesses criterion 3a for the English track as **good** and for the Dutch track as **satisfactory**.

Criterion 3b: Teaching methods

The teaching methods enable the achievement of the intended international and intercultural learning outcomes.

Findings

Lecturers take a clear contextual approach to education. The tacit cultural knowledge that lecturers and students pick up in a variety of tourism business environments, is used in this approach. The development of cultural sensitivity is not limited to contexts involving foreign cultures. Lecturers also use socio-cultural diversity among students of similar nationality.

Fitting with this contextual approach is the International Classroom as a didactic concept in the **English** track. In the Self-evaluation Report the International Classroom is described as a symbolic space in which participants' and stakeholders' cultural values and interests are explored in small group projects to create new and promising solutions to business and societal issues."³ The mix of cultures and values facilitates the creation and exchange of intercultural skills. In tutorials, projects and in international experiences student groups are challenged to resolve a task or problem. Students, lecturers and professionals contribute their knowledge and expertise to create a diversity of perspectives and approaches. The programme has been working with the concept of the International Classroom for over a decade now and the panel noticed that the concept is really supported by all teachers and much appreciated by the students.

Both alumni and students are enthusiastic about working with students from different backgrounds. As one alumnus stated "we have learned to shake hands properly". Graduates know how to address clients from different backgrounds and they clearly link this to the possibilities offered by the international classroom.

The projects abroad are an important part of the contextual approach. In both tracks students visit a foreign country to do research for a project in small groups. Especially worth mentioning is the destination-focused international research projects in the English specialisation track of International Tourism Management and Consultancy. In small international groups students carry out a four-week fieldwork in Southeast Asia. They link together assignments from tourism content courses and courses focused on intercultural communication. The result is a destination analysis with specific recommendations to destination managers. Next to that students reflect on their personal and cultural role in the research. A team of teachers offers support when needed.

Assessment

The panel was impressed by the concept of the International Classroom and the way it has been implemented in the English track. It helps that nearly 25 percent of the students come from abroad and nearly a third of the Dutch students in the English track has a mixed cultural background.

³ **BBA Tourism Management, Distinctive Feature Internationalisation**, Self evaluation report, December 2013, p.20.

Cultural issues seem to come naturally in such an environment but the programme has clearly intentionally constructed the learning environment so as to facilitate and enhance this process. The projects abroad are excellent examples of how the international competencies can be achieved.

In the Dutch track students learn about other cultures, international practice and their own values as well, but the intercultural understanding is not equally embedded in the Dutch track courses as in the English track.

The panel assesses criterion 3b for the English track as **excellent** and for the Dutch track as **satisfactory**.

Criterion 3c: Learning environment

The learning environment is suitable for achieving the intended international and intercultural learning outcomes.

Findings

The programme offers students many possibilities for international experience. There are international placements in around 80 countries. Students can also take on credits in one of the 97 international partner institutes. Within the programme there are field and study trips abroad, projects situated in international companies, e.g. in the course 'Management and Organisation' students have to research the possibilities of copying an amusement park from Florida to the Dutch environment. In the first phase of the study there are individual and group coaching sessions where students reflect on their personality and cultural background, and learn to recognize their strong and weak points in professional interaction with classmates and lecturers.

The library has received special recognition from the UN World Tourism Organisation for its comprehensive international collection on tourism and leisure topics. NHTV library also buys access to the UNWTO e-library. The majority of the collection is in English.

Assessment

The panel is convinced that the programme offers students a suitable learning environment for realising the intended learning outcomes. There is an international student community of both fee-paying and exchange students which stimulates intercultural understanding. There are many links with the international tourism industry where students can go and do research for projects or do their placement. Next to that the programme invites guest teachers on a regular basis in both tracks.

The panel assesses criterion 3c for both tracks as **good**.

Assessment Standard 3

The panel has seen proof that in both the Dutch and the English track the curriculum enables students to achieve the international and intercultural learning outcomes. Projects, field trips, placements are all performed in an international context, either in the Netherlands or abroad. The way in which the concept of the International Classroom is being put into practice in the English track is exemplary according to the panel. This environment ensures the achievement of international and intercultural learning outcomes in a natural but very effective way. Although in the Dutch track it may be possible for students not to participate in international exchanges, they still are confronted with international and intercultural issues throughout the programme and the programme has well thought-through alternatives for mobility, such as a specific module in which the touristic assets of Amsterdam are taken as a well-suited setting.

The panel assesses Standard 3 for the English track as **good** and for the Dutch track as **satisfactory**.

Standard 4: Staff

Criterion 4a: Staff composition

The composition of the staff (in quality and quantity) facilitates the achievement of the intended international and intercultural learning outcomes.

Findings

To enrich the cultural environment and to improve connections to international tourism business the BBA in Tourism Management makes the recruitment of international staff a priority. New staff for internationally oriented positions are recruited through standard international channels. In case of equal suitability, preference is given to international candidates. At this moment 19 international employees are working in the BBA in Tourism Management, out of a total of 87 lecturing staff. This is 22 percent, well above the NHTV average of 12 percent.

The panel has seen CV's of lecturers and has noted that a vast majority of the staff has extensive international experience.

Because the language of instruction in the Dutch track is Dutch, most of the international staff will be teaching in the English track. Around 60 percent of the staff in the Dutch track also teaches in the English track. In the Self-evaluation Report is mentioned that "a survey among international employees has indicated that more attention is required for new international employees to acculturate to the professional environment if higher education in the Netherlands"⁴. An introduction to NHTV will therefore be provided for as well as a 'buddy system' to assist the new employees in their orientation.

⁴ BBA Tourism Management, *Distinctive Feature Internationalisation*, Self evaluation report, December 2013, p.25.

The programme has created long-term relationships with international leaders in tourism research to visit the NHTV as guest speakers, such as Prof. Brian Wheeler, Prof. Greg Ashworth and Prof. Richard Butler. Next to this, guest lecturers are provided by representatives from the tourism industry. Every year around five exchange teachers come in, both for the Dutch and the English track.

The staff-student ratio is 1:16.

Assessment

The panel is satisfied with the staff composition. Most of them hold a Master degree, some of these from universities from abroad. The percentage of lecturers with an international background is above what may be expected. From the interviews it became clear that the lecturers have the right skills to teach in an international context.

The panel assesses criterion 4a for both tracks as **good**.

Criterion 4b: International experience and competence

Staff members have sufficient international experience, intercultural competences and language skills.

Findings

Currently 64 percent of the lecturers have professional international work experience. Lecturers have worked internationally for airlines, tour operators, NGO's (such as national parks and charities), consulting firms, destination marketing organizations, local and national governments, attractions, schools and universities.

Most lecturers are undertaking academic research or advisory services, internationally as well. Some ensure the transfer of research knowledge to the curriculum, whereas others conduct applied academic research co-funded by the international tourism industry. Several lecturers act as guest lecturers at international partner institutes. Last year ten lecturers from the English track participated in an exchange programme. A number of lecturers are members of the international academic tourism community. They are invited to participate in international conferences and international research projects that have resulted in publication in leading academic journals.

Students and alumni mentioned to the panel that they especially appreciate the international background of the lecturers which, according to these, clearly shows in their teaching activities. According to the students most lecturers have international experience, even in the Dutch track, and this experience is used extensively as a resource during courses.

Assessment

The panel observed that international experience is important to the programme. Not only are lecturers with this experience employed, but there are also ample opportunities for teachers to expand their experience. In the English track particularly the combination of foreign and Dutch teachers, language teachers and tourism teachers, all with international experience, guarantee international and intercultural content in every part of the curriculum.

The panel assesses criterion 4b for the English track as **good** and for the Dutch track as **satisfactory**.

Criterion 4c: Services provided to staff

The services provided to the staff (e.g. training, facilities, staff exchanges) are in line with the staff composition and facilitate international experiences, intercultural competences and language skills.

Findings

Development of skills and knowledge is one of the focus points of NHTV. There are training programmes for the building of skills, like emerging communication technologies. English fluency is a prerequisite for NHTV lecturers. Those lecturers who did not fully meet this requirement participate in Cambridge level 2 language training.

Staff is supported financially and logistically to attend International Trade Fairs and to participate in international congresses, seminars and workshops. All staff are required to take on a role in knowledge development, like upgrading their teaching materials using the latest research findings, or conducting contract or subsidised research themselves.

The state-of-the-art library and the collection of tourism databases are available to staff. The Academy of Tourism has been assigned an information specialist to purchase new publications for the library and access publications from allied fields through the Picarta information network.

Assessment

The panel concludes that the programme offers teachers enough services to facilitate international experiences and language skills. The international environment of the English track in particular facilitates an intercultural experience for staff.

It appears that lecturers from the English track have taken good advantage of these facilities. Even though lecturers from the Dutch track present at international conferences and publish research findings in international outlets as well their use of NHTV's international environment is less intensive..

The panel assesses criterion 4c for the English track as **good** and for the Dutch track as **satisfactory**.

Assessment Standard 4

The panel is pleased with the lecturers and the opportunities for them to develop and expand their knowledge and skills. The composition of the staff is such that almost a quarter has an international background. However, these lecturers teach mainly in the English track. In both tracks more than half of the lecturers have international experience. The panel is convinced that among the lecturers there are enough international experiences, intercultural competences and language skills to fulfil the requirements for an international environment where students can achieve the international and intercultural learning outcomes.

The panel assesses Standard 4 for the English track as **good** and for the Dutch track as **satisfactory**.

Standard 5: Students

Criterion 5a: Student group composition

The composition of the student group (diversity of national and cultural backgrounds) is in line with the programme's vision of internationalisation.

Findings

The total number of students of the BBA in Tourism Management programme is 1379, of which 239 have a non-Dutch nationality. As mentioned before the programme offers the course in Dutch (Dutch track) and in English (English track).

In the **Dutch** track the goal is to have a quality group of Dutch students enrolled reflecting the diversity in Dutch society. Students have to be fluent in Dutch. Of the 665 current students 99,4 percent have Dutch citizenship. Six percent (43 students) also carry citizenship of a second country, such as Poland, Belgium, Bosnia-Herzegovina or Canada. Three percent (23 students) were born abroad, mostly in (Eastern) European countries or former Dutch colonies. The panel agrees with the programme that this group of students is a reflection of the cultural diversity that is necessary in order to meet the objectives of the programme's vision on internationalisation but it advises to further investigate possibilities to achieve more diversity, e.g. by linking more to the English track to realise a more balanced mix of nationalities.

The goal of the **English** track is to have a substantial and diverse international student population. The foreign enrolment in this track is 24 percent. Students originate from over 50 nationalities. Currently 78 percent of the total number of BBA in Tourism Management students undertake at least 30 EC abroad.

Stricter regulations, tuition fees and other external factors pose challenges in saving the diversity of the student body. The programme is seeking cooperation with other departments to attract international students. The panel considers the current developments make it necessary for the department to have an alternative plan for safeguarding the enrolment of international students. According to the panel, the policy to increase the number of incoming exchange students is a possible way forward.

Assessment

The panel is pleased with the diversity of nationalities of students in the English track and how this diversity is used to facilitate the learning process. As mentioned before this guarantees a natural international setting for students to achieve the required competencies.

Although in the Dutch track students are required to take the same load of foreign languages as students in the English track, it does not offer all the advantages of the English track. As for the Dutch track the panel thinks the programme makes adequate use of the mix in socio-cultural backgrounds to allow for students to achieve the international and intercultural learning outcomes. But more efforts to enhance diversity would be appreciated.

The panel assesses criterion 5a for the English track as **good** and for the Dutch track as **satisfactory**.

Criterion 5b: International experience

The international experience gained by students is adequate and in line with the programme's internationalisation vision.

Findings

There are many opportunities for students to gain international experience, as well in the English as in the Dutch track. All students go on international study trips of at least three weeks.

In the **English** track there are field trips in the second year, either in Southeast Asia or in Brazil, depending on the chosen speciality (ITMC or ITTI) (ref. criterion 3.b). In the third year, students from the English track go abroad for their practical placement and many do so in the last year as well to prepare for their final thesis. For the **Dutch** track this is not obligatory but students have the possibility to go abroad. Approximately fifty percent of these students choose for a practical period abroad.

Depending on the choice of minor and graduation track students are able to participate in study trips in the fourth year as well, e.g. trips to the Technik Museum in Sinsheim (Germany) and Brussels International Airport for students in aviation and business travels. Of the English-taught minors 'Aviation Management' is the most popular among students from the Dutch track (33 students).

All students are encouraged to take a semester abroad through an exchange programme. Students from the English track make good use of these opportunities. In recent year 50 to 75 students went on an exchange programme. The English track also receives about the same number of exchange students. From the Dutch track these numbers are limited to: 1 to 4 students in the past years.

In the interview with the panel students mentioned that students abroad make videos to show lecturers and other students what they are doing and experiencing. There are also speed date sessions to share experiences abroad.

Assessment

The panel thinks the curriculum for the English track is very well constructed including many possibilities for international experiences. Internationalisation is hence a structural element throughout the curriculum. Students cannot escape being confronted with international business, intercultural experiences and foreign languages.

The difference between the Dutch and the English tracks is that mobility is required for all students in the English track, whereas this is optional for students on the Dutch track. The panel has observed that the opportunities are there for students to choose from. The panel thinks that here there is room for improvement, by making it necessary for more students from the Dutch tracks, to use international opportunities.

The panel assesses criterion 5b for the English track as **excellent** and for the Dutch track as **satisfactory**.

Criterion 5c: Services provided to students

The services provided to the students (e.g. information provision, counselling, guidance, accommodation, Diploma Supplement) are adequate and in line with the composition of the student group.

Findings

The programme aims to address the structural needs of students such as accommodation and information, but also to make students feel welcome and helping them to adapt to Dutch culture. The programme delivers these services to students in close cooperation with the International Office of NHTV.

The programme monitors students' satisfaction and international aspects of the curriculum by means of surveys: e.g. NHTV-wide survey of international students and the National Student Survey (NSE). The results are used to improve services, curriculum etc. From the survey of international students it is apparent that good progress has been made regarding the offering of English preparatory courses and recruitment of lecturers abroad, but that the integration of international students and the involvement of guest lecturers from abroad still show room for improvement. The NSE results show a high overall satisfaction score in terms of internationalisation.

To ensure international students are well informed prior to arrival, the international Office provides information on life in the Netherlands, including municipal registration, working, finances, living costs, insurance and housing. There is also a printed guide for international students, the acculturation wiki, and links to relevant websites. The International Office assists students with their visa and resident permit applications. Prior to the start of the academic year the International Office and the International Student Association Compass organise an introduction programme for incoming international students. Accommodation services are offered to international students. The International Office acts as a mediator between students and housing corporations. In general, students were very positive about the services provided by the International Office.

A 2011 NHTV-survey showed that on average more than 85 percent of the international students are 'satisfied' or 'very satisfied' with the International Office, the library, Service desk and ICT helpdesk. Alumni told the panel that the International Office is a real asset of the NHTV. They were also very pleased with the guidance and monitoring from the staff. They said that 'doors are always open' so it is easy for student to approach members of staff. According to the students coaching focuses on reflection on the skills. Teachers who supervise groups working on a project not only give feedback on the international contents, but also on intercultural group dynamics.

At the Academy for Tourism communication is bilingual, while NHTV-level communication is primarily in English. Information provided through intranet, newsletters, email etc. is always available in English and often in Dutch as well. NHTV employs an in-house translator.

Students have access to the library (ref. criterion 3.c). Besides electronic and physical access to tourism-specific books, journals and report, many students take advantage of the archive of placement and graduation reports in the library.

Students of the BBA in Tourism Management programme can benefit from additional language training in Dutch through the Tandem language Learning Programme. By working directly with a native speakers, the participants gain a deeper understanding of the culture.

The panel has seen several Diploma Supplements and regrets no specific reference to the international and intercultural learning outcomes achieved by the students can be found in these. It advises the programme to investigate possibilities to alter this.

Assessment

The panel is pleased with the services provided to the students. The international students are well cared for and local students are supported very well in their international endeavours. From the survey it is clear that students are satisfied with the international aspects and services. The International Office clearly is an asset of the NHTV.

The panel assesses criterion 5c for both tracks as **good**.

Assessment Standard 5

The group composition of the English track guarantees an international setting where students can achieve the intended international learning outcomes. The many experiences abroad in particular offer students ample opportunities to experience how international tourism businesses operate, what cultural differences are and to use their foreign languages.

The Dutch track does not offer all the advantages of the English track, but makes good use of the differences in socio-cultural backgrounds of the students to make them experience cultural differences. Although more limited they also have experiences with international tourism business and the usage of foreign languages.

The International Office is there for all students who come to the Netherlands or who go abroad. The many years of experience in this office guarantees a high-quality service to the students.

The panel assesses Standard 5 for the English track as **good** and for the Dutch track as **satisfactory**.

3 Overall assessment

	English track	Dutch track
Criterion 1a	Satisfactory	Satisfactory
Criterion 1b	Satisfactory	Satisfactory
Criterion 1c	Satisfactory	Satisfactory
Standard 1	Satisfactory	Satisfactory
Criterion 2a	Satisfactory	Satisfactory
Criterion 2b	Good	Good
Criterion 2c	Good	Satisfactory
Standard 2	Good	Satisfactory
Criterion 3a	Good	Satisfactory
Criterion 3b	Excellent	Satisfactory
Criterion 3c	Good	Good
Standard 3	Good	Satisfactory
Criterion 4a	Good	Good
Criterion 4b	Good	Satisfactory
Criterion 4c	Good	Satisfactory
Standard 4	Good	Satisfactory
Criterion 5a	Good	Satisfactory
Criterion 5b	Excellent	Satisfactory
Criterion 5c	Good	Good
Standard 5	Good	Satisfactory

The panel assess the distinctive quality feature for the BBA in Tourism Management programme of NHTV Breda University of Applied Sciences as **good** for the English track and **satisfactory** for the Dutch track.

4 Annexes

Annex 1: Expertise of the Panel Members and Secretary

Distinctive Quality Feature Internationalisation BBA of Tourism Management NHTV Breda University of applied Sciences

Mr F.A.A. De Decker MA, chairman

Mr De Decker has primarily been placed due to his expertise in the domain of internationalisation. He was chair of the audit committee of NVAO pilot “distinctive (quality) feature for internationalisation”. He works as executive education at Ghent University Association, the umbrella organisation of the University of Ghent, Ghent University, Arteveldehogeschool and Hogeschool West-Vlaanderen. He is familiar with the accreditation system based on previous audit visits, has international knowledge of higher education and educational processes based on his qualifications and work experience. He has been individually briefed on the audit visit process, accreditation in higher education and NQA’s working method.

Education

- 1992 – 1993 Aggregation for higher secondary education (Training for Teacher) at University Ghent and Radboud University Nijmegen
- 1989 – 1993 Licentiate (Master) in Language and Literature: Germanic Languages (Dutch and English) at University Ghent and Radboud University Nijmegen

Work Experience:

- 2006 – present Executive education at Ghent University Association, the umbrella organization of the University of Ghent, Ghent University, Arteveldehogeschool and Hogeschool West-Vlaanderen
- 2004 – 2006 Department of Educational Development and Internationalisation
Arteveldehogeschool
- 1997 – 2004 Coordinator Internationalisation Service Arteveldehogeschool (one of the merger of colleges: Catholic College of Health East-Flanders)
- 1994 – 1997 Scientific Assistant Department of International Relations of University of Ghent
- 1993 – 1994 Various assignments in secondary schools, as a translator, at *Koning Boudewijnstichting*, et cetera

Other:

- Guest lectures / participation in debates about internationalisation, intercultural communication, ECTS and credit systems, Tuning-methodology, RPL (recognition of prior learning), renewing education (flexibility, competence based learning, et cetera) in organizations such as VLHORA (*Vlaamse Hogescholen Raad*), VLOR (*Vlaamse Onderwijsraad*), VVKHO (*Vlaamse Koepel van Katholieke Hogescholen*), EAIE (de European Association for International Education), Dutch-Flemish Rendezvous, COHEHRE (Consortium of Higher Education Institutes in Health Care and Rehabilitation), Santander Group of Universities, et cetera
- Expert trainer on internationalization and intercultural communication in such as NUFFIC (Dutch organisation for internationalization in Higher Education), EAIE (European Association for International Education), EURASHE (European association of Higher Education Institutions, VLHORA (*Vlaamse Hogescholen Raad*)).

- Current or former member of various regional, national and international boards: workgroups VLOR (*Vlaamse Onderwijsraad* – a.o. Commission Diversity, Workgroup Student Centred Learning, Workgroup Professional Bachelor's Integration), Steering Committee of the Dutch-Flemish Rendezvous (NVOD), Council of COHEHRE (Consortium of Higher Education Institutes in Health Care and Rehabilitation), Flemish ERASMUS Committee, het Committee ADINSA (Advisory Council on International Cooperation of VLHORA), et cetera

Publications:

- Articles in NVAO magazine Q&A: “e-HBO: First Aid Education Cooperation” en “Learning two point zero”
- Contribution to “The SAGE Handbook of International Higher Education” (spring 2012).
- EUA Bologna Handbook: “Tensions between the Bologna process and Directive 2005/36/EC for nursing education: the Flemish case”

Mr Dr K.R. Wilkes

Mr Wilkes has primarily been asked due to his professional area of expertise in the domain of Leisure and Tourism. Mr Wilkes is Dean at School of Tourism at University of Bournemouth. He is member of the Executive Committee of the Association for Tourism in Higher Education (ATHE). Mr Wilkes has been involved in the development of tourism education in higher education since the 1980s and, more recently, led the Higher Education Funding Council for England (HEFCE)-funded development of a prototype Foundation Degree in Tourism Management with the University of Plymouth and eight Further Education Institutions in South West England. His research focuses on tourism development, visitor attractions, heritage management and tourism education – strong areas of research and teaching in the School. Mr Wilkes has written many articles and has given a lot of presentations. He has wide (international) knowledge of (higher) education and educational processes based on his qualifications and work experience.

Education:

1978	PhD: Department of Geography - University of Liverpool
1970 – 1973	BA (Hons) Geography: Upper Second - University College, Swansea

Work Experience:

2010 – present	Dean: School of Tourism
2009 – 2010	Acting Dean - School of Services Management
2007 – 2008	Deputy Dean - Education, School of Services Management
1999 – 2007	Head of Academic Group - Tourism, Leisure and Events
1998 – 1999	Head of Undergraduate Programmes - Service Industries
1995 – 1998	Head of Department - Tourism and Retail Management, Service Industries
1994 – 1995	Director of Postgraduate Studies, Service Industries

Other:

Member - Association for Tourism in Higher Education (ATHE)

Publications (more on request):

2014	Reddy, V. and Wilkes K. (Eds). Forthcoming. <i>Tourism in the Green Economy</i> . Earthscan.
2014	Tourism and Higher Education: Past Experience and Future Trends. Keynote Speaker: International Conference on “Contemporary Research in Tourism and Hospitality: Theory, Practice and Pitfalls” Pondicherry University, Pondicherry. India. February 2014

- 2013 Tourism in England: London 2012 Olympic Games and beyond (with Richards S.) In: C. Costa, C., Panyik, E. and Buhalis, D. Eds. *European Tourism Planning and Organisation Systems*, Vol. II. National Case Studies.
- 2012 Space tourism: perspectives of potential participants in Southern England and research recommendations for the future of the industry (with Reddy, V. and Nica, M.). *Tourism Management*, 33(5), 1093-1102.
- 2012 Reddy, V. and Wilkes K. (Eds). 2012. *Tourism, Climate Change and Sustainability*. Earthscan.

Mr Dr C. Thompson

Mr Thompson has primarily been asked due to his professional area of expertise in the domain of hotel management. He is academic dean at Stenden Hotel Management School at Stenden University and is member of the editorial board for the Journal of Research in Hospitality Management and Journal of Tourism Futures. Mr Thompson is co-developer of the New Zealand's first specialist degree in Tourism Management and developed degree and master programmes for delivery by distance learning. He is familiar with the accreditation system based on previous audit visits in Swiss, United Kingdom, New Zealand, The Netherlands and United States, has wide (international) knowledge of (higher) education and educational processes based on his qualifications and work experience. He has been individually briefed on the audit visit process, accreditation in higher education and NQA's working method.

Education:

- 2004 Certified Hospitality Educator - AHLA
- 2001 PhD (Tourism & Entrepreneurship) - University of Strathclyde
- 1991 MSc Tourism Management - University of Strathclyde
- 1988 BA (Hons) Humanities - University of SW England

Work Experience:

- 2010 – present Academic Dean - Stenden Hotel Management School, Stenden University
- 2009 – 2010 Higher Education Project Manager - International Correspondence Schools
- 2006 – 2009 Managing Director - Centre of Applied Tourism and Hospitality Management (CATHM), a Division of Macdonald Hotels
- 1999 – 2002 International Development Manager/Principal Lecturer - University of Derby
- 1996 – 1999 Head of Tourism - Waiariki Institute of Higher Education, Rotorua, New Zealand
- 1992 – 1996 Senior Lecturer - University of Derby

Other:

- Designed a multi award winning chef training programme
- Member of editorial board for the Journal of Research in Hospitality Management and Journal of Tourism Futures
- Fellow of the Institute of Hospitality and Higher Education Academy

Publications:

- Craig, D. and Thompson, C. (2012) Surrealist Pilgrims, Melting Clocks in Marble Halls: Dark Tourism For a Post-Modern World”, book chapter in *Tourism Controversies*, Moufakir, O. and Burns, P. (Eds), CABI.
- Thompson, C. (2011) “25 Years of Evolution; Real World Learning @ Stenden University” 5th THE_ICE International Panel of Experts Forum, Taylors University Lakeside Campus, Subang Jaya, Selangor, Malaysia 23 – 25 November, 2011.

- Thompson, C. (2011) "Internationalisation the Stenden Way", 5th THE_ICE International Panel of Experts Forum, Taylors University Lakeside Campus, Subang Jaya, Selangor, Malaysia 23 – 25 November, 2011.

Mr R.G.P.M. Kuppens BBA

Mr Kuppens is deployed as student panel member. In June 2012 he has got his Bachelor degree in Business Administration when finishing the study programme International Business and Management Studies (IBMS) at Avans Hogeschool, where he was a member of the Academy Board. In June 2013 he successfully finished the International Business Administration Pre-Master at Erasmus University and he will move to Chengdu, China to start his career as Consultant Project Manager in February 2014. Mr Kuppens is familiar with (higher) international education. He represents the students' view on teaching methods, facilities and quality of fieldwork. He has been given additional individual briefing about audit visit procedures and NQA's working method.

Education:

2012-2013	pre-master International Business Administration, Erasmus University
2011	exchange semester, University of International Business and Economics, Beijing
2008-2012	hbo bachelor International Business and Management Studies, Avans Hogeschool
2004-2008	mbo <i>Internationale Handel en Groothandel</i> , De Rooi Pannen

Work Experience:

2013	consultant project manager (Chengdu, China)
2013	marketing and communications officer, Meyer Burger
2012	internship hbo, OTB Solar
2009	Internship hbo, Maxxelli Real Estate (Chengdu, China)
2008	employee sales department, Neways
2007	Internship mbo, Rimpex BV
2006	Internship mbo, Panalpina World Transport

Ms drs. P. Göbel

Ms Göbel is deployed as NQA auditor. Apart from more than ten years' experience with audit visits in almost all sections of *HBO* [higher professional education], her auditor qualities are based on many years of assessment experience as well as having attended auditor courses at Lloyd's Register. She has worked in higher professional education for twenty years. Ms Göbel participated in the NVAO training for certified audit secretary.

Education:

1976 – 1979	Utrecht University, Dutch Language and Literature
1971 – 1976	Grade two teacher training: Dutch and English:

Work Experience:

2004 – present	NQA Auditor
2000 – 2004	Policy advisor of Quality Assurance at <i>HBO-raad</i> [Netherlands Association of Professional Universities]
1997 – 2000	Project leader at <i>Saxion Hogeschool Enschede</i>

1994 – 1997 Director at *Saxion Hogeschool Enschede*
1987 – 1995 Student counsellor at *Saxion Hogeschool Enschede*
1980 – 1993 Lecturer of linguistic competence at *Saxion Hogeschool Enschede*

Other:

2006 – 2011 Board member VVAO

Annex 2 Programme visit

When	What	Who	Where
8:30-09:00	arrival panel	Tessy Verhoeven (Officer International Affairs AfT) Ellen de Groot (Policy Officer NHTV)	Reception N-building
9:00-9:20	showcase	Lucette Roovers (Lecturer Tourism Planning & Development)	H.2.006 H.2.013
9:30-11:30	document review (panel, no conversations during this period)	Panel only	H.2.006 H.2.013
11:45-12:15	alumni	Elma Nendels, Marketing Asstistant at Ninesigma (ITTI) <i>Floris Keuzekamp</i> (ITMC) <i>Suzanne Al</i> (MT) Jasmijn Muller, Consultant at Whitebridge Hospitality UK (ITMC) Skype interview	H.2.006 H.2.013
12:15-13:00	lunch	Panel only	H.2.006
13:00-13:45	students	Ami Sayady (ITTI) Tim Hattendorf (ITTI) Louisa Franke (ITMC) <i>Malou van Kempen</i> (ITMC) <i>Leanne Peute</i> (MT) OM <i>Debby 't Lam</i> (MT)	H.2.006 H.2.013
14:00- 14:45	lecturers	Mylene van der Donk (Tourism Planning & Development) Jeroen Hol (Italian Language) Ellen de Groot (Cross Cultural Studies) Ondrej Mitás (Lecturer Research Management, member management team) Rami Isaac (Senior lecturer in Tourism)	H.2.006 H.2.013

		Sebastiaan Straatman (Strategic Management, Marketing & Tourism / Course coordinator BSc Tourism)	
15:00-15:45	stakeholders from the industry	Mr Arian van der Werff, project manager at Transavia Ms Leontien van Hooft, founder and director GreenDreamCompany <i>Mr Albert Salman, director sustainable development coastal and marine union EUCC</i>	H.2.006 H.2.013
16:00-16:45	management and staff (incl. exam committee representative)	Jos van der Sterren (Interim Director Academy for Tourism) Briek van Waes (Course leader Tourism Management) Theo de Haan (Course leader ITMC) Carl Grefkens (Course Leader ITTI) Marlie van Dun (Director International Affairs) Ton Tepe (lecturer and representative exam committee)	H.2.006 H.2.013
16:45-17:30	deliberation panel (no guests)		H.2.006
17:30-18:00	feedback from the panel	Anyone who wants	H.2.006

Annex 3 Mobility data

International staff mobility				
Academic year	English track		Dutch track	
	Out	In	out	In
2011-2012	4	5	0	6
2012-2013	10	5	0	5

Staff mobility between English track and Dutch track:	
2011-2012:	77 staff Dutch track, 47 teach in English track = 61%
2012-2013:	69 staff Dutch track, 44 teach in English track = 64%
2013-2014:	66 staff Dutch track, 41 teach in English track = 62%

Student exchange and d.degree Dutch track and English track				
	09-'10	10-'11	11-'12	12-'13
English track in	64	75	69	73
English track out	54	63	76	49
Dutch track out	4	2	1	1

International placements HTRO				
	Where	2011-2012	2012-2013	2013-2014
English track	NL	2	6	0
	Abroad	197	140	148
	% abroad/total	99%	96%	100%
Dutch track	NL	43	36	75
	Abroad *	55	39	55
	% abroad/total	56%	52%	42%

Participation in English minors						
	2011-2012		2012-2013		2013-2014	
English Minors	Dutch track	English track	Dutch track	English track	Dutch track	English track
Aviation Management	33	21	20	16	21	10
Cross Cultural Management	1	6	5	2	1	2
Change Management	1	8	2	3	1	2
Entrepreneurship	1	13	0	6	0	15
Heritage & Tourism	3	18	3	15	0	0
SBM (pre master)	0	10	0	13	0	2
Travel Industry	7	7	20	7	15	38
Hospitality Management	6	0	0	0	0	0
ITMC major	0	55	0	65	0	60
Subtotal	52	138	50	127	38	129
% dutch track in english education	38%		35%		40%	

Annex 4 Internationalisation in the curriculum

V= international and/or intercultural competency addressed	Projects			Courses					Skill	Languages				Practice			Coaching	
YEAR 1:	c p o 1	o p e 1	ma r1	re ch t	or g	e- b u s	c p o	d e s k	mc v	eng1/ 2	en g 3/ 4	m vt 1	m vt 2	vs r	v s r	w v o	sl c1	sl c2
1: To develop a vision on changes and trends in the external environment and development of relations, networks, knowledge and chains																		
Trendanalysis	v						v											
Context analysis	v						v	v										
Market research			v					v										
Consumer segmentation	v						v											
2 Analyse policy issues, translate them into policy goals and alternatives for decision making																		
Projectplan	v	v																
Feasibility studies	v	v																
5 Analyse the financial, legal aspects, internal business processes as well as external environments of business and organisation, to improve and strengthen these.																		
International law				v														
6 Develop, implement and evaluate processes of change																		
Projectmanagement					v													
7 Develop and apply social and communicative competencies (interpersonal and organisational): independent and entrepreneurial.																		
English level B1/B2										v	v							
second modern language B1/B2												v	v					
8 Develop and apply self evaluative competencies (intrapersonal, professional)																		
Selfreflection	v	v	v						v					v	v	v	v	v
10: Initiate, create and market products and services																		
Creation of experiences	v		v			v	v											
Destination development		v	v			v								v	v	v		

V= international and/or intercultural competency addressed	PROJECTS			COURSES						SKILLS	LANGUAGES				PRACTICE	Coaching	
YEAR 2/3+ PLACEMENT	c p o 2	m a r 2	o p e 3	m a n	k w o	k n o	m t b 1	m t b 2	m t b 3	icom	eng 5/6	3	4	5	stage	sl c 3	slc 4
1: To develop a vision on changes and trends in the external environment and development of relations, networks, knowledge and chains																	
Trendanalysis	V	V					V		V								
Context analysis		V						V									
3: Apply Human Resource Management																	
Organisation culture			V	V													
7: Social and communicative competencies (interpersonal)																	
Intercultural communication										V						V	V
Intercultural sensitivity										V						V	V
English level B1/B2											V						
Second modern foreign language level B1/B2												V	V	V			
8: Self steering competencies (intrapersonal reflective)																	
Ethical principles		V			V	V											
9: balance between people planet and profit																	
Doing business internationally, regionally								V									
10: Initiate, create and market products and services																	
Destination development		V					V	V	V								
Destination maintenance									V								

V= international and/or intercultural competency addressed	MINOR			COURSES			LANGUAGES			PLACEMENT			GRAD	
YEAR 4: MINOR AND GRADUATION	tou	aha	tbbc	law	cit yr egi ob r.	ed ut ain m.	en7	en 8	mvt	intern ational studytr ip	vsrc		pl ac e m e nt	the sis
ECTS	11	11	11	3	3	3	1	1	4	2	4		40	40
1: To develop a vision on changes and trends in the external environment and development of relations, networks, knowledge and chains														
Trendanalysis			V			V								
Context analysis	V	V	V		V	V				V			V	V
2: Analysis of policy issues, translate these into policy goals and alternatives and prepare decision making														
Feasibility Studies		V												
Socio-cultural impact studies			V											
7: Social and communicative competencies (interpersonal)														
English level B1/B2							V	V						
Second modern foreign language level B1/B2									V					
10: Initiate, create and market products and services														
Destination development	V		V		V									
Destination management			V											

	First Year Tourism & Leisure - semester 1											
V= international and/or intercultural competency addressed	PROJECTS		COURSES				TRAINING COURSES	LANGUAGE COURSES		PRACTICE	COACHING	
Competencies and products / skills	Marketing	Project management	Marketing	Introduction leisure	Project management	NLCP	Introduction tourism	Communication skills meetings	English A	Dutch slow	Excursions/study visits	Tutoring/project supervising/peer assessment
1: To develop a vision on changes and trends in the external environment and development of relations, networks, knowledge and chains												
Trendanalysis	V		V									
Research design	V		V									
Competitor analysis	V		V									
Context analysis	V		V			V						
market research	V		V	V								
Consumer segmentation	V		V	V								
2: Analysis of policy issues, translate these into policy goals and alternatives and prepare decision making												
Projectplan	V	V			V							
Feasibility studies												
Socio-cultural impact studies				V			V					
Economic impact studies				V			V					
3 Apply human resource management in relation to organisational strategy												
Planning of personell												
4 Design, manage and improve business- or organisational processes												
Organisation processes												
Information management												
Business models												

5 Analyse the financial, legal aspects, internal business processes as well as external environments of business and organisation, to improve and strengthen these.												
Business plan												
Annual report												
6 Develop, implement and evaluate processes of change												
Projectmanagement		V										
7 Develop and apply social and communicative competencies (interpersonal and organisational): independent and entrepreneurial												
Intercultural communication	V	V		V	V		V		V	V		
Intercultural sensitivity	V	V		V	V		V		V	V		
English communication C1								V				
Second modern foreign language level B1/B2												
Second modern foreign language level A1/A2									V			
8 Develop and apply self evaluative competencies (intrapersonal, professional)												
Intervision	V				V							
Self reflection	V				V							V
Lifelong learner							V					V
Personal development					V							V
Cultural awareness / intercultural integrity					V		V	V	V	V		
Ethical principles			V							V		
9: Balance between People, Planet, Profit												
Sustainable tourism products						V						
10: Initiate, create and market products and services												
Create experiences										V		
Destination development						V				V		

	First Year Tourism & Leisure - semester 2													
V= international and/or intercultural competency addressed	PROJECTS		COURSES			TRAINING COURSES		LANGUAGE COURSES					PRACTICE	COACHING
Competencies and products / skills	Imaging	Financial management	Imaging	Accounting	Financial management	Report writing	Communication presentation skills	English B	Dutch slow	Spanish or Italian Beginner Level	Spanish or Italian Advanced Level	German/French/Spanish or Italian Advanced level	Excursions/study visits	Tutoring/project supervising/peer assessment
1: To develop a vision on changes and trends in the external environment and development of relations, networks, knowledge and chains														
Trendanalysis														
Research design														
Competitor analysis														
Context analysis	V		V											
market research														
Consumer segmentation														
2: Analysis of policy issues, translate these into policy goals and alternatives and prepare decision making														
Projectplan														
Feasibility studies		V			V									
Socio-cultural impact studies														
Economic impact studies														
3 Apply human resource management in relation to organisational strategy														
Planning of personell		V												
4 Design, manage and improve business- or organisational processes														
Organisation processes				V										
Information management				V										
Business models				V										

<i>5 Analyse the financial, legal aspects, internal business processes as well as external environments of business and organisation, to improve and strengthen these.</i>															
Business plan					V										
Annual report					V										
<i>6 Develop, implement and evaluate processes of change</i>															
Projectmanagement															
<i>7 Develop and apply social and communicative competencies (interpersonal and organisational): independent and entrepreneurial</i>															
Intercultural communication	V								V	V	V	V	V	V	
Intercultural sensitivity	V								V	V	V	V	V	V	
English communication C1						V		V							
Second modern foreign language level B1/B2											V	V			
Second modern foreign language level A1/A2									V	V					
<i>8 Develop and apply self evaluative competencies (intrapersonal, professional)</i>															
Intervision							V								
Self reflection							V	V							V
Lifelong learner							V								V
Personal development															V
Cultural awareness / intercultural integrity	V								V	V	V	V	V	V	
Ethical principles	V			V										V	
<i>9: Balance between People, Planet, Profit</i>															
Sustainable tourism products															
<i>10: Initiate, create and market products and services</i>															
Create experiences	V			V										V	
Destination development														V	

	ITT1 - 2nd year, semester 3												ITT1 -2nd year, semester 4														
	PROJ ECTS	COURSES					TRAIN ING COUR SES	LANGUAGE COURSES					PRACT ICE	COA- CHING	PROJEC TS	COURSES					LA NGUAGE COURSES					PRACTI CE	COA- CHING
	Imagining project	Tour operating 1	Quantitative Research	Qualitative Research	Tour operating 2	Tourism marketing instruments	Commercial Skills	English 1	Spanish/Italian Beginner Level	Spanish or Italian Advanced Level	German/French/Spanish/Italian Advanced level	Chinese	Excursions/study visits	Tutoring/project supervising/peer assessment	Operational management project	Aviation management 1	Aviation management 2	Tourism marketing strategies	Management	Management Accounting	English 2	Spanish/Italian Beginner Level	Spanish/Italian Advanced Level	German/French/Advanced level	Chinese	Excursions/study visits/fieldtrip	Tutoring/project supervising/peer assessment
ECTS																3	3										
International and intercultural Competencies and products/skills																											
Competency 1: To develop a vision on changes and trends in the external environment and development of relations, networks, knowledge and chains																											
Trend analysis		V	V															V									
Context analysis		V	V			V										V		V									
Competency 2: Analysis of policy issues, translate these into policy goals and alternatives and prepare decision making																											
Socio-cultural impact studies																											
Competency 3: Apply Human Resource Management																											
Intercultural staff management															V												
Competentie 4: Design, manage and improve business- or organisational processes																											
Organisation culture								V												V							
Organisational processes																				V							
Information management																											
Business models																				V							
Risk management																											
Competency 5: Analysis of financial and legal affairs as well as internal processes																											
International law and regulations																V	V										
Competency 7: Social and communicative competencies (interpersonal)																											
Intercultural communication		V						V	V	V	V	V								V	V	V	V	V			
Intercultural sensitivity						V		V	V	V	V	V						V			V	V	V	V			
English communication C1								V													V						
Second modern foreign language level B YB2										V	V											V					
Second modern foreign language level A YA2									V			V									V				V		
Competency 8: Self steering competencies (intrapersonal reflective)																											
Cultural awareness / intercultural integrity								V	V	V	V	V								V	V	V	V	V			
Competency 9: balance between people planet and profit																											
Doing business internationally, regionally						V	V																				
Ethics																											
Competency 10: Initiate, create and market products and services																											
Destination development																											
Destination maintenance																											
Destination management		V																									

	ITTI - 3rd year, semester 5										ITTI - 3rd year, semester 6	ITTI - 4th year, semester 7 & 8		
	PROJ CTS	COURSES				TRAINING COURSES	LANGUAGE COURSES				PRACTICE	MINOR	PROJECT	THESIS
	Tour operating/Aviation project	Financial Accounting	E-Tourism	Tourism marketing communication	Cross cultural studies	Argumentative Communication	German/French/Spanish/Italian an Beginner Level	German/French/Spanish/Italian an Advanced Level	German/French/Spanish/Italian an Advanced level	Chinese	Placement		ITIP project: International Tourism Industries Perspectives	
ECTS	6.0											15.0	5.0	40.0
International and intercultural Competencies and products/skills														
Competency 1: To develop a vision on changes and trends in the external environment and development of relations, networks, knowledge and chains														
Trend analysis	v												v	
Context analysis	v			v										
Competency 2: Analysis of policy issues, translate these into policy goals and alternatives and prepare decision making														
Socio-cultural impact studies													v	
Competency 3: Apply Human Resource Management														
Intercultural staff management					v									
Competentie 4: Design, manage and improve business- or organisational processes														
Organisation culture		v		v		v					v			
Organisational processes		v				v								
Information management					v						v			
Business models		v	v								v			
Risk management														
Competency 5: Analysis of financial and legal affairs as well as internal processes														
international laws and regulations														
Competency 7: Social and communicative competencies (interpersonal)														
Intercultural communication					v		v	v	v	v	v		v	
Intercultural sensitivity	v				v		v	v	v	v	v		v	
English communication C1											v			v
Second modern foreign language level B1B2								v	v	v				v
Second modern foreign language level A1A2							v			v				v
Competency 8: Self steering competencies (intrapersonal reflective)														
Cultural awareness / intercultural integrity					v	v	v	v	v	v	v	v	v	
Competency 9: balance between people planet and profit														
Doing business internationally, regionally	v				v								v	v
Ethics					v									
Competency 10: Initiate, create and market products and services														
Destination development														
Destination maintenance														
Destination management	v													

	ITMC -2nd year, semester 3														ITMC -2nd year, semester 4														
	COURSES				TRAINING COURSES			LANGUAGE COURSES						PRACTICE	COACHING	PROJECTS	COURSES				TRAINING COURSES	LANGUAGE COURSES						PRACTICE	COACHING
V = INTERNATIONAL AND INTERCULTURAL COMPETENCIES ADDRESSED	Tourism Planning & Development	The Market Perspective	Tourism Impact Studies	Understanding the Consumer	Commercial Skills	Researching Tourism	Quantitative Research in Tourism	Optionals	English 1	Spanish/Italian Beginner Level	Spanish or Italian Advanced Level	German/French/Spanish/Italian Advanced level	Chinese	Excursions/study visits	Tutoring/project supervising/peer assessment	Field Research Project	Cross Cultural Studies	Analysing Tourism Markets	Tourism Network Dynamics	Pre-feasibility study	Management Accounting	Optionals	English 2	Spanish/Italian Beginner Level	Spanish/Italian Advanced Level	German/French Advanced level	Chinese	Excursions/study visits	Tutoring/project supervising/peer assessment
ECTS	15.0				9.0				3.0		3.0					1.0	19.0					4.0	3.0	3.0		3.0			
International and intercultural Competencies and products/skills																													
Competency 1: To develop a vision on changes and trends in the external environment and development of relations, networks, knowledge and chains																													
Trend analysis		V		V		V	V											V	V	V	V								
Context analysis	V	V	V	V												V		V	V	V	V							V	
Competency 2: Analysis of policy issues, translate these into policy goals and alternatives and prepare																													
Socio-cultural impact studies			V			V	V		V																			V	
Competency 3: Apply Human Resource Management																													
Intercultural staff management									V																				
Competency 4: Design, manage and improve business- or organisational processes																													
Organisation culture									V													V							
Organisational processes																						V							
Information management																													
Business models																													
Risk management																						V							
Competency 5: Analysis of financial and legal affairs as well as internal processes																													
International laws and regulations																													
Competency 7: Social and communicative competencies (interpersonal)																													
Intercultural communication									V	V	V	V	V			V	V	V	V	V				V	V	V	V	V	
Intercultural sensitivity			V						V	V	V	V	V			V	V	V	V	V				V	V	V	V	V	
English communication C1									V										V										
Second modern foreign language level B VB2												V	V																
Second modern foreign language level A VA2																										V	V		
Competency 8: Self steering competencies (intrapersonal reflective)																													
Cultural awareness / intercultural integrity	V		V	V	V				V	V	V	V	V			V	V							V	V	V	V		
Ethical principles			V		V	V																							
Competency 9: balance between people planet and profit																													
Doing business internationally, regionally	V			V					V							V		V	V										
Competency 10: Initiate, create and market products and services																													
Destination development	V															V		V	V	V									
Destination maintenance																		V	V										
Destination management																V		V	V										

	ITMC -3rd year, semester 5										ITMC - 3rd year.	ITMC - 4th year, semester 7 & 8		
	COURSES				TRAINING COURSES			LANGUAGE COURSES			PRACTICE	MINOR	PROJECT	THESIS
V = INTERNATIONAL AND INTERCULTURAL COMPETENCIES ADDRESSED	Financial Accounting	Feasibility Study	Project Development	Marketing Management Game	Management	Integrated Marketing communication	Argumentative communication	German/French/Spanish/Italian Beginner Level	German/French/Spanish/Italian Advanced Level	German/French/Spanish/Italian Advanced level	Chinese	Placement	ITP project: International Tourism Projects	Thesis or Graduation Project
ECTS	10.0				14.0			3.0	3.0	6.0	30.0	15.0	5.0	40.0
International and intercultural Competencies and products/skills														
Competency 1: To develop a vision on changes and trends in the external environment and development of relations, networks, knowledge and chains														
Trend analysis				V		V							V	V
Context analysis	V		V	V		V								
Competency 2: Analysis of policy issues, translate these into policy goals and alternatives and prepare Socio-cultural impact studies							V						V	
Competency 3: Apply Human Resource Management														
Intercultural staff management					V									
Competency 4: Design, manage and improve business- or organisational processes														
Organisation culture	V		V		V						V		V	
Organisational processes	V				V						V		V	
Information management				V										
Business models	V	V									V		V	
Risk management														
Competency 5: Analysis of financial and legal affairs as well as internal processes														
international laws and regulations			V											
Competency 7: Social and communicative competencies (interpersonal)														
Intercultural communication						V	V	V	V	V	V		V	
Intercultural sensitivity						V	V	V	V	V	V		V	
English communication C1						V	V						V	V
Second modern foreign language level B 1B2									V	V				
Second modern foreign language level A 1A2								V			V			
Competency 8: Self steering competencies (intrapersonal reflective)														
Cultural awareness / interculturele integriteit							V	V	V	V	V			
Ethical principles						V	V							
Competency 9: balance between people planet and profit														
Doing business internationally, regionally						V							V	
Competency 10: Initiate, create and market products and services														
Destination development											V			V
Destination maintenance											V			V
Destination management						V								V