

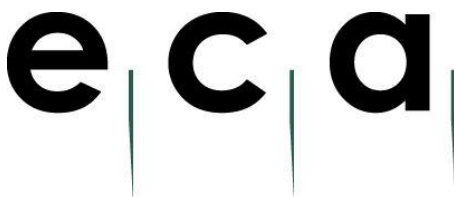
Assessment report

# Bachelor of Logistics Management

Breda University of Applied Sciences



Certificate for Quality in Internationalisation



european consortium for accreditation



Assessment report

- Bachelor Logistics  
Management

Breda University of Applied  
Sciences

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**European Consortium for Accreditation in Higher Education**



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## 1. Executive summary

This report contains an assessment of the quality of internationalisation at the bachelor programme in Logistics Management of Breda University of Applied Sciences (BUas). The audit was performed by an international panel, convened by AeQui, during a site visit to Breda on 6 and 7 June 2024. The panel's findings, considerations and conclusions are based on a dedicated self-evaluation report, additional materials illustrating BUas' performance on internationalisation and discussions with different stakeholders.

With respect to the standard around intended internationalisation, the panel concludes that internationalisation is at the heart of the programme. The panel also concludes that goals have been made explicit and are supported by the different stakeholders. In addition, the panel notes that the internationalisation goals have been translated into realistic objectives, regarding education, research and organisation. Since internationalisation is at the core of the programme, it is also an integral part of students' education. The panel is of the opinion that the BUas+ and the focus on internationalisation are unique selling points of the programme. Moreover, the panel establishes that the internationalisation plans are adequately documented. The panel recommends the programme to make internationalisation and intercultural competences as well as the BUas+ goals even more explicit in the documentation of the internationalisation goals of the own programme. The panel assesses *Standard 1. Intended internationalisation* as **good**.

Regarding the standard around international and intercultural learning, the panel concludes that the underlying criteria of this standard are met by the programme. Intended learning outcomes regarding international and intercultural learning are defined especially at course level, are implemented in the curriculum and assessed properly. Regarding the achievement of graduates, the panel concludes that the programme succeeds in educating '+shaped' professionals; professionals with a broad view that can find their way in a challenging future in an international environment. The panel recommends that the programme not only describes international and intercultural competencies in course-level goals, but also makes them more explicit in the intended learning outcomes. In this way, they can also be made more explicit in the assessment of the final work. The panel assesses *Standard 2. International and intercultural learning* as **satisfactory**.

With respect to the standard around teaching and learning, the panel found that the content and the structure of the curriculum provide excellent means for achieving its international and intercultural intended learning outcomes. In addition, the teaching methods are very suitable, and the programme succeeds in creating an international learning environment that fosters and stimulates the development of international and intercultural competences. The panel therefore assesses *Standard 3: Teaching and Learning* as **good**.

Concerning the standard around staff, the panel concludes that the composition of the staff facilitates the achievement of the international and intercultural intended learning outcomes quite well. Staff members have international experience and good intercultural competences and language skills. BUas and the programme provide ample services to staff to facilitate international experiences, intercultural competences and language skills. The services are in line with the staff composition and needs. The panel welcomes the international and intercultural background of many Dutch staff. The panel nevertheless recommends continuing to recruit staff of non-Dutch nationality to maintain a truly multinational and intercultural team. The panel assesses *Standard 4: Staff* as **good**.

With respect to the standard around students, the panel found that the composition of the student group is in line with the programme's internationalisation goals. The programme's internationalisation goals are supported by the excellent opportunities for students to gain internationalisation experiences and the extensive services related to internationalisation. The panel therefore assesses *Standard 5: Students* as **good**.

In conclusion, the panel considers that the bachelor programme in Logistics Management fulfils each of the five standards of the CeQuInt assessment framework. Four standards are judged to be of good quality. The panel's overall assessment on the quality of internationalisation is therefore positive.



## 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 panel of experts was convened and consisted of the following members:

- Ab Groen, chair
- Rianne Niewold, member
- Mark Delmartino, member
- Sophia Pasbecq, member
- Lisette Sinnige, student member

The composition of the panel reflects the expertise deemed necessary by the Frameworks. The individual panel members' expertise and experience can be found in [Annex 1: Composition of the assessment panel](#). All panel members signed a statement of independence and confidentiality. These signed statements are available from AeQui upon simple request. The procedure was coordinated by Ms. Drs. Linda van der Grijspaarde, secretary.

The assessment panel studied the self-evaluation report and annexed documentation provided by the programme before the site visit. ([Annex 2: Documents reviewed](#)) The panel organised a preparatory meeting on the morning of 6 June 2024. The site visit took place on 6 and 7 June April at BUas in Breda. ([Annex 3: Site visit programme](#))

The panel 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 panel finalised the draft report in July 2024. It was then sent to BUas to review the report for factual mistakes. The remarks made by BUas have been considered in the final version of the report, which the panel approved on September 4<sup>th</sup> 2024.

### 3. Basic information

**Qualification:** Bachelor of Arts in Logistics Management

CROHO registration 35522

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Number of credits: 240

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Specialisations (if any):

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ISCED field(s) of study: ...

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**Institution:** Breda University of Applied Sciences

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Type of institution: European Higher Education Area

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**Status:** Accredited

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QA / accreditation agency: NVAO

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Status period: 31/07/2018 – 01/11/2024

## 4. Assessment scale

The assessment-scale relates to the conclusions of the assessment panel 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.*

The programme's internationalisation goals are derived from Breda University of Applied Sciences (BUas) policy and the internationalisation goals of the Academy Built Environment and Logistics (ABEL).

As articulated in the *2022-2025 BUas+ strategy The International Perspective*, Breda University of Applied Sciences aspires “to create a small-scale, personal, sustainable, diverse, and inclusive learning environment that fosters individual innovative capacity”, with a commitment to “developing global elements into both formal and informal curricula and cultivating strategic partnerships”. Additionally, as stated in the *2022-2025 Strategic Direction, BUas+ More than a University of Applied Sciences*, the mission of Breda University of Applied Sciences is to “empower young professionals on their journey to shape a better world”.

The BUas strategic plan introduces its ambition to become a ‘University of Applied Sciences+’. The plus is representing the BUas Skills for Life: creating meaningful experiences; integrating and shaping the future in a hyperconnected world; and having the guts and personal leadership to become a self-directing professional. These skills will provide BUas students with a diverse skill set that will make them more agile in their future careers when they will more than likely be working across domains and also in new fields and jobs that are yet to emerge. This is in line with the BUas vision which is “educating for and in a continuously changing world”.

At academy level, the most recent strategic document *ABEL Internationalisation - 2024* helps to provide focus and structure to the academy's internationalisation efforts. Using the BUas strategy as a starting point, internationalisation goals at the academy level for the Built Environment and Logistics programmes have been formulated, with the primary aim to “take internationalisation to the next level by fostering a globally engaged educational and knowledge development culture at ABEL, in which all students and staff develop a cross-cultural attitude and skill set to work in an internationally oriented society and industry”. The

ABEL strategy documents emphasise that cross-cultural skills are important for all students and employees, not only for those connected to the English-taught programmes, and that internationalisation implies the understanding of both the Dutch and international aspects of these domains. As a consequence, steps have been taken towards a hybrid language and cooperation model in education, allowing more possibilities for students and staff across programmes to collaborate and connect. Additionally, in recent years steps have been taken within ABEL with regard to generating awareness about international and intercultural opportunities (both abroad and on campus) for students and staff.

The academy's internationalisation strategy is followed through by applying structural changes to the curriculum of the bachelor of Logistics Management, such as moving from a trimester to a semester system to align more easily with the academic calendars of other programmes (for example to facilitate a semester exchange at one of the partner institutions), incorporating more regular moments for collaboration between the English- and Dutch-taught programmes in certain study components and in the form of Logistics+ activities.

Input from external stakeholders is gathered through industry visits, industry projects, industry placements, conferences, guest speakers, research projects, memberships of industry-related organisations and working with strategic partners. The programme is a key player in European Forum of Logistics Education network (EFLE). The programme also hosted the EFLE 2022 Annual Conference in October 2023. The programme has a strong network of industry contacts (such as DHL, Ricoh, Maersk, IKEA, CEVA) and a high level of commitment from internationally active alumni.

#### Conclusion and recommendations

The panel concludes that internationalisation is at the heart of the programme. The focus on internationalisation is, together with the BUas+ ambitions, a unique selling point of the programme. The panel establishes that the goals are relevant and reasonable in the sense that both international and intercultural aspects are addressed and that the goals aim at educating '+shaped' young professionals with a transdisciplinary skillset.

In addition, the panel notes that the internationalisation goals for the programme are adequately documented. The programmes and academy's goals are based on BUas wide ambitions and goals. The goals are shared and supported by stakeholders within and outside the programme, which was confirmed during the site visit.

**Criterion 1b: Verifiable objectives**

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

At the institutional level, goals and performance indicators for the current strategic period have been established for all BUas programmes, which were formulated via a bottom-up process with input from all academies, services, as well as internal and external perspectives. A number of the key performance indicators outlined in the document *2022-2025 BUas+ The International Perspective* are programme specific. Under the theme of Education, with the aim of “equipping every student for success in a global career” and “fostering equal opportunities for global engagement among all students”, performance indicators have been established. An example of a performance indicator is: All lecturers are skilled in intercultural classroom principles and practices.

International partnerships and networks also fall under the Education theme, where the focus lies on investing in increasing the quality of existing partnerships, as well as leveraging available funding opportunities at both national and international levels.

The last theme addressed in the BUas International Perspective strategic document is that of staff recruitment and development, with the intention of “equipping staff with the expertise needed to guide students towards becoming global professionals,” as well as “recruiting and nurturing top-tier research staff able to actively contribute to curriculum development and the advancement of knowledge within the institute”.

When referring to ABEL's own strategic documents, ABEL has added several specific targets related to Education for 2022-2025. Examples include: 50% of the students will do at least one international placement or minor by 2025, and: ABEL will host at least one incoming student trip, virtual exchange, or other internationalisation at home activity per academic year.

In 2024, the academy decided to prioritise the international experience, the cross-cultural mindset and the global readiness of staff and students, with three pillars: Internationalisation of the curriculum; Strategic international partnerships and networks; and Intercultural / international awareness and development. A budget has been allocated to each of these pillars in order to help facilitate initiatives where needed. ABEL staff who would like to make use of the budget are asked to submit a request form as well as share their findings and insights with the team upon return.

## Conclusion and recommendations

Based on the studied documents and the meetings during the site visit, the panel concludes that the internationalisation goals are translated into verifiable objectives and performance indicators. Goals have been set for education and personnel, for example. The objectives show either a quantitative or a qualitative element. They allow for monitoring the achievement of the programme's internationalisation goals. The panel recommends that the verifiable objectives formulated at BUAs and ABEL levels be made even more concrete in the documentation of the internationalisation goals of the own programme.

### **Criterion 1c: Impact on education**

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

To support the operationalisation and dissemination of the mentioned goals, an Internationalisation Steering Group, composed by management level members of each BUAs academy and key stakeholders in services has been established. The Internationalisation Steering Group strengthens and supports the role of the International Coordinators at the academy, who are tasked with coordinating and facilitating activities related to internationalisation both abroad and on campus for their specific academy's staff and students. ABEL has two international coordinators, one for Logistics and one for Built Environment. This group and coordinators have developed a number of initiatives focusing on topics such as the Intercultural Classroom, Internationalisation at Home, and the aforementioned BUAs 'Skills for Life'. Some more elaborate examples of elaborations of the goals are given below.

The booklet *Intercultural Classroom* is one of the results of the joint efforts between BUAs colleagues across academies (including three from ABEL) which outlines the theoretical framework and general approach throughout BUAs programmes to facilitate teaching and learning in an intercultural environment.

With regard to recruitment of students for the Dutch-taught programme, special focus is also devoted in the Dutch-language recruitment presentations to the internationally focused curriculum and the international and intercultural character of both the programme and the institute as a whole, as well as the various opportunities the study programme provides to gain experience working across cultures both on campus and abroad.

In addition to the standard website and social media content geared toward prospective and new students, a series of videos with practical information about studying in the Netherlands, in Breda, and specifically at BUas are also accessible to prospective students via the BUas YouTube channel and via the pre-study portal. Attention is thus not only directed towards increasing the visibility of BUas programmes for recruitment purposes, but also towards easing the transition and addressing any uncertainties that prospective students have prior to deciding to come to Breda for their studies.

As for recruiting staff, priority has been given in recent years to welcoming staff with an international background and/or international experience to the team in order to reflect the increasingly international community at BUas (and increasingly global sector of logistics). When hiring staff the team actively searches for individuals who like to teach in English-language, international programmes; who are attuned to the various needs and requirements of interculturally diverse student groups; and who have a good command of the English language and who are willing to improve if necessary.

Attention is also paid to providing the services and training that all colleagues and students need to effectively cooperate and succeed in a multi-cultural environment. Introductory activities (both ABEL wide but also on a smaller scale for students in the international programmes) and soft-landing programmes are an integral part of the first-year programme for students. The general well-being of students is also a primary focal point. BUas and ABEL specifically offer a comprehensive support system which includes mentoring and counselling services, and university-wide resources such as physical and online wellness programmes to aid students with both their emotional and physical health.

All ABEL staff members have been invited in the past to complete the Global Mind Monitor self-assessment tool to gain insight into their own competencies and create awareness about the tool which is also used for students. More information about the use of this tool can also be found in the 'BUas Intercultural Classroom - Principles and Practice' booklet (Annex 1.7). There are several formal moments in the curriculum when attention is given to the concept of intercultural competence and when/how students will develop it throughout their studies.

The concept of intercultural competence and emphasis on the various points in the curriculum when students are developing this competence, is reintroduced at several moments during the four-year (informal) curriculum.



#### Conclusion and recommendations

The panel concludes that the internationalisation goals are explicitly related to (the quality of) teaching and learning and ensure that there is impact on education. As mentioned, internationalisation is at the core of BUAs and the programme; the programme provides numerous examples of it. The panel notes that, within the teaching and learning, the programme emphasizes international experiences abroad and at home. The international experiences are an integral part of the educational experience. For example, the panel notes there is a good integration of industry exposure and experience throughout the programme, starting as early as in year 1.

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

The panel deems all of the underlying criteria of this standard to be met. Based on the studied documents and the discussions during the site visit, the panel concludes that internationalisation is at the heart of the programme. The panel also concludes that goals have been made explicit and are supported by the different stakeholders. In addition, the panel notes that the internationalisation goals have been translated into realistic objectives, regarding education, research and organisation. Since internationalisation is at the core of the programme, it is also an integral part of students' education. The panel is of the opinion that the BUAs+ and the focus on internationalisation are unique selling points of the programme. Moreover, the panel establishes that the internationalisation plans are adequately documented.

The panel recommends the programme to make internationalisation and intercultural competences as well as the BUAs+ goals even more explicit in the documentation of the internationalisation goals of the LM programme. The panel 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 document *Beroeps- en Opleidingsprofiel Logistiek* (BOP, 2019) is the educational profile for logistics engineering and logistics management professionals at the bachelor's level in the Netherlands, including the bachelor of Logistics Management. Based on the educational

profile, logistics competencies have been formulated for both the Logistics Management and the Logistics Engineering degree programmes. The core competency is developing, managing and executing logistics processes in a professional manner. This core competency has been elaborated in 14 sub-competencies at bachelor's level. Because the professional field is subject to rapid changes and innovations, the competencies are deliberately described in a somewhat abstract manner.

The intended learning outcomes at programme level have been translated into course specific learning outcomes. The international and intercultural learning outcomes are reflected in these objectives per course.

#### Conclusion and recommendations

The panel establishes that the intended learning outcomes have been translated into course-level learning objectives. In these course-level learning objectives, the international and intercultural learning outcomes are well reflected. The panel recommends that the programme makes these goals more visible one level higher, in the intended learning outcomes. They can thus, for example, serve more firmly as the basis for the design and assessment of the thesis project.

#### **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 curriculum has been redesigned in 2019 with competency-based assessment at its heart, which involves several measuring points, and mixed assessment methods which are spread over the course of each semester. These focal points are at the core of the academy's assessment policy plan.

With regard to assessing intercultural competence and intercultural and international learning outcomes in the redesigned Logistics curriculum, the primary method used in the ABEL Logistics curriculum is through assignments of a reflective nature, where students are asked to provide specific examples regarding insights gained.

The Global Mind Monitor self-assessment tool is offered to students at the start of their studies and just prior to graduation, so they can chart their own progress in their international and intercultural competences.

In general terms, a variety of assessment methods are used throughout the curriculum, such as presentations, reports, written examinations, interactive pitches, and portfolios.

Portfolios as a means of assessment have taken on a prominent role in the new curriculum. Portfolios provide a means of showing progress and development as they incorporate a mix of completed assignments, feedback, and – most importantly – students’ reflections on insights gained, obstacles encountered, and points of attention for the future. Portfolios also allow room for creativity, as the form itself can be defined in various ways. When assessing Portfolios, specific attention is paid to the students’ ability to provide clear and concrete examples that show their growth in relation to the various competencies being assessed.

#### Conclusion and recommendations

The panel concludes that the methods used for the assessment of students are suitable for measuring the achievement of the learning objectives of the courses, which focus on international and intercultural competencies. The international and intercultural competences are assessed summatively in different parts of the programme. The panel especially values the Global Mind Monitor in this. This tool provides students with insights into the development of their international and intercultural competencies. Assessing international and intercultural competencies through the portfolio is also valuable, notes the panel.

#### Criterion 2c: Graduate achievement

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

In order to form an opinion about the students’ achievement of the intended learning outcomes, the panel read a total of the final products of fifteen students and viewed the assessments of these works. These are final products delivered in the past two years, with a variety of grades. The panel assesses that all final products attest to bachelor’s level. In addition, the post-graduation activities of the students of the programme indicate that their degree and experiences gained make them candidates for numerous logistics and supply chain management related positions, leading to careers as logisticians and supply chain experts.

A number of students pursue MSc programmes after their BSc studies, and their high acceptance rates indicate that they possess the qualifications necessary to study at other reputable institutions in the fields of Operations Management, Supply Chain Management, Logistics, or (International) Business. ABEL has long-existing ties with Cranfield University in

the UK where one or two ABEL graduates per year have consistently entered the Master in Supply Chain Management.

A private LinkedIn alumni group for Logistics Engineering and Logistics Management graduates was created a few years ago and there are currently 1,191 members. Using the composition of the LinkedIn alumni group as a point of reference and evaluations such as the HBO Monitor, it can be concluded that the majority of graduates work for internationally operating organisations within the Netherlands, but there are also a substantial number of graduates working abroad.

Given the small-scale nature of ABEL's Logistics programmes and the close ties staff have with both current and former students, alumni play an active role in the programme serving as guest lecturers, panel members, expert day contributors, industry committee participants, placement supervisors, internship hosts, and company coaches, among others.

#### Conclusion and recommendations

Based on the studied documents and the discussions during the site visit, the panel considers that the final works, the whereabouts of the alumni and the testimonials from students, alumni and employers constitute ample evidence that the programme delivers on its promises regarding the international and intercultural dimensions. Based on the meeting with representatives from the professional field, students and the alumni, the panel notes that programme succeeds in educating '+shaped' professionals; professionals with a broad view that can find their way in a challenging future. Graduates are wanted in a wide variety of professional fields.

However, the panel noted that the assessment of the final work only implicitly assesses the intended international and intercultural learning outcomes. The panel therefore recommends the programme to make this more explicit.

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

The panel concludes that the underlying criteria of this standard are met by the programme. Intended learning outcomes regarding international and intercultural learning are defined at especially at course level, are implemented in the curriculum and assessed properly. Regarding the achievement of graduates, the panel concludes that the programme succeeds

in educating ‘+shaped’ professionals; professionals with a broad view who can find their way in a challenging future in an international environment.

The panel recommends that the programme not only describes international and intercultural competencies in course-level goals, but also makes them more explicit in the intended learning outcomes. In this way, they can also be made more explicit in the assessment of the final work. The panel 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.*

The fulltime programme offers a Dutch-taught and a (content identical) English-taught track. As mentioned, in 2021, the programme started implementing a new educational programme. The new programme is competency-based, and aims for students to learn and use skills and knowledge in a variety of contexts. Internationalisation was one of the nine guiding principles determined by the lecturers, educationalists, members of the industry committee, and programme directors who collaborated at the start of the redesign process.

As BUas gradually shifts to more cohesive links between programmes, a clearly defined focus on small-scale and intensive education, as well as global readiness, the bachelor of Logistics Management has made steps in terms of structure and organisation of its new programme which align with BUas’ long-term strategic ambitions and which provide the appropriate means for achieving the international and intercultural goals.

The programme changed from a trimester structure to a semester structure to facilitate exchange and interdisciplinary course opportunities (both inside and outside of BUas) for both incoming and outgoing students.

Each of the four semesters in the first two years focuses on one large 10 EC project in which students work in groups on a practical assignment in an international context, applying the theoretical knowledge and skills they have gained in the previous cases and also via just-in-time lectures and workshops.

Throughout the course of the first two academic years Personal and Professional Development workshops take place which focus on creating awareness for students about their own development and progress in the intercultural competence. Students reflect on this development and the points for consideration for the upcoming semesters.

The curricula for the English-taught programme and the Dutch-taught programme are virtually the same, but special attention has been paid to the most effective means of introducing experiential elements related to developing students' intercultural competence to both groups, and to incorporating English skill development. Students in the international programme have first-hand experience with working in intercultural teams from the outset, as they complete a pressure cooker assignment for IKEA in the first two weeks in internationally diverse groups, and they continue with other multicultural groups as the semester continues. Within the Dutch-taught programme, different regional cultures within the Netherlands are of course represented, and challenges regarding group collaboration are faced, but in this context the students are all communicating in Dutch, which is the native language for the entire group and with fellow students with a similar cultural background and cultural norms. For that reason, several curricular elements which feature combined English-language and Dutch-language groups are also part of the formal curriculum.

#### Conclusion and recommendations

The panel concludes that the content and structure of the English and Dutch taught tracks allow for students to work on their intercultural and international competences in each phase of the programme. The panel appreciates the internationalisation/intercultural learning block, which provides a solid learning line in this area. Many of the topics used in the courses are oriented towards international companies and cross-border issues. Students are encouraged as much as possible to do the work placement, minor or graduation internship abroad. This ensures that all students gain international (and intercultural) experience. As mentioned earlier, the panel notes that there is a good integration of exposure to and experience in business throughout the programme, starting as early as Year 1.

#### **Criterion 3b: Teaching methods**

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

One of the guiding principles for the development of the current curriculum was the use of teaching methods that promote active studying and learning, so different teaching methods are used, both on campus and via the digital learning environment.

The small-scale nature of the programme allows for easy interaction between teaching staff and students. The majority of lectures and workshops are held in classrooms with moveable tables and chairs meaning the session facilitator can easily rearrange the setting to ensure ideal productivity and interaction for a given session. The majority of sessions in the curriculum are workshops, featuring a mix of (just-in-time) presentations introducing theories, guidelines, and examples, and working time where students can immediately apply what they have learned in an individual or group context, with lecturers present to assist when needed. The small-scale setting allows teaching staff to differentiate where needed in order to meet the learning needs of students from different (educational) backgrounds with different learning styles. The workshops and additional online materials offered as part of the first- and second-year Personal and Professional Development study components also helps students investigate and pinpoint their own learning styles, making it easier for them to articulate their needs to lecturers and fellow students when necessary.

Interactive simulation games are also often used to activate students. Students are also encouraged to engage in multidisciplinary collaboration by being assigned specific roles within their projects. They must find the appropriate balance and fair distribution of tasks and responsibilities within their teams, just as they will be doing in their future careers.

In each of the first four semesters in the curriculum, 10 EC credits are devoted to a project which requires students to apply theoretical knowledge in a practical setting in a group of five to seven students. Programme staff form these groups to ensure that students are working with people from different backgrounds each semester. Group work is not limited to the 10 EC projects; almost every study component has some form of group work incorporated into its activities.

As outlined in criterion 2b, the assessment plan which focuses on ample time and opportunities for feedback and a manageable spread of assessments across the course of the semester also contributes to effective teaching methods.

#### Conclusion and recommendations

The panel concludes that the programme uses a variety of teaching methods that are very suitable for achieving the intended international and intercultural learning outcomes. The teaching methods are geared towards interactive contact between students and lecturers. This way, students learn many valuable lessons and concepts with regard to communication and collaborating effectively in cross-cultural teams from each other, the panel notes. The

panel appreciates the stronger intertwining of the two tracks in the new curriculum. It allows the international and Dutch students to better share experiences and learn much more from each other.

### **Criterion 3c: Learning environment**

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

The programme is offered at the campus of BUas in Breda, where three buildings offer room to more than 7,000 students and more than 700 employees. BUas ensures that students and staff of all nationalities feel as much at home on campus as possible. For example, BUas has made improvements in recent years to accommodate the food and beverage wishes and needs of the diverse group of students and staff who frequent the restaurants. Warm dishes are served for lunch and dinner, a number of different regional cuisines are featured, and there are always vegetarian, vegan, and gluten-free items available.

Community-based working and community development are focal points at the heart of the BUas 2022-2025 Strategic Direction, which includes “a mindset focused on increasing both internal and external global engagement.” The goal within the Logistics programmes is to first create a safe environment for students within their own programme, providing a setting where they can effectively get to know each other, their mentor, buddies, coaches, and lecturers. Between the fifth and sixth weeks of the first semester they are invited to cooperate with students from the other language track, and they are also gradually introduced to the rest of the BUas community.

As far as language is concerned, the rules with regard to the use of English in the classroom and on campus are clear. English is the language that should be used in all classroom contexts for the international programme, and English is the primary language used on the BUas campus, for students of all programmes. Lecturers play an active role in this by reminding students that all interactions within the learning environment should take place in English.

BUas students and staff use both the Brightspace Digital Learning Environment and the student and employee portals for information about BUas, the academy and the courses. Sufficient time is spent with mentors at the start of the year to help new students familiarise themselves with the online systems.



Student-community initiatives at BUas also contribute to a learning environment that make it easier for students to feel comfortable, welcome, and safe. The BUas HUB Campus Entertainment Network provides a platform that is tailored to students' interest areas.

Students can find links to the BUas radio, discussion forums, and articles to read (and more). For those looking to connect with like-minded fellow students, BUas Clubs provide just that opportunity. Examples of clubs students can join include a Photography club, Band Jam club, Book club, Green club, Neurodiversity club, Running club, and a Vintage Game Night club. There are currently more than 30 active clubs on campus.

#### Conclusion and recommendations

The panel concludes that the learning environment is very suitable for achieving the intended international and intercultural learning outcomes. The panel notes a diverse international community united on one campus. The facilities are appropriate for the international community and the campus provides the opportunity for diverse meetings and collaboration among the different groups and nationalities.

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

The panel found that the content and the structure of the curriculum provide excellent means for achieving its international and intercultural intended learning outcomes. In addition, the teaching methods are very suitable, and the programme succeeds in creating an international learning environment that fosters and stimulates the development of international and intercultural competences. The panel 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.*

In the current (2023-2024) academic year, the Logistics team consists of 40 employees, together representing 29.2 FTEs. Colleagues within the Logistics team represent ten nationalities, ten (Dutch) colleagues have an international background, and nine colleagues were not born in the Netherlands, representing nine different countries of origin (Brazil, China, Germany, Greece, Iran, Mexico, South Africa, Suriname, and the United States).

Nine of the Logistics team members have a role as mentor (embedded in the Personal & Professional Development study components), alongside other responsibilities in the programme. The current staff-student ratio in the Logistics programme is 1: 18.3.

#### Conclusion

The panel concludes that the composition of the staff facilitates the achievement of the international and intercultural intended learning outcomes quite well. In addition, sufficient lecturers and tutors are available to execute the programme and to maintain the small-scale nature of the programme.

#### **Criterion 4b: Experience**

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

A BUas employee is considered 'international' if they meet at least one of the following three conditions: Born outside of the Netherlands and having lived outside of the Netherlands for a minimum of 10 years during the first 20 years of the employee's life; and/or having worked in the Netherlands and an international company (including branches abroad) where the official language is not Dutch in an internationally oriented position for at least five years, and/or having lived and worked outside the Netherlands for a minimum of five years.

The majority of staff members on the team have experience working in the logistics industry and represent a diverse array of educational and cultural backgrounds. Didactic training is provided to aid teaching staff with the knowledge and tools necessary to make appropriate links to the practical context in a suitable educational form.

A small number of colleagues are active members in relevant logistics networks such as the European Forum of Logistics Education (EFLE), the Council of Supply Chain Management Professionals (CSCMP), APICS, the International Organisation for Public Transport Authorities (UITP), the Charter Institute for Transport and Logistics (CITL), and the Bundesvereinigung Logistiek (BVL). By attending conferences, presenting research papers, and reviewing materials shared within these networks, colleagues gain relevant insights, broaden their networks, and further deepen their knowledge in the topics they teach and/or research. Ideally, that knowledge is shared with colleagues and further integrated into course new content and materials for ABEL students.

With regard to the EFLE network, the Logistics team at BUas hosted EFLE's 2022 annual conference in October 2022. Two ABEL colleagues attended the EFLE conference in October 2023 in the Netherlands and Germany where they joined 32 other conference participants from 18 different universities across Europe. The annual conference provides an excellent opportunity for ABEL staff to connect and share ideas with EFLE members, who are all professionals working for higher education institutions focusing on logistics education in Europe. BUas is also represented in the EFLE Board.

There are also a number of ABEL staff members working closely with the Middle East College in Oman (MEC Oman), a strategic partner for ABEL that has introduced and implemented the BUas Logistics programme at their own university. Several lecturers have had the opportunity to travel to Oman to meet the Logistics team at MEC and deliver Train the Trainer programmes. By doing so, BUas lecturers develop their intercultural awareness and get first-hand insights into the economic and logistics activities in economic growth regions. This form of cooperation has also led to quality improvements in the own programmes, such as the continuous development of the "Blokko game" in Experience Supply Chain Management.

#### Conclusion and recommendations

The panel concludes that staff members have sufficient internationalisation experience, intercultural competences and language skills. The panel considers that the staff involved is very committed and competent. In addition, the panel establishes that the lecturers involved are experienced in English-language teaching to students from diverse disciplinary and cultural backgrounds. The meetings during the site visit showed that both staff and students have excellent command of English.

The panel is of the opinion that the programme's definition of international staff as staff that has worked outside of the Netherlands for more than 10 years is less appropriate. While appreciating that these Dutch staff (also) bring international and intercultural competencies, it is also important that the staff team as a whole features a broad variety of nationalities. Thus, the panel recommends that when assessing the composition of the overall team, one should always keep in mind the variation in backgrounds, including nationality. That way, the percentage of international staff members can remain high enough.

**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.*

The HR cycle plays an important role in the continuous development of staff. Annual development interviews are held in which employees discuss their professionalisation, sustainable employability, as well as their motivation, general well-being, and their teams development. Any ambitions regarding participation in internationalisation initiatives may also be expressed.

The in-house staff development training centre offers tailor-made courses focusing on, for instance, classroom English, Basic Examination Qualification, Senior Examination Qualification, and didactics, depending on the individuals' needs. Participation is then part of the HR cycle and discussed during development interviews. In recent years intensive workshops designed for curriculum development teams have been organised at BUAs. There are also a number of virtual resources such as the BUas Team for Teams where staff can ask questions and help each other via an interactive forum.

All BUas staff have access to the Global Engagement portal where they are encouraged and inspired to obtain international experience ranging from staff exchange to getting involved in virtual partnerships. Several useful resources are provided with regard to (funding) opportunities and general support.

Staff are encouraged to make use of English language workshops and courses. International staff members who would like to learn or increase their proficiency in Dutch are able to take a Dutch language course.

BUas offered a series of cultural sensitivity workshops in the 2021-2022 and 2022-2023 academic years. Each workshop had a different focus area such as classroom communication, curriculum development, assessment and feedback. In the 2023-2024 academic year the choice was made to focus efforts on activities and resources that would be available to all staff members, such as a training session called 'International Students and Cultural Transitions' offered during the BUas Education Day in February 2024 and the development of an online intercultural toolkit.

Staff are also actively encouraged to participate and explore opportunities abroad. Examples are participating in international field trips for second-year students (one week) and international workshops and research conferences.

#### Conclusion and recommendations

The panel concludes that the services provided to the staff are consistent with the staff composition. These services adequately facilitate international experiences, intercultural competences and language skills. The panel notes that the academy offers ample opportunities for training of staff members.

#### Overall conclusion regarding Standard 4: Staff

The panel concludes that the composition of the staff facilitates the achievement of the international and intercultural intended learning outcomes quite well. Staff members have international experience and good intercultural competences and language skills. BUAs and the programme provide ample services to staff to facilitate international experiences, intercultural competences and language skills. The services are in line with the staff composition and needs. Welcoming the international and intercultural background of many Dutch staff, the panel nonetheless advises the programme to continue recruiting also staff with non-Dutch nationality in order to maintain a truly multinational and intercultural team.

The panel 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.*

Looking at the current first-year student population of 79 enrolments in total, 36 of the students have a non-Dutch nationality, and 42 students are Dutch nationals (11 of the 42 Dutch students are studying in the international English-language Logistics Management track). Of the 36 internationals, 24 are from the European Union, seven are from non-EU countries (i.e., Afghanistan, Azerbaijan, Cameroon, South Africa, Turkey) and two students are from Vietnam. The group is diverse not only in terms of their cultural backgrounds, but also their age, experience, and prior education.

The Dutch-language track has been consistently larger than the English-language track, but the numbers shifted in the 2023-2024 academic year, with a noticeable higher number of enrolments for the international English-language programme (in which Dutch students are also allowed to enrol) compared to the Dutch-language track.

#### Conclusion and recommendations

The panel concludes that the composition of the student group (national and cultural backgrounds) is in line with the programme's internationalisation goals. Offering an English-language track in addition to the Dutch-language track makes the program attractive to international students. The panel appreciates the stronger collaboration between the two tracks, as mentioned earlier, to make the international character more equal for all students.

#### **Criterion 5b: Experience**

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

A number of opportunities both inside and outside of the curriculum are available to students to develop their intercultural competence and network with the BUas community at large.

Although Internationalisation at Home initiatives are the most accessible for all, there are also opportunities for students to gain experience outside the Netherlands during their studies. All second-year students participate in an international study trip, which is a week-long programme featuring company visits, cultural outings, and social gatherings which introduce students to different logistics companies and cultures. Furthermore, students can choose to do one (or all) of their placements abroad, complete a semester abroad at another higher education institution, or participate in a short-term study programme.

The study component Connection to Industry provides opportunities for students to gain valuable work and research experience in international companies.

#### Conclusion and recommendations

The panel concludes that the programme provides students with ample and excellent opportunities to gain international experience, both "at home" and by offering experiences abroad. These experiences correspond well with its internationalisation goals.

### Criterion 5c: Services

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

There is a variety of services to students that fit the characteristics of different student groups. Some services are described below.

BUas website guides international visitors to the English website. Potentially interested students will find a direct link to 'international students' and can also check the institute's 'international relations', including the institute's strategic plan and partner network. A range of educational programmes, reasons for studying in the Netherlands and practical information regarding the Netherlands are provided online. Students can also request a virtual meeting via the website or even chat with a current student. Each programme explains the admission requirements and application procedure.

As soon as an international student applies for the programme, BUas Student Office will step in to assist and guide the prospective student. During and after the matching process, Student Office will provide students with assistance in for example credential evaluation and international admissions, immigration procedures, student registration, scholarships and housing. BUas has a crisis management system in place for tracking and keeping in touch with university staff and students travelling abroad.

All information is available in English, and all staff members both within the academy and BUas wide are able to communicate with prospective and current students with at least upper-intermediate level English proficiency.

At the beginning of each academic year, an introduction day is organised for all BUas international students. This event is combined with the official Logistics programme introduction event.

During the first weeks of the semester, the Getting Started soft-landing programme provides the opportunity for students to get to know their assigned mentor, with whom they have personal scheduled meetings a number of times per year to check on academic progress and personal well-being, and of course to get to know their fellow students and second-year buddies.

During the Getting Started study component in the first three weeks students are introduced to the various facilities and on- and offline systems that they will be working with over the

course of their studies, and they receive library training in the form of an interactive, on-site workshop.

Additional activities organised on the BUas campus open to all students include Cross-Cultural Connection events, activities promoting student mobility as part of the Erasmus Days and the Week of the International Students annual programmes, and a Good Mood Festival, a Breda-wide initiative focused on welcoming all students who have recently moved to Breda.

#### Conclusion and recommendations

The panel concludes that the services specifically related to internationalisation, support the internationalisation goals and the composition of the student group very well. However, finding housing for the international students is challenging, the panel notes. In addition, the panel suggests that international students also help each other in facilitating and recruiting students. In this way, the programme makes even more use of its own network.

#### **Overall conclusion regarding Standard 5: Students**

The panel found that the composition of the student group is in line with the programme's internationalisation goals. The programme's internationalisation goals are supported by the excellent opportunities for students to gain internationalisation experiences and the extensive services related to internationalisation. The panel therefore assesses Standard 5: Students as **good**.



## 6. Overview of assessments

Standard	Criterion	Level of fulfilment for each standard unsatisfactory/satisfactory/good/excellent (see descriptions in chapter 4)
1. Intended internationalisation	1a. Supported goals	Good
	1b. Verifiable objectives	
	1c. Impact on education	
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	

## Annex 1. Composition of the panel

Dr. Ab F. Groen, Chair,  
Education Administrator

H.J. (Rianne) Niewold-Riezebosch MSc  
Program Manager of Business Administration at Windesheim University of Applied Sciences

Sophia Pasbecq  
Lecturer and Coordinator of Transport & Logistics, Artevelde University of Applied Sciences  
Ghent

Mark Delmartino  
Independent Education Consultant

Lisette Sinnige, Student Member  
Public Administration Student at Amsterdam University of Applied Sciences

The panel was supported by Linda van der Grijspaarde, as a certified secretary.

### Overview panel requirements

<i>Panel member</i>	<i>Subject</i>	<i>Internat.</i>	<i>Educat.</i>	<i>QA</i>	<i>Student</i>
• Groen			x	x	
• Niewold-Riezebosch	x		x		
• Pasbecq	x	x	x		
• Delmartino		x	x	x	
• Sinnige					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;

The following descriptions are in line with NVAO-guidelines on GDPR:

#### **Chair: dr Ab F. Groen**

Ab Groen is Executive and Supervisor in education (university, professional and primary education) and a regular chair of review committees in Europe

**Rianne Niewold**

Rianne Niewold is manager at BBA programme's at Windesheim University of applied sciences. She is active member in the national educational council on business administration.

**Sophia Pasbecq**

Sophia Pasbecq is a Network & curriculum coördinator transport & logistics and lecturer supply chain optimization and logistics management – Artevelde University of Applied Sciences Ghent.

**Mark Delmartino**

Mark Delmartino is an independent consultant in higher education quality assurance, EU funding schemes, and international accreditation, working across Europe. He is trained for ECA frameworks as well.

**Lisette Sinnige**

Lisette Sinnige is a student in Public Management in Amsterdam University of applied sciences. She had a minor in Metropolia University of Applied Sciences, Finland

**Linda van der Grijspaarde, secretary and coordinator for AeQui**

Independent educational consultant in higher education and board member in secondary education, certified secretary

## Annex 2. Documents reviewed

- Self-evaluation report
- Overview of recommendations and improvements Logistics Management
- Strategic direction 2022-2025: BUas+ more than a University of Applied Sciences
- Academy Plan ABEL+ 2022-2025
- Influx - Recruitments & Admission
- Beroeps- en Opleidingsprofiel Logistiek (Professional and Educational Profile Logistics, 2019)
- Composition of the Logistics Industry Committee
- Creating Professional Value, Strategy 2018-2021, September 2017
- Education@work: Educational Vision 2014-2024
- Staff connected to building blocks
- ABEL's Assessment Policy Plan 2021-2024
- Overview of the types of study components with descriptions, didactical approaches and competencies
- LM Study Component Catalogue 2023-2024
- Overview of employees
- Team-based working
- Standard BUas training for required qualifications
- Semester teams and expert groups
- Policy Plan on student well-being
- White Paper on BUas Skills for Life
- Quality Agreements 2019-2024
- Quality Assurance System for Education
- LM assessment programme 2023-2024
- Placement Handbook
- Graduation Handbook
- Graduation rubric with competencies
- Criteria for external examiners
- 2022 HBO monitor

## Annex 3. Site visit programme

### Overview

**Date:** 6 and 7 June 2024  
**Institution:** Breda University of Applied Sciences  
**Programme:** B Logistics Management  
**Location:** Mgr. Hopmansstraat 2,  
 4817 JS Breda

### Programme

Day 1: 6 June 2024

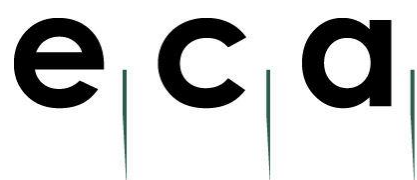
Time	Meeting	Attendants
11.00-13.00	Deliberations panel	
13.00-14.00	Board & management	<ul style="list-style-type: none"> <li>- ABEL Academy Director</li> <li>- ABEL Academy Director 2018-2023</li> <li>- Educational Manager Logistics</li> </ul>
14.15-15.00	Showcases	<ul style="list-style-type: none"> <li>- Students, lecturers/researchers</li> </ul>
15.15-16.15	International officers	<ul style="list-style-type: none"> <li>- Director of Global Engagement</li> <li>- Lecturer, International Coordinator Logistics</li> <li>- Lecturer, International Coordinator Built Environment</li> <li>- Lecturer /DALI / Middle East College, Oman Project</li> </ul>
16.30-17.30	Alumni & industry partners	<ul style="list-style-type: none"> <li>- Chair Industry Committee / Global Vice-President Logistics Sandvik</li> <li>- Member Industry Committee / Director Logistics &amp; Supply Chain - Interfood Group</li> <li>- Member Industry Committee – Asset Management Building and Facility Manager - UPS Europe</li> <li>- Member Industry Committee – Strategic Supply Chain Manager – Ricoh Europe Supply Chain</li> <li>- Alumna - International track, MSc Supply Chain Management</li> <li>- Alumna - Dutch track, MSc Supply Chain Management</li> <li>- Alumna – International track</li> </ul>
17.30-18.00	Deliberations panel	
18.00-18.10	Evaluation day 1	Accreditation project team

Day 2: 7 June 2024

Time	Meeting	Attendants
08.45-09.45	Researchers	<ul style="list-style-type: none"> <li>- Associate Professor Smart cities and logistics</li> <li>- Research and Business Innovation Manager</li> <li>- Lecturer, DALI, LCB</li> <li>- Lecturer, LCB Programme Manager Event Logistics</li> <li>- Lecturer, CoE</li> </ul>
9.30-10.00	Showcases	<ul style="list-style-type: none"> <li>- Student, lecturer/researcher</li> </ul>
10.15-11.30	Teaching staff	<ul style="list-style-type: none"> <li>- Lecturer, Degree Programme Committee, Curriculum Committee</li> <li>- Lecturer, Degree Programme Committee, Curriculum Committee</li> <li>- Lecturer</li> </ul>

		<ul style="list-style-type: none"> <li>- Lecturer, Academy Participation Council</li> <li>- Lecturer, Placement Coordinator, Graduation coordinator</li> <li>- Lecturer, Researcher</li> <li>- Lecturer, Academy Participation Council</li> </ul>
11.45-12.30	Board of Examiners, Testing committee	<ul style="list-style-type: none"> <li>- Educational Advisor</li> <li>- Chair Board of Examiners</li> <li>- Secretary Board of Examiners</li> </ul>
13.30-14.45	Students	<ul style="list-style-type: none"> <li>- 1st year student International track</li> <li>- 1st year student International track</li> <li>- 2nd year student Dutch track</li> <li>- 2nd year student International track</li> <li>- 3rd year student Dutch track</li> <li>- 3rd year student International track</li> <li>- 4th year student Dutch track</li> <li>- 4th year student International track</li> </ul>
14.45-16.15	Deliberations panel	
16.15-16.30	Feedback findings and judgments by chair	All participants





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