

Assessment report

# Master Tourism Destination 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 Master of Tourism Destination 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 master's programme in Tourism Destination 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 destination management. 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. The committee notes however that assessments of these skills is quite implicit.

### **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 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.

To conclude, the committee considers the international character of the master's programme Tourism Destination 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
- Claudio Milano, 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, the 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>	Master of Tourism Destination Management
Number of credits:	60
Specialisations (if any):	- none
ISCED field(s) of study:	SOLID THEORETICAL KNOWLEDGE: Stakeholder Management, Project Management, Finance and Economics, Destination Marketing. RESEARCH METHODS: Quantitative and Qualitative Methods in Cross-Cultural Context CREATIVE LEADERSHIP SKILLS, PROFESSIONAL COLLABORATIVE 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 master's programme in Tourism Destination Management 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 destination 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.
- International academic collaboration. The programme participates in the International Tourism Master network.

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.

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 master's programme in Tourism Destination 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 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 academy 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 master's programme is taught in English. The programme consists of 40 students from 15 to 20 different countries. This enables the programme to create an international learning community. The programme comprises three phases:

- theoretical phase (30 ECTS) in Breda where students get acquainted with relevant theoretical concepts of destination management, through literature, lectures and individual as well as group assignments. Students follow modules on research, marketing, stakeholder management and finance & organisation.
- field research project in Asia Pacific (15 ECTS), during which students will put into practice their knowledge and insights, while located in diverse international tourism destination stakeholder settings. This is elaborated on in Criterion 3.
- dissertation phase (15 ECTS), during which students have to bring together theory and practice in an individual academic research exercise, and relate professional insights to academic theory and production of knowledge.

Alumni the committee met, value the international character of the programme, the international classroom and the international field research project.

#### *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. 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 master's programme in Tourism Destination 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**

#### **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 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.

Within the programme, the focus on destination is translated into three interrelated approaches that are applied to education and research:

- contextual approach: tourism destination reality is defined as a context, enabling staff and students to incorporate all relevant academic elements and their complexities.
- stakeholder approach: students learn to analyse tourism destination complexities from a stakeholder approach, the way in which destinations are embedded in an international tourism environment and networks at local, regional and global level.
- multidisciplinary approach: destination management is seen as a multidisciplinary field of academic research and education.

The intended learning outcomes of the programme are oriented towards achieving the generic qualifications at EQF level 7. Next to this, the generic standard for professional master's qualifications from the Dutch Association of Universities of Applied Sciences is leading. The intended learning outcomes reflect the three approaches mentioned above and address for instance innovation, stakeholder management and sensitivity to diverse cultural realities and contextual settings, providing crucial professional skills and knowledge. The sixteen intended learning outcomes are organised in four categories: a) subject knowledge and understanding, b) intellectual skills, c) practical skills and d) transferrable skills. International and intercultural competencies are specifically part of the intellectual skills and the transferrable skills. Regarding the first, the international and intercultural context of the destination and its actors are explored and applied to the formulation of strategies. Regarding the latter, graduates learn to apply interpersonal and intercultural skills, such as effectively listening, negotiating and presenting, through an open attitude and demonstrating sensitivity towards other cultures, people and environments.

#### *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 module level clearly reflect the internationalisation goals of 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. 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. These competences are for example



addressed in the Team Performance and Creative Leadership module where students learn and reflect on cross-cultural skills. In the master's programme students design and implement the dissertation. This can be a professional product. Mostly students will collect and analyse data. They finalise the data collection and write a thesis with findings, summary and conclusions.

*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. In the before mentioned Team Performance and Creative Leadership module for example, these skills are assessed implicitly by assessing students reflections on their learning. 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 master's programme in Tourism Destination Management is connected to 205 alumni, a vast majority of all graduates. In addition, a newsletter is distributed, alumni are invited to special events (such as the Annual Research Colloquium for TDM students, experts and alumni) 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 experts during the field research project, 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.

The programme aims to stay in contact with alumni and to support their lifelong learning undertakings. The programme actively tries to facilitate alumni through job offers and consultancy projects. An example of this is the development of a tourism destination strategy for a national park in Mozambique, in which two alumni participated. The programme also collaborates with EU programmes such as "Mayors for Economic Growth". In this programme two alumni have been accepted as junior advisors. In addition, alumni are present during annual thesis colloquium meetings. The site-visit learned that contacts with alumni are also informal; alumni stay in touch with their lecturers. Alumni host students during excursions and provide guest lectures.

*Conclusion*

Based on the studied theses and the meetings with students and alumni, the committee concludes that graduates undoubtedly have the international and cross-cultural competencies needed to become successful in 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. Based on the above, the committee assesses this criterion as good.

### **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 destination management. 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. The committee notes however that assessments of these skills is quite implicit.

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 in Criterion 1c, the programme is offered in English and consists of three phases. In almost all modules (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 assignments and as external assessors for the dissertation phase.

In the first phase of the programme students get acquainted with relevant theoretical concepts of destination management, through literature, lectures and individual as well as group assignments. Students work on their personal leadership skills, research skills and intercultural competencies. The Team Performance and Creative Leadership module for example, focuses on personal and professional interaction from different cultural perspectives. And in the Context Related Research module the process of collecting and understanding data in a different cultural environment is addressed.

In the second phase of the programme, students embark on their field research project in Asia Pacific. During this project, students travel to three different Asian / Pacific tourism destinations and are placed in a real-life international work environment. Here students carry out consultancy work on behalf of or in cooperation with different tourism stakeholders and write research and consultancy reports for the stakeholders engaged. In each of the destinations three types of stakeholder perspectives are taken: medium sized and large tourism organisations, public organisations and micro and small-sized enterprises. For each destination selected, research assignments are prepared together with local stakeholders, through preparatory field visits and discussion on the relevant tourism issues for that area. During the field research project, education is linked to research, while at the same time theory is directly connected to professional practice. The research projects address the development of current and future strategies for the different stakeholders involved. In 2018 – 2019 the

students visited Melbourne, South & Central Sri Lanka and South Bali. Phase 3 of the programme comprises the dissertation, which can also be international.

The site-visit learned that students prepare the fieldwork in groups by for example analysing the political situation and current and future developments in the destination. All groups analyse a destination and present the results to each other.

The site-visit also learned that during the fieldwork, students visit three destinations with one week in between destinations. This creates some breaks for the students. The programme supports students in arranging cheap flights, that students can also use for their dissertation research as some students opt to conduct their dissertation also in Asia. Students are responsible for arranging their own accommodation during the fieldwork. At every destination, lecturers are present for guidance and tutoring during the first ten days of the fieldwork. During these days an introductory programme to the destination is organised with meetings with industry and government. During these days, lecturers meet twice with each group of students. At the end of the period in a destination, lecturers are also present and meet with the different student groups. Students present the results at each destination to their peers, lecturers and the stakeholders involved.

Alumni remarked during the site-visit that the programme provided them with a new perspective towards the tourism industry, society and the world beyond tourism. Alumni also value the attention for stakeholder management in the programme. Students the committee met, value the relation between theory and practice in the programme Alumni also very much valued the fieldwork in Asia. It provided them with perspective on organisations and stakeholders in the field and prepared them for their work in the field of tourism.

#### *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 international fieldwork in phase two. This provides a unique and intense learning process and enables students to really operate in the tourism destination management practice. Even though students are adequately prepared for the international field project, the committee is of the opinion that in this phase of the programme intercultural competences could be more explicitly addressed. 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 30 tot 40 students representing 15 to 20 nationalities. Students are informed about the teaching methods in the student handbooks.

The alumni the committee met, recognise and highly appreciate the international classroom. Even though this was also noted as quite challenging, alumni remarked that the international classroom prepared them for working with different cultures and flexibility and an open mind in this. Students also confirmed this during the site-visit. The current classroom consists of approximately seventeen nationalities. In addition, the differences in background and work experience are valued by the students. Students noted also that their lecturers are very capable of teaching in an international classroom. Lecturers are sensitive to the different backgrounds of students in for example interacting with peers and lecturers.

#### *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 principled of an international 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 international learning community is effectively realised in practice. The committee is of the opinion that this is a valuable tool in stimulating 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 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.

Lecturers are available for students on a daily basis and help to solve problems immediately. In addition, students can contact 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. In the case of serious personal issues, the student will be referred to one of the academy's student counsellors. A module on how to study in the Netherlands is also available for international students. 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. Moreover, for students who are abroad, an emergency point of contact is always available.

#### *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. 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**

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#### **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. 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 field research project. 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 remarked that the English proficiency of some lecturers could be improved.

Students value the quality and approachability of their lecturers, as became clear during the site-visit. Students also value the international character of the team of lecturers. This ensures different perspectives and different examples during lectures.

#### *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 institutes 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 63,2% of the enrolled students have an international background. The programme is the most international programme of BUAs. In total, the international student population of the academy comprises approximately 350 students. The overview of students nationalities provided by the programme shows that students come from very different countries.

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 is the most international programme of BUAs. 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 programme offers students a multicultural and diverse international learning community in order to realise its international learning outcomes and to create cross-cultural awareness. This includes the international classroom, the international lecturers and the field research project in Asia Pacific.

#### *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, lecturers and support staff are involved in monitoring and advising students. 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. Student counselling is described in Criterion 3c.

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	
• Milano	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)

Time	Activity
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)
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

Time	Activity
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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