

Assessment report

Bachelor Facility Management

Breda University of Applied Sciences



Certificate for Quality in Internationalisation

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Assessment report - Programme level

2018
ECA OCCASIONAL PAPER

European Consortium for Accreditation in Higher Education



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1. Executive summary

The Bachelor of Facility 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 31 October and 1 November 2018 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 an International Facility Management bachelor's programme. 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.

Standard 2: International and intercultural learning

The programme receives the assessment **good** 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 facility management. Both the international dimension of the overall intended learning outcomes and the explicit international and intercultural learning outcomes per course correspond well to the programme's internationalisation goals. In line with the programme's approach to internationalisation, international and intercultural competencies are assessed as an integral part of the regular course assessments. The assessment methods used are suitable for measuring the achievement of the international and intercultural intended learning outcomes and the graduates demonstrably achieve these learning outcomes.

Standard 3: Teaching and Learning

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

The committee concludes that the content and the structure of the curriculum provide very good means for achieving its international and intercultural intended learning outcomes. In addition, the teaching methods are suitable. The committee also concludes that the international learning environment provides adequate 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 very 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 **satisfactory** on Standard 5.

Even though the committee notes that the composition of the student group is not yet in line with the programme's internationalisation goal, the committee also concludes that all important conditions are in place in order to realise a real international classroom and ample internationalisation experience for students.

Extensive services are available for national and international students. The learning environment is very suitable for more international students. Increasing the number of international students is essential to further improve the realisation of the generic international learning outcome of the programme. The committee therefore supports the programme's ambition to attract more international students.

To conclude, the committee considers the international character of the International Facility Management programme to be good. Internationalisation at home and abroad are very well implemented, 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. A further increase of the number of international students is needed and will strengthen the international character even more.

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:

- Ir. R.S. Kloosterman, chair and director of AeQui, assessment agency for higher education;
- Drs. G.M. Klerks, certified ECA auditor, former programme manager International Classroom Project, Rijksuniversiteit Groningen;
- N.F. Hofman MFM, consultant and (innovation)manager in facility management and chair of Facility Management Nederland (FMN)
- S.R.J. van der Linden MLC, lecturer and coordinator of the bachelor programme Facility Management of Zuyd Hogeschool;
- S.A. Lockwood, MA, CFM, IFMA Fellow, until recently Director Accreditation and Academic Affairs of the International Facility Management Association (IFMA), and consultant in facility management;
- J. Park, student-member, student Business Economics at the Handong Global University in South-Korea. He is currently on an exchange programme at Amsterdam University of Applied Sciences.

Drs Titia Buising 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 the Association upon simple request. The procedure was coordinated by Ms. Drs. Titia Buising, secretary.

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 31 October 2018. The site visit took place on 31 October and 1 November 2018 at NHTV Breda ([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 December 2018. It was then sent to BUAs to review the report for factual mistakes. The committee corrected the factual mistakes. The committee approved the final version of the report in January 2018.

3. Basic information

Qualification:	Bachelor of Science
Number of credits:	240
Specialisations (if any):	– none
ISCED field(s) of study:	SOLID THEORETICAL KNOWLEDGE: Operations Management, Organisational Behaviour, Business Law & Ethics, Economics, Finance, Accounting, Investigative Abilities (research), Management Information Systems, Strategic Management, Marketing. RESEARCH SKILLS, PROFESSIONAL SKILLS: Languages and Management Development, PROFESSIONAL ATTITUDE.
Institution:	Breda University of Applied Sciences
Type of institution:	University of Applied Sciences (HBO)
Status:	Accredited by NVAO including distinctive feature internationalisation British Institute for Facility Management (BIFM) Accredited until 2015. Still active member of the Network International Facility Management Association (IFMA)
QA / accreditation agency:	NVAO
Status period:	NVAO: accredited until 1 July 2019 IFMA

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

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, Knowledge@Work 2013-2017, states that the university 'opted to profile itself as an international institution for higher education years ago. The basis of this choice lies in the international curriculum, in which the content of the programme and practical cases are placed in an international perspective'. This deliberate choice is rooted in BUAs's mission to provide students with an international study and work environment and train them to be inquisitive, responsible and entrepreneurial professionals qualified for the globalising job market; and in BUAs's strategic aim 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.

The International Facility Management programme ties in with the BUAs strategy and has translated the mission and vision into an academy-specific context. 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 IFM programme prepares students for a variety of facility management related careers in an international context and for a masters' programme. IFM graduates combine a business-like attitude with a hospitable mentality.

The programme aims to deliver students that will be able to enter a variety of facility-related careers in an international context. Besides being qualified for entry-level jobs and having professional expertise, graduates are self-managing, self-responsible and creative and innovative.

From this overall learning outcome can be derived that the Hotel and Facility defines internationalisation in terms of employability. Graduates who are cross-culturally competent will increase their chances on an international and globalised job market. The academy translated one of the (four) strategic themes, 'cross cultural understanding' into a generic international learning outcome: "Graduates are able to function effectively in a cross culturally diverse business environment. They can communicate effectively in Business English".

The generic international learning outcome clearly points out that internationalisation is defined in terms of employability, i.e. internationalisation of the programme should contribute to a good labour market preparation of students.

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

- Internationalisation at home: As the composition of both the student and staff populations are considered to be crucial aspects for internationalisation at home, the programme keeps recruitment of international students and staff high on the agenda. A recruitment plan for international students was set up.
- Engaging in strategic partnerships: The programme has intensified its strategic partnerships by adding staff exchanges and setting up a joint educational programme in the graduation phase to the existing exchange programme with the Finnish University of Applied Sciences in Haaga-Helia, and the EuroFM Summer School. The three universities have lodged a joint.

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 by NVAO), international accreditation by International Facility Management Association (IFMA) and active membership of many (inter)national organisations such as EuroFM (European Facility Management, Corenet (World's Leading Organisation for Corporate Real Estate) and BIFM (British Association for Facility Management).

The academy's staff was involved in shaping the curriculum and its ensuing internationalisation policy by means of staff study days. A selection of students and industry representatives were also involved in the process.

During the different conversations with the various stakeholders of the programme (i.e. management, lecturers, students, industry partners), the committee learned that the programme's internationalisation goals enjoy wide support among them. The committee established that all stakeholders agreed, either explicitly or implicitly, that these internationalisation goals are logical to pursue for an international facility management programme: cross cultural awareness is key to the industry. The committee notes that the programme is looking forward to the possibilities the current location on the new campus will offer.

Conclusion

The committee concludes that the internationalisation goals for the programme are clear and adequately documented. The goals are well suited to a Bachelor Facility 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.

To monitor the achievement of the internationalisation goals, verifiable objectives were formulated and listed as Internationalisation goals 2013-2017. Regarding internationalisation at home these include:

1. Implement cross-cultural understanding in the curriculum from 2014-2015 onwards;
2. Strive for more expertise from the international industry by inviting 'visiting professors' to work for NHTV on a fixed-term contract;
3. Create opportunities for teaching staff on knowledge of and experience with a cross-cultural learning and working environment by 2017;
4. Minimum level of English C1 for lecturers;
5. 60% of graduating students will have earned at least 30 EC abroad by 2016;
6. 15% of the degree-seeking students will be foreign with diverse nationalities and cultural backgrounds in 2017;
7. Improve and streamline the application process of international students from application to actual start of the programme;
8. Increase number of teaching staff with an international background by 2% in 2017;
9. Develop educational modules independent of time and place by 2016.

Regarding strategic partnerships the goals include:

1. International (joint) research output should increase by 30% in 2017;
2. By 2017, the Academy will engage in strategic partnerships with a selected number of institutes and collaborate simultaneously in terms of student and lecturer exchange, research and the exploration of possibilities to set up joint educational projects;
3. By 2017, the Academy will have increased its offer of exchange opportunities for students at renowned knowledge institutions worldwide by 5% (or 45 available positions);

In December 2017, BUAs published its strategic plan 2018-2021 (Creating Professional Value. Strategy 2018-2021), which is aimed at further consolidating the pivotal role of internationalisation within BUAs. An updated and actual internationalisation strategy, including verifiable objectives, are currently discussed. These will include increasing recruitment efforts for attracting international students, increasing international students and staff and the further development of an alumni policy.

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. Based on the above, the committee assesses this criterion as good.

Criterion 1c: Impact on education

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

To realise its international goals, the programme has taken a number of measures to create a learning environment that enables students to become cross culturally competent and ready to enter the globalised job market. These are focused on 'internationalisation at home' and 'internationalisation abroad'.

The programme is taught in English and aims to effectively use the international context by implementing learning communities. Offering the programme in English enables the programme to recruit international students and staff. It also implies that all background literature has an international rather than a national focus. The learning communities create an (inter)active and social process of collaborative learning. By having students and lecturers from different knowledge domains and from different (cultural) backgrounds 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. Learning communities are already part of the graduation phase. In the Bachelor Thesis Course an online community allows students to participate from anywhere in the world.

The second pillar is internationalisation abroad. All students do a 24-week mandatory international placement (30 EC). In addition, students can opt for a one semester exchange programme at one of the partner universities. In the first three years, short study trips (up to one week) to a European destination are organised. In their graduation phase, students can apply for a minor programme (one semester) in or outside BUAs. Since 2015, the academy has set up a specialisation in cooperation with Haaga-Helia University, where students follow the first part of the minor in the Netherlands, and the final 12 weeks in Finland. In their graduation phase, students are also able to perform a managerial placement abroad.

Conclusion

The committee concludes that the internationalisation goals also clearly relate to teaching and learning. The combination of internationalisation at home and internationalisation abroad definitely contributes to their quality. 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 an International Facility Management bachelor's programme. 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 intended learning outcomes are based on the BBA standard. With the introduction of this standard, the programme aimed to make the theoretical component of the programme more

explicit, to increase the comparability and exchangeability with other international programmes and to maintain a strong focus on personal and professional competency development.

BBA standard 3 “Professional skills” makes explicit reference to internationalisation, which indicates that a BBA graduate develops him/herself into a professional who (among 6 other skills): a) has good oral and written communication skills and b) is aware of cross-cultural differences.

During the redesign of the programme, the national Professional and Educational Profile (PEP) for (international) facility management was also redeveloped, in close cooperation between all funded facility management schools in the Netherlands. The new PEP is based on the Dublin descriptors and the HEO standard. In the near future, the programme will use the PEP 2017 for updating the curriculum.

The intended learning outcomes consist of a) a solid theoretical basis, b) research skills, c) professional skills and d) professional behaviour. Within the course descriptions, these intended learning outcomes (or the BBA standard) are translated into learning outcomes for each course.

The before mentioned goal ‘to deliver graduates that are able to function effectively in a cross culturally diverse business environment and can communicate effectively in Business English’ has been translated into intended learning outcomes at course level. These include:

- a) Students are aware of and able to identify cultural differences;
- b) Students are able to compare and reflect on cross cultural expectations and compare those with experiences within an international business context;
- c) Students are aware of different cultural perspectives on leadership and management and are able to practice those both in school and real-life environments;
- d) Students are able to communicate effectively with different cultures (including language skills);
- e) Students are able to understand and practice communication in multicultural teams and disciplines;
- f) Students are aware of international procedures, regulations and standards;
- g) Students are able to identify international trends and developments within the international facility industry.

During the site-visit, the committee met with several representatives from the professional field (and the industry advisory board). The committee learned that BUAs students distinguish themselves by their international (facility management) mindset, their ability to deal with different cultures and their focus on service and experience.

Conclusion

The committee studied the intended learning outcomes (learning goals) of the various courses and concludes that these tie in with the generic international learning outcome and focus on the knowledge and competencies needed to function successfully in the international facility management industry. The committee also notes that the cross cultural and international learning goals came up numerous times in the interviews during the site visit. The intended

learning outcomes and the learning goals at course level clearly reflect the widely shared 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. Knowledge is tested both formatively (e.g. training cross cultural understanding and presentation in the Management Development Programme) or summatively (e.g. written exam for languages) in the propaedeutic phase. The comprehension and application of cross-cultural awareness is tested in main phase 1 in either a work environment within school (Management Leadership Skills) or during the compulsory 24-week placement abroad. Students are asked to write a reflection prior to, during and after the placement period. Further analysis and synthesis then take place in main phase 2 during the (international) corporate case studies. Besides assessing international and intercultural knowledge and skills specifically and explicitly, the programme also assesses these knowledge and skills in a more implicit, integrated way, since international and intercultural knowledge and skills are integrated in most courses.

Conclusion

The committee noted that cross cultural and international knowledge and skills are integrated in almost all courses, such as Business Law & Ethics, Organisational Behaviour, Operations Management, the Management Development Programme, et cetera. They are an integral part as well as an explicit part of the regular course assessments and tested regularly throughout the curriculum. In addition, the committee concludes that the assessment methods used are suitable for assessing the international and intercultural intended learning outcomes.

Criterion 2c: Graduate achievement

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

The achievement of the intended (international and cross cultural) learning outcomes by the programme's graduates is demonstrated by:

- a) The incorporation of the international and cross-cultural learning outcomes into the (final) assessments of the programme. Graduation is only possible when the intended international and cross-cultural learning outcomes have been achieved. The international and multicultural environment with international staff and students, is an extra guarantee that students achieve the international and intercultural learning outcomes.
- b) The bachelor thesis.

The programme keeps in touch with the 950 alumni through Facebook and LinkedIn. In addition, a newsletter is distributed each trimester, alumni are invited to special events and every other year an alumni meeting is organised. Alumni are involved in the programme as guest lecturer, for coaching during placement, informing candidates during open days and as commissioner in projects. Approximately one third of the alumni work in a facility management

related job. Others have a job in banks or recruitment agencies or in the field of event and conference management. More and more students are starting their own business or following a masters' programme.

The majority of alumni the committee spoke with during the site visit work in an international environment. All alumni feel prepared for working in an international environment. And the cross-cultural lectures were particularly helpful in this.

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 facility 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 facility management. Both the international dimension of the overall intended learning outcomes and the explicit international and intercultural learning outcomes per course correspond well to the programme's internationalisation goals. In line with the programme's approach to internationalisation, international and intercultural competencies are assessed as an integral and explicit part of the regular course assessments. The assessment methods used are suitable for measuring the achievement of the international and intercultural intended learning outcomes and the graduates demonstrably achieve these learning outcomes.

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

Standard 3: Teaching and Learning

Criterion 3a: Curriculum

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

The programme is structured in semesters, phases and modules. The phases are related to levels in the programme. The modules address relevant topics in international facility management. Within these modules, the courses are offered. The propaedeutic phase (first two semesters) consists of the modules 'Knowing fundamentals of hospitality management operations', 'Understanding hospitality' and the Capstone project. Main phase 1 (third, fourth and fifth semester) comprises the modules 'Developing people and organisations', 'Managing business performance and innovation' and 'Preparing for the international workplace'. Main phase 2 (sixth semester) focuses on 'Creating excellence in hospitality management' and preparing for graduation (which happens in the graduation phase (last two semesters)). All

courses are set in an international context and all courses refer to this international context in the literature used. English is a mandatory course for all students.

In almost all courses professionals provide guest lecturers and the lectures bring their own ample experience in and contacts with the professional field to the programme. In some courses excursions are organised, in for example the Introduction to the Facility Management Industry course and the Operations Management course. In every phase of the programme an international study trip abroad is organised, during which students visit international facility management companies. In addition, experience days and a company market are organised. Students also work on their professional skills in the Sibelicious learning company (10 EC in the first phase of the programme), the high-level academy's restaurant. In the learning company students learn the basics about topics such as cleaning, kitchen, catering and security.

Research skills are part of the Investigative Abilities course (14 EC), that runs throughout the programme. This course addresses research skills as well as design thinking skills. By introducing students to both skills, the programme wants to stimulate student's innovation power. The programme believes that this is one of the most important 21st century skills and necessary because the solution of complex professional problems requires analytical and generative skills.

The FM specific course and the Operations Management course specifically introduce students to the world of international facility management. In addition, guest lectures on topics such as cleaning, leasing, fleet management and document management are organised.

The third year (phase 2) of the programme includes a mandatory placement abroad in a facility management company. This placement focusses on professional and management skills and the experience of other cultures. The placement consists of two assignments: a general orientation and a financial orientation. After ten weeks, students are visited by their placement coach. The programme has an overview of international partners where students can go for their international placement. Students can also bring in their own company of choice; this needs however to be approved by the programme management.

In the personalisation of the graduation phase (the final phase of the programme), students can also opt for a second (international) placement or a minor (in the Netherlands or abroad). The optional bachelor thesis course is designed to work time and place independent and is based on the learning community principle. Students can take part in this course from abroad through an online platform to shape and write their bachelor thesis.

Students remarked during the site-visit that for the international placement they also formulate personal development goals related to international and intercultural skills, together with their coach. In the placement report they have to reflect on (the achievement of) these goals.

In the Management Development programme, which runs throughout the IFM programme, students work on their own personal and professional development. Part of this programme is the cross-cultural awareness training. This is further elaborated on in criterion 3b.

The alumni and students the committee spoke with appreciate the balance between theory and practice in the programme and find that the programme links theory to practice and vice-versa in a good way. The many guest lectures and excursions also smoothed the alumni's transition to professional practice after graduation. The relevance of the cross-cultural awareness training was also stressed by alumni and students.

During the site-visit, the committee discussed the focus of the programme with lecturers. It became clear that international facility management is addressed from a broader and business perspective and that the effect of facility management on processes, places and people is always considered. In this regard also, the different international views on facility management are discussed with students.

Students emphasized and valued the international character of the programme during the site-visit. According to the students, this is visible in the international students, the international (guest) lecturers, the mandatory international placement, the attention for cross culture awareness and English and the international excursions. Moreover, international case studies and examples of and differences between countries in facility management are discussed during the courses.

Conclusion

The committee concludes that the content and the structure of the curriculum enable students to achieve the international and intercultural intended learning outcomes. The committee appreciates the manner in which internationalisation is integrated throughout the curriculum. The committee especially values the mandatory international placement, the international excursions and the flexibility in the curriculum that allow students additional options for internationalisation. 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 IFM programme implemented BUas's vision by incorporating the strategic themes into the programme (marketing, business law and ethics and strategic management), investing in blended learning, by a strong focus on methods and content geared towards the personal and professional development of students and by stimulating learning communities. To enhance the use of blended learning in the programme, lecturers have been trained and e-learning tools have been incorporated in the programme.

The management development programme consists of a number of compulsory trainings and workshops and is mostly formatively assessed. In the propaedeutic phase, students fill out an extensive questionnaire, resulting in a - colour coded - Lumina12 report on personality traits. This report will serve as input for students to reflect on their behaviour and assumptions, also with regard to cross cultural awareness. Students will receive a cross cultural awareness training and give a presentation on the topic themselves. The same Lumina profile will also be used as a starting point during placement preparation week when students set goals for their placement and link those explicitly to their Lumina profile. As explained earlier, during

their placement students will measure and monitor those set goals and reflect on cultural differences before, during and after their placement. In main phase two, the main focus is on leadership management, and cultural perspectives on this.

Conclusion

The committee concludes that adequate teaching methods are in place. BUAs’s educational vision is leading in this regard. This vision is (being) implemented by the programme. The small scale of the programme allows for interactive contact between students and lecturers and a personal approach. This personal approach is also reflected in the management development programme.

The committee is positive about the programme’s decision to build/realise learning communities. Such communities are excellent tools to stimulate students’ intercultural competencies.

The committee learned from the students that some courses are taught in combined classes of Facility Management students and Hotel Management students. Because of the higher number of international students enrolled in the Hotel Management programme, those combined classes are more culturally diverse. The committee therefore suggests to consider whether it could be opportune to collaborate (maybe using learning communities) also with other programmes with a highly international student population. 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 academy started academic year 2018 – 2019 at the new BUAs campus in Breda. In 2020 all BUAs programmes will be offered at the campus, which will make the exchange of knowledge, meeting each other and the realisation of cross overs easier.

The before mentioned Management Development Programme (MDP) is the vehicle for coaching and tutoring of students. The 10 EC MPD runs throughout the programme and focuses on personal and professional development and the development of study skills. During the propaedeutic phase and main phase 1 and 2, students have their own MDP-coach. The MDP-coach is the first person of contact for the student, guides the student and monitors the students’ progress. Students meet with their MDP-coach on an individual basis. Besides these individual meetings the MDP consists of several training days, workshops and (guest) lectures. In the propaedeutic phase for example, students are trained in study methods, self-management strategies, cross-cultural awareness and communication and presentation techniques.

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 teachers which facilitates the achievement of intercultural competencies

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.

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

Overall conclusion regarding Standard 3: Teaching and Learning

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

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

Standard 4: Staff

Criterion 4a: Composition

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

The lecturers of IFM and International Hotel Management form one team. And lecturers can teach in one or both programmes. In the IFM programme and the International Hotel Management programme 89 people are involved (of which 82% teaching staff). 24 members of staff (38% of teaching staff) either come from abroad or have at least worked and lived abroad for a minimum of 5 years. Staff members from the Netherlands or neighbouring countries often have extensive international experience.

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 professional development, future oriented employability and organisational and cultural development. On the level of the academy these themes have been operationalised and translated in targets in the management contract. With regard to these targets the number of lecturers with master and PhD level was increased. Currently 85% of the staff in de academy has a master's degree and 25% obtained a PhD.

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 selecting new lecturers, the academy looks for the relevant academic level, professional and international experience. 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 facility management through their role as placement coach and in visiting students during their international placement.

During the site-visit, the committee learned that all lecturers are involved in teaching and research. And that this research can be linked to students' bachelor's theses and the projects. Lecturers bring the research results into the programme. The research is related to the themes of the two professorships of the academy and the research questions brought in by the professional field (triangle research, professional field and education). The committee learned that the research is quite internationally oriented: the IFM programme participates in subsidised international research projects with England, Spain, Norway, Sweden and Germany, with professional practice and with universities.

Conclusion

Based on the documentation studied and the site-visit, the committee concludes that staff members have broad international experience, good intercultural competencies and very good 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 planning, 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. 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).

Through placement visits, participation in winter and summer school, lecturer exchanges, attending the EAIE annual conference and the international week HAAGA HELIA, 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.

During the site-visit, the committee learned that the lecturers involved are fully aware of the importance of an international classroom. They correct students speaking Dutch and focus on different types and cultures in their classes, using real-life stories of international students. They stimulate students to get to know each other's culture and to compare countries. They are aware that behaviour preferences are different among people and cultures and take this into account in their teaching and coaching.

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 offered to lecturers to strengthen their international experience, intercultural competences and language skills. The committee recommends the programme for further improvement to also pay attention to incorporate in the training offered to the staff a topic as teaching in an international classroom and/or how to use diversity as a resource. Overall, 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 very 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

Criterion 5a: Composition

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

Currently 399 students are enrolled in the programme, of which 7,5% have an international background. The overview of students nationalities provided by the programme shows that students come from very different countries.

Increasing the number of international students in the years to come is an absolute priority for the academy. Recently a new structure of the BUAs department responsible for recruitment of international students was implemented and a plan will be drafted to attract more international students.

Conclusion

The committee concludes that the composition of the student group (national and cultural backgrounds) is not yet in line with the programme's internationalisation goals. The programme does not meet BUas's goal of 15% students with an international background. The committee agrees with the need to increase the number of international students to strengthen the concept of an international classroom. Therefore, it recommends the programme to develop a strategy and implementation plan for realising this ambition. The committee assesses this criterion as unsatisfactory.

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 adopted a dual approach of internationalisation at home and internationalisation abroad in order to realise its generic international learning outcome. The academy offers its students a multicultural and diverse study environment at home to develop cross cultural awareness, both embedded in the curriculum and by creating school and (mock) business environments to practice. Besides this, the academy also offers its students mandatory and optional opportunities to go abroad. These include yearly international study trips, the mandatory international placement, an optional international placement in the graduation phase, an exchange to one of the 24 partner universities of the academy, participating in the Euro FM winter and/or summer school and participating in international competitions.

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 and 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 Netherlands, BUas's strategy and international partners as well as practical information. In addition, for each programme the entry requirements and application procedure are explained.

BUas 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 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, weekly meetings are held with international students to discuss practical issues about living and

studying in Breda. 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. A dedicated coach has been appointed for international students and for students of the three-year track. The academy's student counsellor is available for all students that need more specialised guidance. The student counsellor can refer to other professional counselling services if needed.

Each academy has a coordinator for internationalisation, who also operates as coach for the international students. The coordinator is the linking pin between BUAs and the academy.

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 the services specifically related to internationalisation, support the programme's internationalisation goals and the composition of the student group very well. It therefore assesses this criterion as good.

Overall conclusion regarding Standard 5: Students

Even though the committee notes that the composition of the student group is not yet in line with the programme's internationalisation goal, the committee also concludes that ample internationalisation experience and extensive services are available for both national and international students. The committee supports the programme's need and ambition to attract more international students: the learning environment is very suitable for more international students. The committee therefore assesses *Standard 5: Students* as **satisfactory**.

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	Good
	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	Satisfactory
	5b. Experience	
	5c. Services	

Unsatisfactory	The programme does not meet the current generic quality for this standard; the programme shows identifiable shortcomings for this standard.
Satisfactory	The programme meets the current generic quality for this standard; the programme shows an acceptable level across the standard's entire spectrum.
Good	The programme surpasses the current generic quality for this standard across the standard's entire spectrum.
Excellent	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>
• R. Kloosterman		X	X	X	
• M. Klerks		X	X	X	
• N. Hofman	X	X		X	
• S.R.J. van der Linden	X	X	X		
• S. Lockwood	X	X	X		
• J. Park		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;

Name (including title(s))	Brief descriptions for committee members
R.S. Kloosterman	Chair and director of AeQui, assessment agency for higher education.
N.F. Hofman MFM	Consultant and (innovation)manager in facility management and chair of Facility Management Nederland (FMN).
G.M. Klerks	Certified ECA auditor, former programme manager International Classroom Project, Rijksuniversiteit Groningen; Prior to that she was a senior auditor and consultant.
S.R.J. van der Linden MLC	Lecturer and coordinator of the bachelor programme Facility Management of Zuyd Hogeschool.
S.A. Lockwood, MA, CFM, IFMA Fellow	Former Director Accreditation and Academic Affairs of the International Facility Management Association (IFMA) Houston Texas, and is a consultant in facility management.
J. Park	Student Business Economics at the Handong Global University in South-Korea. He is currently on an exchange programme at Amsterdam University of Applied Sciences.
T. Buising (secretary)	Freelance auditor/secretary and a certified NVAO secretary.

Annex 2. Documents reviewed

In addition to the critical reflection, the committee studied the following documents:

- Strategy 2018-2021
- Educational vision 2014-2024
- National PEP
- Overviews: industry present, international placements, memberships and networks
- Curriculum track 1 and 2
- Plan of Approach blended learning HMFM
- Overview Staff
- National Student Survey, HBO Monitor
- Regulations degree programme committee
- Quality assurance system for education / research
- Teaching and exam regulations 2018-2019
- Testing policy AHFM
- Syllabus Ba Thesis
- Grading forms (new)
- Study material
- Tests
- Graduate work of fifteen graduates (March 2017 – August 2018)

Annex 3. Site visit programme

Overview

Day 1 : Wednesday 31 October 2018

Time	What	
12:00	Arrival committee	
12:00 – 13:30	Deliberations & Lunch	Internal consultation committee
13:30 – 14:00	Board & management	Introduction, purpose and program of the assessment
14:00 – 15:00	Teaching staff	Intended learning outcomes, programme, examining, quality of staff
15:15 – 16:15	Students from year 1, 2, 3 and 4, (including a delegation of the programme committee)	Programme, testing, quality of staff, final results
16:30 – 17:00	Campus tour / poster presentations graduation students	Demonstration-possibility
17:15 – 17:30	Short feedback/preparation day 2	Feedback of preliminary findings, focus-points for the next assessment day
17:45 – 20:00	Dinner at Sibelicious	

Day 2 : Thursday 1 November 2018

Time	What	
08:30 – 9:00	Arrival committee	
09:00 – 09:45	Showcases of projects and products	Demonstration-possibility
10:00 – 10:45	Internationalisation officers	Internationalisation, role and position in the programme
11:00 – 11:45	Curriculum Committee and Degree Programme Committee	
12:00 – 12:45	Testing Committee, Board of Examiners and Graduation coordinator	Exam policy, examining, testing and learning outcomes achieved
12:45 – 14:00	Lunch	Lunch and document review
14:00 – 14:30	Academic Board	Research, role and position in the program
14:45 – 15:30	Industry partners	Connection between programme and professional field, examination and intended learning outcomes
15:45 – 16:30	Alumni	Connection between programme and professional field, examination and intended learning outcomes
16:30 – 18:00	Wrap-up session committee	Additional research, formulating conclusions
18:00 – 18:15	Feedback and closure	Feedback of findings and conclusions

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