

Assessment report

# Bachelor Tourism Management

Breda University of Applied Sciences



Certificate for Quality in Internationalisation

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# Assessment report - Programme level

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**European Consortium for Accreditation in Higher Education**



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## 1. Executive summary

The Bachelor of Tourism Management was assessed at the request of Breda University of Applied Sciences (BU). A committee was convened and approved by NVAO. The committee studied the self-evaluation report and undertook a site visit on 18 and 19 November 2019 in Breda.

### **Standard 1: Intended internationalisation**

The programme receives the assessment **good** on Standard 1.

The committee concludes that the programme has clear internationalisation goals which are adequately documented and well suited to a bachelor's programme in Tourism Management. The goals are widely shared and supported by stakeholders both within and outside the programme. The committee notes that the goals include measures which undoubtedly contribute to the quality of teaching and learning. The internationalisation goals are adequately operationalised in objectives at programme level and at BUAs level, which are sufficiently verifiable to allow the monitoring of the achievement of these goals.

### **Standard 2: International and intercultural learning**

The programme receives the assessment **satisfactory** on Standard 2.

The committee concludes that the intended learning outcomes are validated internationally. In addition, the intended learning outcomes are explicitly related to the development of the international and intercultural skills necessary for working in the international professional field of tourism management. The international and intercultural competencies could be assessed more explicitly. The assessment methods used are fitting for measuring the achievement of the international and intercultural intended learning outcomes and the graduates demonstrably achieve these learning outcomes.

### **Standard 3: Teaching and Learning**

The programme receives the assessment **good** on Standard 3.

The committee concludes that the content and the structure of the curriculum provide effective means for achieving its international and intercultural intended learning outcomes. In addition, the teaching methods are fitting. The committee also concludes that the international learning environment provides ample conditions for achieving the international and intercultural intended learning outcomes.

### **Standard 4: Staff**

The programme receives the assessment **good** on Standard 4.

Based on the site-visit and the documents studied, the committee concludes that the staff involved in the programme is competent and internationally oriented. This facilitates the achievement of the international and intercultural intended learning outcomes. In addition, the composition of the staff reflects the international focus of the programme and lecturers have ample international professional experiences. The HRM policy facilitates professional

development, the realisation of personal ambitions and ample services for lecturers that correspond to the staff composition.

#### **Standard 5: Students**

The programme receives the assessment **good** on Standard 5.

The composition of the student group is in line with and even exceeds the programme's and BUas's internationalisation goals. In addition, the committee concludes that an international classroom is realised and ample internationalisation experience is available for students. Extensive services are available for national and international students.

To conclude, the committee considers the international character of the Tourism Management programme to be good. Internationalisation is very well implemented in Breda and abroad and based on internationally recognised and verifiable goals. The range of experiences and services for both staff and students is extensive. The composition of staff is good. The committee concludes that internationalisation is part of the dna of the programme and the institute.

## 2. The assessment procedure

The assessment procedure was organised as laid down in the Frameworks for the Assessment of Quality in Internationalisation (Frameworks) published by the European Consortium for Accreditation (ECA).

A committee of experts was convened and consisted of the following members:

- Liesbeth Schöningh, chair
- Jessica Shinnick, domain expert
- Tineke Ras Marees, domain expert
- Thomas Bauer, domain expert
- Hugo Triesscheijn, student member

Drs Titia Busing acted as secretary of the committee.

The composition of the committee reflects the expertise deemed necessary by the Frameworks. The individual committee members' expertise and experience can be found in [Annex 1: Composition of the assessment committee](#). All committee members signed a statement of independence and confidentiality. These signed statements are available from AeQui, assessment agency.

The assessment committee studied the self-evaluation report and annexed documentation provided by the programme before the site visit ([Annex 2: Documents reviewed](#)). The committee organised a preparatory meeting on 17 November 2019. The site visit took place on 18 and 19 November 2020 at Breda University of Applied Sciences ([Annex 3: Site visit programme](#)).

The committee formulated its preliminary assessments per standards immediately after the site visit. These were based on the findings of the site visit which built upon the review of the self-evaluation report and annexed documentation.

The committee finalised the draft report in January 2020. It was then sent to Breda University of Applied Sciences (BUAs) to review the report for factual mistakes. The committee corrected the factual mistakes. The committee approved the final version of the report in February 2020.

### 3. Basic information

<b>Qualification:</b>	Bachelor of Tourism Management
Number of credits:	240
Specialisations (if any):	- none
ISCED field(s) of study:	SOLID THEORETICAL KNOWLEDGE: Business Operations, E-business, Business Analytics, Operations Management, Organisational Behaviour, Business Law & Ethics, Finance, Accounting, Research Abilities, Management Information Systems, Strategic Management, Marketing. RESEARCH SKILLS, PROFESSIONAL SKILLS, Modern Foreign Languages and personal and professional skills.
<b>Institution:</b>	Breda University of Applied Sciences
Type of institution:	University of Applied Sciences (HBO)
<b>Status:</b>	Accredited by NVAO, 2012, proposed re-accreditation: November 2019 Distinctive feature internationalisation, 2012, proposed re-accreditation: November 2019 UNWTO TedQUAL Renewal 2017 International Centre of Excellence in Tourism & Hospitality (THE-ICE), 2012, proposed accreditation: November 2019
QA / accreditation agency:	NVAO, TedQUAL, THE-ICE
Status period:	See above

## 4. Assessment scale

The assessment-scale relates to the conclusions of the assessment committee at the level of the standards and is based on the definitions given below. Through the underlying criteria, each of the standards describes the level of quality or attainment required for a satisfactory assessment. The starting point of the assessment scale is however not threshold quality but generic quality. Generic quality is defined as *the quality that can reasonably be expected from an international perspective*.

### Unsatisfactory

The programme does not meet the current generic quality for this standard.

The programme does not attain an acceptable level across the standard's entire spectrum. One or more of the underlying criteria shows a meaningful shortcoming.

### Satisfactory

The programme meets the current generic quality for this standard.

The programme shows an acceptable level of attainment across the standard's entire spectrum. If any of the underlying criteria show a shortcoming, that shortcoming is not meaningful.

### Good

The programme surpasses the current generic quality for this standard.

The programme clearly goes beyond the acceptable level of attainment across the standard's entire spectrum. None of the underlying criteria have any shortcomings.

### Excellent

The programme systematically and substantially surpasses the current generic quality for this standard.

The programme excels across the standard's entire spectrum. This extraordinary level of attainment is explicitly demonstrated through exemplary or good practices in all the underlying criteria. The programme can be regarded as an international example for this standard.

## 5. Assessment criteria

### Standard 1: Intended internationalisation

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#### Criterion 1a: Supported goals

*The internationalisation goals for the programme are documented and these are shared and supported by stakeholders within and outside the programme.*

BUAs's strategic plan, 'Creating Professional Value 2018-2021' and the 'Internationalisation Strategy 2018 – 2021', state that the university aims 'to inspire students and staff to develop and use their talents as well as their personal innovative capacity to the fullest potential in order to provide innovative solutions to the national and international professional field and be meaningful to our globalising society'. In addition, BUAs aims to further develop into an entrepreneurial and business-oriented institution of higher education which is considered to be an internationally renowned knowledge institution.

BUAs further developed its international outlook in 'Education@Work2014-2024' in which a number of key qualifications were defined to clarify how students will be optimally prepared to operate effectively in the international professional field. The strategic themes are to be incorporated in all programmes and include cross cultural understanding. BUAs graduates are qualified for entry level jobs and have professional expertise. In addition, graduates are able to solve problems in challenges that occur in the international professional practice, have an international outlook and an entrepreneurial attitude. Graduates also are able to work independently, take initiative, and to be creative and innovative. The Tourism programme prepares students for a variety of tourism management related careers in an international context and for a masters' programme.

The Tourism Management programme ties in with the BUAs strategy and translated the mission and vision into an academy-specific context. This is stated in the academy plan 'Let's team Up 2018-2021' as follows: 'We contribute to society through the development of the international tourism and recreation sector. We do so by training professionals for this sector, We select young talented people and enable them to acquire relevant (intercultural, creative, business-oriented, digital and sustainable) knowledge and skills. They learn to interpret different sector perspectives. They learn to work in international business settings. Our learning environment brings them into contact with a global network of leading and innovative companies, who engage in strategic cooperation with us. In these learning communities, we work together to generate practically applicable knowledge, skills, innovations and research'. The programme aims to deliver students that will be able to enter a variety of tourism-related careers in an international context.

From this overall learning outcome can be derived that the academy defines internationalisation in terms of employability. Graduates who are cross-culturally competent will increase their chances in an international and globalised tourism job market.

In order to realise this overall generic international learning outcome, the programme aims at:

- Continuous recruitment of international students and staff. Since the composition of both the student and staff populations are considered to be crucial aspects for internationalisation at home, the programme keeps recruitment of international students and staff high on the agenda. A recruitment plan for international students was set up.
- Engaging in strategic partnerships: The programme has intensified its strategic partnerships by collaborating with the Finnish University of Applied Sciences in Haaga-Helia. This collaboration includes international exchange for students, staff teaching in Helsinki and staff supporting the design of a four-year aviation management undergraduate degree programme. In addition, students present the results of their research assignment in an annual competition at the annual international tourism student conference and students participate in the programme of ACEEPT, an international student project in Breda.

For both of the above-mentioned goals international quality recognition is considered to be important. Therefore, the programme benchmarks the quality of its education by applying for several international accreditations: the Distinctive Feature Internationalisation (granted in 2012 and 2014 by NVAO), international accreditation by the United Nations Agency of World Tourism Organisation (UNWTO) in 2005 and 2017 and active membership (and accreditation) of the international network of International Centre of Excellence in Tourism & Hospitality (THE-ICE) in 2013 and 2019.

The academy's staff was involved in the redesign of curriculum and its ensuing internationalisation policy. In addition, industry is involved through the meetings of the Strategic Advisory Board and individual sessions with industry representatives.

During the different meetings with the various stakeholders of the programme (i.e. management, lecturers, students, industry), the committee learned that the programme's internationalisation goals are widely supported. The committee established that all stakeholders agreed, either explicitly or implicitly, that these internationalisation goals are logical to pursue for an international tourism management programme: cross cultural awareness is key to the industry.

During the site-visit, the committee also met with several representatives from the industry (and the Strategic Advisory Board). The representatives of the professional field value the programme's ample contacts with the industry and the business orientation, the ambition of the programme in educating students for the future and the international character of the programme. Students and alumni are characterised as pro-active, self-aware and entrepreneurial.

#### *Conclusion*

The committee concludes that the internationalisation goals for the programme are clear and adequately documented. The goals are well suited to a Bachelor Tourism Management and widely shared and supported by stakeholders within and outside the programme. Based on the above, the committee assesses this criterion as good.

**Criterion 1b: Verifiable objectives**

*Verifiable objectives have been formulated that allow monitoring the achievement of the programme's internationalisation goals.*

As mentioned before, BUas's strategic plan 2018-2021 (Creating Professional Value. Strategy 2018-2021) is aimed at further consolidating the pivotal role of internationalisation within BUas in the years to come. To monitor the achievement of the internationalisation goals, verifiable objectives were formulated and listed as Internationalisation goals 2018-2021. For the academy these include:

1. Increase the number of international students from 16% (2014) to 18% (2017) and 20%;
2. Include international examples in modules of the new bachelor's curriculum (in process);
3. Increase expertise from international industry through a visiting professor policy and by inviting at least 5 visiting professors to participate and teach in the tourism programmes;
4. Achieve a minimum of level of English C1 for lecturers teaching in English-taught programmes;
5. 85% of students graduation in the bachelor's programme Tourism Management have earned at least 20 EC abroad;
6. Review intercultural / international competencies and modern foreign languages in the bachelor's programme;
7. Increase the number of international staff from to 6 to 10%. Currently 11% of the academy's staff has a non-Dutch nationality;
8. Implement an active alumni policy through events and social media;
9. Increase international lecturer mobility. With regard to this, a pilot project experiential learning is starting in 2020).

These objectives are translated into annual performance targets that are monitored through annual year contracts between academy director and the Board of Governors.

**Conclusion and recommendations**

The committee concludes that the objectives formulated relate well to the programme's internationalisation goals. The objectives are sufficiently verifiable to allow monitoring the achievement of the programme's internationalisation goals. In addition, the objectives show an adequate balance between quantitative (percentages of staff and students) and more qualitative objectives. The committee also notes that some of the objectives have already been realised. Based on the above, the committee assesses this criterion as good.

**Criterion 1c: Impact on education**

*The internationalisation goals explicitly include measures that contribute to the overall quality of teaching and learning.*

To realise its international goals, the programme has taken a number of measures to create a learning environment that enables students to become cross culturally competent and ready to enter the globalised job market. These are focused on creating an international learning community. Learning communities are placed in: 'an international context and through interactive cooperation with lecturers, researchers, professional and governmental bodies, BUas wants its students to learn together in order to innovate professional practice. To achieve this, BUas has opted for the teaching concept of the learning community. Rather than

through an individual process, learning in the learning community takes place through an active and social process of collaborative learning, in which the community of students, lecturers and industry make up the driving force behind learning. Moreover, by having students and lecturers from different backgrounds and knowledge domains work together on problems from the international professional field, students will discover that there are multiple approaches to one problem and that different perspectives can be integrated to achieve a collective result'.

The bachelor's programme is taught in English and in Dutch, with identical content. For both tracks, English as a foreign language is mandatory. Moreover, students can choose to increase their language proficiency in Spanish, French, German, Italian or Chinese. The English track enables the programme to recruit international students and staff. It also implies that all background literature has an international focus. In both tracks international examples are used and students are exposed to international business. This includes for example city trips to Belgium and Germany and an international fieldtrip (Spain, Albania, Slovenia) in the first year and a two-week international field research project in China, Bali or USA in the second year.

In the third year, students are encouraged to undertake an international placement (30 EC). The international placement office supports students in this. Currently 72% of all placements are abroad (in both tracks). In addition, students can opt for a one semester exchange programme at one of the partner universities. Each year approximately 80 students participate in an international exchange and each semester some 50 students participate as incoming exchange students. In academic year 2017-2018 this comprised 61 incoming students and 77 outgoing exchange students. In their graduation phase, students can apply for a minor programme (one semester) in or outside BUAs. Students can for example opt for the English taught minors of Aviation Management or Making Places Shaping Destinations. In their graduation phase, students choose a topic related to an international tourism destination or an international tourism issue.

To ensure the implementation of the internationalisation policy, a number of structures are in place. A member of the academy's management team is dedicated to internationalisation and meets with BUAs's director of international affairs frequently. In addition, an international student office is available with specialised staff in supporting students regarding exchange, admissions, housing and crisis situations when abroad. Also, the international officer for international affairs (at academy level) safeguards progress and current issues relating international student affairs, (prospective) international collaborations and benchmarking both in and outside BUAs. The international officers of each academy meets regularly with colleagues from other academies to create a BUAs wide platform for issues related to internationalisation.

Alumni the committee met, value the international character of the programme, the international classroom and the international fieldtrip. Students of the international variant of the programme appreciate the international character of the programme as well. Students of the Dutch variant of the programme did not seem aware of the intercultural competences addressed in the programme.

### *Conclusion*

The committee concludes that the internationalisation goals also clearly relate to teaching and learning. The committee ascertains that the programme has a clear and distinctive international character. The focus on internationalisation is integrated in all parts of the curriculum and is so to speak 'part of the programme's dna'. This is reflected in the international content discussed, the ample opportunities for students to gain international experience, the international classroom and the international lecturers. The committee however also noted that the students from the Dutch track are not always aware of international and intercultural differences. Based on the above, the committee assesses this criterion as good.

### **Overall conclusion regarding Standard 1. Intended internationalisation**

The committee concludes that the programme has clear internationalisation goals which are adequately documented and well suited to a bachelor's programme in Tourism Management. The goals are widely shared and supported by stakeholders both within and outside the programme. The committee notes that the goals include measures which undoubtedly contribute to the quality of teaching and learning. The internationalisation goals are adequately operationalised in objectives which are sufficiently verifiable to allow the monitoring of the achievement of these goals.

The committee deems all the underlying criteria of this standard to be systematically met. The committee therefore assesses *Standard 1. Intended internationalisation* as **good**.

## **Standard 2: International and intercultural learning**

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### **Criterion 2a: Intended learning outcomes**

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

The intended learning outcomes are based on the Professional Training Profile of the Manager in Tourism & Recreation Competency Profile 2014. In 2018 a new National Educational Profile Tourism Management was drafted. This new profile was created in close collaboration with the tourism industry. It replaces the 2014 Professional Training Profile. In the 2018 profile, the ten competences of the former profile have been replaced by four core tasks of the tourism professional. These tasks include a) Initiating and creating, b) realising and implementing, c) marketing and d) organising and managing. For students as future tourism professionals, these four core tasks are, according to the programme, inextricably intertwined with hospitality, personal leadership and international orientation. Furthermore, the tourism professional should always take social responsibility, cross-cultural communication and technological developments into account.

The programme noted that the revision of the national educational profile started after the learning outcomes for the new curriculum were defined. The programme is currently in the process of implementing the new national educational profile. To that extend a gap analysis was made regarding the four core tasks from the new profile and the ten competences on which the curriculum is based. The next step includes implementing the four core tasks and

corresponding learning outcomes and to define for each module which core tasks and learning outcomes should be addressed.

In addition, the Academy for Tourism aims to deliver graduates that are able to perform effectively in a cross culture diverse business environment. Graduates can communicate effectively in business English and are familiar with foreign business cultures. This generic learning outcome has been defined in three learning outcomes that are developed at module level:

- engagement with international business: throughout the programme, students are invited to experience gradual and increasing engagement with the complexity of global-local interactions in the travel and tourism industry through international field research with industry stakeholders, international student conferences, intensive learning programmes, international placements, guest lectures and exchange opportunities.
- cross culture understanding: students are trained to examine their own values from a cultural perspective and to mobilize these values as a constructive force in an international work environment. In addition, students learn skills in communicating and functioning in a culturally diverse and potentially challenging or conflicting environment;
- foreign languages in a business context: as mentioned before, students (mandatory) learn English and can opt for an additional foreign language. Language training focuses on vocabulary and dialogue related to tourism and business contexts.

The programme chose to integrate cross cultural competences throughout the curriculum and to not limit this to a specific set of courses. According to the programme, this reflects the international context of the tourism industry and it allows for a mixture of assessment methods.

During the site-visit, the committee discussed with several representatives the way intercultural competences are addressed and student's preparation for international fieldtrips. The latter is for example part of guest lectures or the preparatory module Tourism Context in the first year where students learn about the context of the country they are visiting. In addition, during the fieldtrip students work on assignments that help them gain insight into cultural differences from different perspectives.

It also became clear during the site-visit that the translation of intercultural competences in the learning goals of the curriculum was recently analysed. This showed that topics such as cultural identity, cultural values, cross cultural competences and different cultural perspectives are addressed. This is for example part of the personal development programme. The committee learned that at first the focus is on students understanding of their own cultural identity and a basic understanding of different cultures. After that, students also gain insight into styles of communication and of working within different cultures.

#### *Conclusion*

The committee studied the intended learning outcomes (learning goals) and concludes that these and the generic international learning outcome focus on the knowledge and competencies needed to function successfully in the international tourism management industry. The intended learning outcomes and the learning goals at course level clearly reflect the internationalisation goals of the programme. The committee also notes that cross cultural

competences have recently been made explicit in the programme and are addressed in the programme. Based on the above, the committee assesses this criterion as good.

#### **Criterion 2b: Student assessment**

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

The assessment of specific intended learning outcomes for internationalisation tie in with the academy's assessment policy. Guiding principles of the assessment policy are that assessment is integrated into the modules as much as possible and that where possible, students deliver a professional product. In addition, there is one summative assessment for each module. Next to the summative assessment a formative component is part of the module. The formative assessment provides students with feedback regarding their learning process and encourages them to further develop themselves. Within a block a variety of assessment methods is used. Even though the programme facilitates group work, the assessments are mostly individual. The programme assesses the specific intended learning outcomes for internationalisation in a more implicit, integrated way, since international and intercultural knowledge and skills are integrated in most modules.

During the site-visit, the committee learned that the analyses of the translation of intercultural competences in the learning goals of the curriculum (as mentioned in criterion 2a) showed that these competences are not always explicitly assessed. For the next academic year, the focus will be on further structuring of the complete line of internationalisation throughout the programme, by for example implementing international cases or examples if needed and by making it more explicit in the assessments. The committee learned that in doing so, examples of good practices from other BUAs academies will be used.

#### *Conclusion*

The committee notes that cross cultural and international knowledge and skills are integrated throughout the programme. They are also an implicit part of the regular module assessments and tested throughout the curriculum. The committee agrees with the programme that the intercultural competences and the assessments of these competences can be made more explicit in the curriculum and the assessments (in both the Dutch and English variant) and supports the programme in doing so. Based on the above, the committee assesses this criterion as satisfactory.

#### **Criterion 2c: Graduate achievement**

*The achievement of the intended international and intercultural learning outcomes by the programme's graduates can be demonstrated.*

The academy keeps in touch with over 6.000 alumni through LinkedIn. Through LinkedIn the bachelor's programme in Tourism Management is connected to 1.100 alumni. In addition, a newsletter is distributed, alumni are invited to special events (such as the annual Business Travel and Aviation Symposium) and every year an alumni meeting is organised during the main annual tourism fairs. Alumni are involved in the programme as guest lecturer, as industry supervisor during placement, as external examiner, participating during introduction weeks,

participating in research colloquia and as commissioner in projects. Many alumni work in an international environment. Approximately half of the alumni work in a tourism management related job. Others have a job in banks or recruitment agencies or in the field of event and conference management. About 20% of the students are starting their own business and also 20% opt for following a masters' programme.

#### *Conclusion*

Based on the studied theses and the meetings with students and alumni, the committee concludes that graduates have been well prepared for the international field of tourism management. The meetings with students and alumni during the site visit confirmed this. The students and alumni the committee met are eloquent and capable of creating their own international professional career path. The committee noted that in the theses there is not yet a specific requirement for international/intercultural learning to be made visible. Based on the above, the committee assesses this criterion as satisfactory.

#### **Overall conclusion regarding Standard 2. International and intercultural learning**

The committee concludes that the intended learning outcomes are validated internationally. In addition, the intended learning outcomes are explicitly related to the development of the international and intercultural skills necessary for working in the international professional field of tourism management. The international and intercultural competencies could be assessed more explicitly. The assessment methods used are fitting for measuring the achievement of the international intended learning outcomes and the graduates demonstrably achieve these learning outcomes.

The committee deems all the underlying criteria of this standard to be systematically met. The committee therefore assesses *Standard 2. International and intercultural learning* as **satisfactory**.

### **Standard 3: Teaching and Learning**

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#### **Criterion 3a: Curriculum**

*The content and structure of the curriculum provide the necessary means for achieving the intended international and intercultural learning outcomes.*

As mentioned before, the programme is offered in Dutch as well as in English. Apart from the language, both tracks of the programme are the same. The curriculum is offered in a system of six blocks of six weeks. Each block consists of five weeks of classes and one week of examinations. This structure allows for students to focus on a maximum of three modules per block.

In almost all courses (international) professionals provide guest lectures and the lecturers bring their own ample experience in and contacts with the (international) professional field to the programme. The professional field is also involved as commissioner in several student projects and as external assessors for the final exam and graduation projects.

All courses are set in an international context and International literature is used. The first year familiarises students with the international tourism industry in general. To enhance this,

(international) field trips and company visits are organised. All students have English as a mandatory module and have to choose a second modern language (French, German, Italian, Spanish, Chinese or Dutch for international students). The development of international and intercultural competences is also part of the Professional and Personal Development module. This is elaborated on in Criterion 3c. At the end of the first year, all students participate in an international competition game that integrates the theoretical knowledge learned.

In the second-year students choose one of four available tracks: a) Travel Industry, b) Recreation & Hospitality, c) Tourism Destinations and d) Attractions & theme park management (only in English). Also, students improve their proficiency in English and the language chosen in the first year. The international two-week fieldwork trip is mandatory for all second-year students. Last year, the fieldwork took place in China. Low-cost alternatives are available for students with limited financial means.

At the end of the second year, students choose one of four specialisations: a) Tourist Experience, b) Tourism Business, c) Tourism Design and Development and d) E-tourism. The third year also comprises the work placement. The programme has an extensive international network available for students. To offer work placements for students, the academy's placement office maintains relations with over 1.500 industry partners across the world to offer vacancies to students. Students can make use of this network or find a suitable placement position themselves. 72% of the students (of both tracks) go abroad for their placement. All placements contain international and intercultural learning as an assessment component.

The fourth year comprises the minor phase (30 EC) and the graduation project. In the minor phase, students can opt for a (BUAs wide) minor programme, or specialisation minor from the academy, an external minor or an exchange programme. One of the academy's minor programmes includes a three-week field research project in Brasil. Students can also opt to execute their graduation project abroad.

Students can also apply for an international exchange programme in the second, third or last year. This exchange equals a period of six months and 30 ECTS credits. Most students continue their studies at an educational partner institute for at least a semester. In the academic year of 2017–2018, the academy had 61 incoming exchange students and 77 outgoing exchange students. BUAs works with 90 international partner institutes; with some more intense than the others. With the key accounts collaboration includes student exchange, staff mobility, joint research and a master's network. Recently, BUAs started working with visiting scholars.

Alumni the committee met, value the international character of the programme, the international classroom and the international fieldtrip. With regard to this, it was also noted that the international classroom is not represented in all minor programmes. Students of the English track appreciate the international character of the programme as well.

#### *Conclusion*

The committee concludes that the content and the structure of the curriculum enable students to achieve the international and intercultural intended learning outcomes. The committee

appreciates the manner in which internationalisation is integrated throughout the curriculum. The committee especially values the mandatory placement, which is usually international, the international fieldtrips and the optional exchange. Based on the above, the committee assesses this criterion as good.

**Criterion 3b: Teaching methods**

*The teaching methods are suitable for achieving the intended international and intercultural learning outcomes.*

BUas’s educational vision as presented in ‘Education@Work 2014-2024’ is leading for the set-up of the programme. The programme aims to create an inspirational learning environment in which students can get the best out of their personalised international learning experience. Collaborative learning in learning communities, personalisation, and variety in didactic methods, blended learning and industry involvement add to this. Currently, the international classroom is widened towards the BUas-wide concept of learning communities. In this concept, students from various disciplines work on complex and real-life professional issues, in collaboration with the industry. The learning communities further implement the two-way relationship: the programme maintains a direct link to current industry practices and the learning communities contribute to innovation in the industry. The programme combines different individual and group-based teaching methods. Classes consist of a culturally mixed group of 18 students (maximum). Students are informed about the teaching methods in the student handbooks.

Students noted during the site-visit that seminars, workshops and lectures are the most common teaching methods used. In addition, field trips and creative methods such as the scrum method are used. Students especially value the interactive teaching methods during the workshops and seminars. The size of the classes (usually eighteen students) is also appreciated by the students.

*Conclusion*

The committee concludes that adequate teaching methods are in place. BUas’s educational vision is leading in this regard. This vision is implemented by the programme. The committee notes that the principle of learning communities allows for interactive contact between students and lecturers and a personal approach. Based on the meetings with students and alumni, the committee ascertains that this is also realised in practice. The committee is of the opinion that the learning communities are an effective tool to stimulate students’ intercultural competencies. Based on the above, the committee assesses this criterion as good.

**Criterion 3c: Learning environment**

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

The programme is offered at the BUas campus, where ample and different learning spaces for groups of different sizes (lecture halls, class rooms, project rooms, study landscapes and an academic lab) are available. As well as a variety of workplaces for staff and students, a library, catering facilities, the chapel (auditorium) and a service desk. In addition, all signs in the building are in English, there are different types of (international) food offered in the canteens, and a student organization which includes both Dutch and international students.

The international students spoken to said they feel at home on the campus. The campus will be fully operational in 2020.

Students in the programme are given individualised support through study coaching and study skills, which are integrated in Personal and Professional Development (PPD). PPD aims to provide students with the tools to get a good starting position in the industry. Students are triggered to have a critical look at themselves. Important aspects are self-direction, self-responsibility and reflection. PPD consists of workshops, assignments and individual meetings with a coach. The latter take place each block. During these meetings, students discuss their academic progress and personal growth and development with their coach. In the first year, the focus in tutoring is on creating a safe environment for students and on reflection skills. In the second year, students gain insight in their own strengths and how these can be beneficial in group work. In the third and fourth year, the focus is on students professional development. In the case of serious personal issues, the student will be referred to one of the academy's student counsellors. A specific student counsellor for international students provides counselling services especially for students with a non-Dutch background. A course on how to study in the Netherlands is also available for international students.

#### *Conclusion*

The committee concludes that with the new campus and building, the learning environment of the programme is inviting and ties in with the programmes and BUas's ambition to facilitate learning communities and enables students to achieve the intended international and intercultural learning outcomes. The learning environment is characterised by its small scale which ensures a lot of interactivity and direct contact with their lecturers.

The committee believes that the new campus will facilitate the programme in creating multidisciplinary collaboration with other programmes, which could offer the opportunity to benefit from other programmes' international student population.

Personal and Professional Development explicitly addresses student's cultural awareness and personal development. Based on the above, the committee assesses this criterion as good.

#### **Overall conclusion regarding Standard 3: Teaching and Learning**

The committee concludes that the content and the structure of the curriculum provide effective means for achieving its international and intercultural intended learning outcomes. In addition, the teaching methods are fitting. The committee also concludes that the international learning environment provides ample conditions for achieving the international and intercultural intended learning outcomes.

The committee deems all the underlying criteria of this standard to be systematically met. The committee therefore assesses *Standard 3: Teaching and Learning* as **good**.

## Standard 4: Staff

### Criterion 4a: Composition

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

The programmes of the academy are offered by one team of lecturers. Lecturers work in module teams that are responsible for a specific module. In total, 143 lecturers (109 fte) are involved in the Academy for Tourism of which 88% hold a master's degree, 14% hold a PhD, one is pursuing a PhD and three are pursuing a master's degree. The team of lecturers involved represents eleven different nationalities. In addition, 33% of the staff has work experience abroad of at least five years. Ample guest lecturers are involved. In 2018 – 2019 over 100 (international) guest lecturers were involved in the programme. 72% of the staff involved obtained a Basic University Examiner Qualification certificate. Remaining staff are currently undergoing the training. The student staff ratio is 1:23 (excluding guest lecturers).

All lecturers have professional experience, through working in the field of tourism management, through participation in research projects for the professional field or through contacts with companies as a bachelor supervisor. In addition, lecturers are active in international networks and organisations, participate in international conferences, research projects and lecture exchange with partner universities.

The academy and the programme tie in with BUAs's HRM policy. The HRM policy follows BUAs's strategic ambitions and multi-annual strategy. Important aspects of this policy are organisational and staff development and being a good employer. The academy aims to have a small management team, for more staff with an international background, for a larger number of lecturers with a master's degree, to implement peer supervision and individual coaching for staff and to increase the number of lecturer internships.

#### *Conclusion*

Based on the interviews conducted during the site visit and the provided information about the lecturers, the committee concludes that the composition of the staff is quite international. In addition, the academy focuses on attracting more international staff. The committee encourages this to stimulate the international and cross-cultural environment even further. Based on the above, the committee assesses this criterion as good.

### Criterion 4b: Experience

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

The academy actively recruits international staff and in case of equal suitability for a vacancy, preference is given to international candidates. In 2018-2019, over 40% of the new hires were non-Dutch. A large majority of the lecturers involved in the academy have their origin in the (international) professional field. They bring their experience and connections to the programme. All lecturers stay in contact with the field of international tourism management through their role as placement coach and in visiting students during their international placement. Staff participates in EU-funded projects that enhance their international and

intercultural skills, such as the Next Tourism Generations Skills Alliance, Digitourism and New Skills for Customized Accessible Tourism. Staff is active in organising activities such as the annual international Aviation and Business Travel Symposium and training activities for external parties such as the National Association of Travel Managers.

The site visit learned that for lecturers with less international experiences international experiential learning is available, including an international internships. Lecturers can also attend international conferences and are involved in international projects. During the site visit, students of the English track noted that the English proficiency of some lecturers can be improved.

#### *Conclusion*

Based on the documentation studied and the site-visit, the committee concludes that staff members have broad international experience, good intercultural competencies and accompanying language skills. Therefore, the committee assesses this criterion as good.

#### **Criterion 4c: Services**

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

Part of the HRM policy is the annual HRM cycle. This cycle consists of yearly performance and appraisal interviews with each staff member. Professional-, teaching- and knowledge development are an important theme of these interviews, as well as research performance, internationalisation and personal ambitions.

At BUAs level, coaching, advising and training of staff is facilitated by the School of Creative Education. Staff development focuses on the development of teaching skills, including blended learning, achieving basic examiner qualifications (BKE) or senior examiner qualifications (SKE). BUAs has an ongoing language policy to bring all academic teaching staff to a C1/C2 level of English fluency according to the Common European Framework of Reference (CEFR). Lecturers can opt for an English course abroad or on the job training at BUAs. English lecturers are facilitated to support their colleagues in improving English teaching materials. The academy also invested in the quality of research. For example, by implementing a 'professors competency development trajectory' in which five senior researchers participated and of which one was appointed in September 2019 as a new professor on social impacts in tourism. In addition, international partnerships with knowledge institutes and other relevant partners are being build.

Through placement visits, visits to partner universities, international field research and field trip participation, international conferences and fairs, lecturer exchanges with HAAGA HELIA and other educational partner around the world, lecturers stay in contact with international organisations and colleagues. Because of their involvement in research, lecturers are involved in international networks and participate in international conferences.

#### *Conclusion*

Based on the documentation studied and the site-visit, the committee concludes that the services provided to the staff are consistent with the staff composition. A variety of opportunities are available for lecturers to strengthen their international experience, intercultural competences and language skills. The committee assesses this criterion as good.

**Overall conclusion regarding Standard 4: Staff**

Based on the site-visit and the documents studied, the committee concludes that the staff involved in the programme is competent and internationally oriented. This facilitates the achievement of the international and intercultural intended learning outcomes. In addition, the composition of the staff reflects the international focus of the programme and lecturers have ample international professional experiences. The HRM policy facilitates professional development, the realisation of personal ambitions and ample services for lecturers that correspond to the staff composition. The committee therefore assesses *Standard 4: Staff as good.*

**Standard 5: Students**

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**Criterion 5a: Composition**

*The composition of the student group (national and cultural backgrounds) is in line with the programme’s internationalisation goals.*

Currently 1.164 students are enrolled in the programme, of which 258 (22%) have an international background. The programme exceeds BUAs’s goal of 15% of international students. In total, the international student population of the academy comprises approximately 350 students. The overview of students nationalities provided by the programme shows that there is quite some variation in classes, depending on track, specialisation, minor and exchange students. The classroom of the English track comprises different nationalities.

The academy is keen on increasing the number of international students in the years to come. The BUAs wide international recruitment plan and improving the onboarding process of international students (and international applications) are important factors in this.

*Conclusion*

The committee concludes that the composition of the student group (national and cultural backgrounds) is in line with the programme’s internationalisation goals. The programme exceeds BUAs’s goal of 15% students with an international background. The committee assesses this criterion as good.

**Criterion 5b: Experience**

*The internationalisation experience gained by students is adequate and corresponds to the programme’s internationalisation goals.*

As elaborated on in criterion 1c and 3, the English track of the programme offers students a multicultural and diverse learning community in order to realise its international learning outcomes and to create cross-cultural awareness. In addition, in both tracks mandatory and optional opportunities to go abroad are offered. These include yearly international study trips,

the mandatory placement, an optional minor with international field research, an international focus in the graduation phase, an exchange to one of the partner universities of the academy and participating in an international project exchange or a student conferences. Even though it's not mandatory, 72% of the students (of both tracks) opt for an international placement.

#### *Conclusion*

The committee concludes that the programme offers students ample internationalisation experience, in all phases of the programme. These experiences correspond well with BUAs's ad the programme's internationalisation goals. The committee assesses this criterion as good.

#### **Criterion 5c: Services provided to students**

*The services provided to the students (e.g. information provision, counselling, guidance, accommodation, Diploma Supplement) support the programme's internationalisation goals and correspond to the composition of the student group.*

BUAs's English website informs international visitors about the programmes, reasons for studying in the Netherland, BUAs's strategy and international partners as well as practical information. In addition, the entry requirements and application procedure are explained for each programme.

BUAs Student Office (and the international office part of the student office) helps international students during the application and selection process. This includes credential evaluation and international admissions, immigration procedures, student registration, scholarships, housing and crisis management. The international student organisation (a chapter of the European Erasmus student network) organises city trips, parties, sports tournaments, introduction days, dinners, movie nights, etcetera. The student organisation is open to international and Dutch students.

The programme starts with a one-week introduction programme during which students get to know each other, the lecturers and the programme. All BUAs's international students are invited a week earlier for an introduction to BUAs and Breda and after that participate in the regular introduction week for the programme of their choice. In the first semester, special consultation hours are held with international students to discuss practical issues about living and studying in Breda. In addition, all students are assigned a study career coach with whom students have personal meetings a number of times per year to check on their academic progress. A buddy programme provides international students with hands on support from fellow students, in for example pick up from the airport and support in finding housing.

The academy's international student counsellor is available for all students that need more specialised guidance. The student counsellor can refer to other professional counselling services if needed.

The site-visit learned that recently, at BUAs level, a psychologist is available for students. This ties in with BUAs's assumption that student's wellbeing is an important factor in student's study success. In line with the European Charter of Higher Education, the academy issues a diploma supplement explaining the degree to non-Dutch audiences.

#### *Conclusion*

The committee concludes that ample services are in place specifically related to internationalisation. These support the realisation of the programme's internationalisation goals and the international student's. It therefore assesses this criterion as good.

**Overall conclusion regarding Standard 5: Students**

The committee establishes that the composition of the student group is in line with (and exceeding) BUas's internationalisation goals. In addition, the committee concludes that ample internationalisation experience and extensive services are available for international students. The committee therefore assesses *Standard 5: Students* as **good**.

## 6. Overview of assessments

Standard	Criterion	Level of fulfilment
1. Intended internationalisation	1a. Supported goals	Good
	1b. Verifiable objectives	
	1c. Measures for improvement	
2. International and intercultural learning	2a. Intended learning outcomes	Satisfactory
	2b. Student assessment	
	2c. Graduate achievement	
3. Teaching and learning	3a. Curriculum	Good
	3b. Teaching methods	
	3c. Learning environment	
4. Staff	4a. Composition	Good
	4b. Experience	
	4c. Services	
5. Students	5a. Composition	Good
	5b. Experience	
	5c. Services	

<b>Unsatisfactory</b>	The programme does not meet the current generic quality for this standard; the programme shows identifiable shortcomings for this standard.
<b>Satisfactory</b>	The programme meets the current generic quality for this standard; the programme shows an acceptable level across the standard's entire spectrum.
<b>Good</b>	The programme surpasses the current generic quality for this standard across the standard's entire spectrum.
<b>Excellent</b>	The programme systematically and substantially surpasses the current generic quality for this standard across the standard's entire spectrum; it explicitly includes one or more exemplary practices and can be regarded as an international example for this standard.

## Annex 1. Composition of the committee

### Overview committee requirements

<i>Committee member</i>	<i>Subject</i>	<i>Internat.</i>	<i>Educat.</i>	<i>QA</i>	<i>Student</i>
• Schöningh (chair)			X	X	
• Bauer	X	X	X	X	
• Shinnick		X	X	X	
• Ras-Marees	X	X	X	X	
• Triesscheijn		X			X

Subject: Subject- or discipline-specific expertise;  
 Internat.: International expertise, preferably expertise in internationalisation;  
 Educat.: Relevant experience in teaching or educational development;  
 QA: Relevant experience in quality assurance or auditing; or experience as student auditor;  
 Student: Student with international or internationalisation experience;

## Annex 2. Documents reviewed

In addition to the self-evaluation report, the committee studied the following documents:

- Strategy 2018-2021
- Educational vision 2014-2024
- BUAS Internationalisation strategy 2018-2021
- National Educational Profile 2018
- Overview Staff
- National Student Survey, HBO Monitor 2018
- Regulations degree programme committee
- Quality assurance system for education / research
- Teaching and Examination Regulations 2018-2019
- Testing policy
- Study material and assessments
- Graduate work and graduation manual
- Overview of courses with international and intercultural learning outcomes
- Strategic advisory board
- BUAS Marketing and recruitment plan
- Mapping Internationalisation @NHTV 2017
- Mapping Internationalisation @BUAS 2018
- International Recruitment Activity plan 2015-16
- International student survey 2018
- Academy plan 2018-2021
- Personal and professional development vision document 2019
- Overview of guest lecturers and industry projects

## Annex 3. Site visit programme

Day-0, Sunday, 17th November, 2019

Time	Activity
	Arrival of Assessment Panel
05:00 – 07:00	Kick off and Preparation session panel. Share initial findings, division of roles, run through the programme for the site visit.
07:00	Dinner

Day-1, Monday, 18th November, 2019

Time	Activity
8:30 – 9:00	Arrival panel
09:00 – 10:00	Board and Management Meeting with senior executives and key liaisons from Applicant Institution for Auditors to gain understanding on the overall strategic direction of the institution Short welcome presentation from Applicant Institution
10:15 – 11:15	Show case bachelor & master
11:30 – 12:00	Tour of campus & facilities in 30 minutes
12:15 – 1:15	Lunch (working lunch)
1:15 – 2:15	Observation of classes in session (unsupervised) NB: Time-table & class venues to be provided by Applicant Institution 'Open consultation' for all employees and students: Anyone who wishes to make use of this must register with the secretary of the panel via e-mail (at least 5 days in advance)
2:30 – 3:15	Meeting with internationalisation officers from Applicant Institution's
3:30 – 4:00	Meeting with administration support team such as Student Counsellor, Admission Officers
4:15 – 5:00	Meeting with Applicant Institution's industry partners of both bachelor and master to ascertain the level of industry engagement in the design and development of the curriculum, review process etc. (including members of SAR but also other industry partners)

Time	Activity
5:15 – 6:00	Bachelor and master alumni : dialogue about differences in starting position for bachelor and master (including students who have done both the bachelor and master at BUAs but also students with only the bachelor or master at BUAs)
6:15 – 7:00	Short recap day 1
7.15 – 8:30	Dinner in hotel

Day-2, Tuesday, 19th November, 2019

Time	Activity
8:30 – 9:00	Arrival panel Preparation session Day 2
9:00 – 10:00	Meeting with faculty members/lecturers bachelor
10:00 – 11:00	Meeting with faculty members/lecturers master
11:15 – 12:00	Meeting with Board of Examiners & testing committee to verify the quality of testing.
12:00 – 1:30	Working lunch
1:30 – 2:15	Meeting with associate professors and researchers to verify the curriculum design and development, as well as the link between research and education.
2:30 – 3:30	Meeting with bachelor students including student-representatives from the participation council and student representatives from the programme committee
3:45 – 4:45	Meeting with master students including student-representatives from the participation council and student representatives from the programme committee
4:45 – 6:15	Deliberations panel and formulating preliminary findings and conclusions
6:15 – 6:45	Feedback of preliminary findings and conclusions (NVAO and THE ICE)
6:45 –	Drinks and chat, panel and BUAs participants

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