Bachelor Tourism Management
Breda University of Applied sciences

Report of the extended programme assessment
18 and 19 November 2019

Content

Summary

On 18 and 19 November an AeQui committee performed an assessment of the bachelor programme in Tourism Management of Breda University of Applied Sciences. The overall judgement of the committee is that the quality of the programme is **positive**.

Intended learning outcomes

The committee assesses that the programme meets this standard. The intended learning outcomes have been concretised with regard to content, level and orientation and that they meet international requirements. The programme ties in with the Professional Training Profile of the Manager in Tourism & Recreation Competency Profile 2014. The implementation of the new National Educational Profile Tourism Management which was drafted in 2018, is starting soon. The committee respects the programme's choice in this to first finalise the implementation of the new curriculum. The programme has ample contacts in the (international) tourism industry, which contribute to the relevance and topicality of the intended learning outcomes and the programme. Lecturers are actively involved in research projects in close cooperation with the professional field, guest lecturers are invited, the industry is involved in placements, projects and assignments and the strategic advisory board is involved in the programme.

Programme

The committee assesses that the programme meets this standard. The programme enables students to realise the intended learning outcomes. The different modules, the work placement, the fieldwork and other (extracurricular) activities provide students with ample professional and international experience. In addition, research skills are addressed throughout the programme in an integrative manner. Regarding research skills, design thinking skills have been added to the curriculum. With classes of eighteen students, the programme creates a learning environment that allows for interactive teaching methods. The programme is succeeding in creating a learning community for students, lecturers and industry. With the English and Dutch tracks, which share the same content, the programme meets different interests and backgrounds of students.

Staff

The committee assesses that the programme meets this standard. The staff involved in the programme is very competent and approachable. In addition, the composition of the staff reflects the international focus of the programme and lecturers have ample (international) professional experience. Lecturers meet on a regular basis to share knowledge and experience. The academy facilitates professional development and the realisation of personal ambitions.

Facilities

The committee assesses that the programme meets the standards regarding facilities and tutoring. A very proficient infrastructure is in place for realising the programme. In addition, the BUas campus with proximity of all BUas programmes facilitates the cooperation between programmes and the realisation of cross overs. The committee also concludes that the tutoring of students is tailored to the needs of the students. Personal and Professional Development offers room for an individual approach in the (personal and professional) development of students.

Quality Assurance

The committee assesses that the programme meets this standard. The committee concludes that the programme has an effective quality assurance system in place. BUas's quality assurance system and planning and control cycle is translated within the academy and the programme. The committee notes that relevant stakeholders are involved in the quality assurance process. The modules of the new curriculum are systematically evaluated and if needed improved. Lectures and module teams have an important role in collecting feedback about their module formally and informally and translating this into an improvement plan. The degree programme committee has an active role in the quality assurance system.

Assessment

The assessment committee concludes that the programme has an adequate system of assessment in place, and that the programme meets this standard. Effective measures are taken to guarantee the validity, reliability and transparency of the assessments, by using a yearly assessment plan, test blue prints, the four-eye-principle (and six-eye-principle in assessing the graduation project) and rubrics. In addition, calibration sessions and blind marking by colleagues are frequently organised. The assessments studied by the committee reflect the expected level and match the learning goals of the module involved. In general students are content with their assessments. The board of examiners and assessment committee are pro-active in safeguarding the quality of the assessments.

Achieved learning outcomes

The committee assesses that the programme meets this standard. The committee concludes that graduates of the programme achieve the required bachelor level and the intended learning outcomes. The programme has an adequate graduation procedure in place, with options for students to follow their own interests. The studied theses reflected an adequate level and this level was confirmed during the site-visit in the meetings with students and alumni. The committee noted that grades given were rather generous and that there were quite some differences in grading between the examiners. The feedback on the assessments forms varies per examiner and is in general rather limited.

On a more general note, the committee compliments the programme on effectively dealing with multiple developments. These include the development of the new curriculum while executing the new and old curriculum and the move to the BUas campus.

Suggestions

For further improvement of the programme, the committee suggests the following:

- The committee is of the opinion that further implementing and evaluating the new curriculum and implementing the new National Educational Profile Tourism Management will take time and energy from staff. Even though the lectures the committee met with are very motivated and enthusiastic, the committee recommends the programme to guard the workload and to actively take measures if necessary.
- The committee agrees with the students from the Dutch track that the learning materials (and at least the PowerPoint presentations) used should be in Dutch as much as possible. Or be communicated in an early stage if this is not possible.
- Moreover, the committee agrees with the students that the options for digital oriented placements can be improved.
- Students of the Dutch track of the programme can be made more aware of the intercultural competences addressed in the programme.
- The committee is of the opinion that the intercultural competences and the assessments of these competences can be made more explicit in the curriculum (and in both the Dutch and English track) and recommends the programme in doing so.
- The committee is of the opinion that the programme can be more attentive about informing students about the results of their feedback.
- The committee recommends the programme to organise calibration among examiners to stimulate that rubrics are interpreted the same and grades are more comparable.

Overview assessment

The following table shows the assessment for each standard.

Standard	Assessment
Standard	**Assessment**
1. Intended learning outcomes	Meets the standard
2. Orientation	Meets the standard
3. Content	Meets the standard
4. Learning environment	Meets the standard
5. Intake	Meets the standard
6. Staff	Meets the standard
7. Facilities	Meets the standard
8. Tutoring	Meets the standard
9. Quality assurance	Meets the standard
10 Assessment	Meets the standard
11 Achieved learning outcomes	Meets the standard
Overall	Positive

All standards of the NVAO assessment framework are assessed positively, hence the committee awards a positive recommendation for the accreditation of the bachelor's programme Tourism Management. The committee concludes that the overall assessment of the programme is **positive**.

The committee also assessed whether the programme ties in with the criteria for the distinctive feature regarding Internationalisation. All standards / criteria are assessed positively, therefore the committee also awards a **positive** recommendation for awarding the distinctive feature.

On behalf of the entire assessment committee,
Utrecht, February 2020

Liesbeth Schöningh   Titia Buising
Chair   Secretary

Introduction

The bachelor's programme in Tourism Management aims to deliver the best qualified professionals that are prepared to work in the dynamic tourism industry of the future. Graduates are expected to be competent and qualified for starting positions, self-managing and self-responsible, creative and innovative.

The institute

The programme ties in with the mission of Breda University of Applied Sciences (BUAS): 'to deliver graduates who are trained to develop and use their talents as well as their personal innovative capacity to the fullest potential in order to provide innovative solutions to the (international) professional field and be meaningful to our globalising society'. BUAS offers bachelor's and master's programmes within five academies:

- Academy of Digital Entertainment;
- Academy of Hotel & Facility;
- Academy for Leisure;
- Academy for Tourism;
- Academy of Urban Development, Logistics & Mobility.

Internationalisation is an important aspect of BUas's mission. Internationalisation is seen as a process of integrating an international and intercultural dimension into purpose, functions or delivery of the institution. Internationalisation is not a goal in itself, but is aimed at providing high quality educational and international experiences, particularly work experiences, to prepare students for the globalizing job market. BUas aims to be (in 2030) a leading internationally recognised institute with a strong focus on industry and society.

The bachelor's programme in Tourism Management is part of the Academy of Tourism, which also offers the associate degree Tourism Management, the bachelor of science Tourism, the master of Tourism Destination and the pre-master Strategic Business Management and Marketing. The academy aims to contribute to society through the development of the international tourism industry and by training professionals to work in this industry. Students are facilitated to acquire relevant, intercultural, creative, business-oriented, digital knowledge and skills about sustainability. Students learn to interpret the industry's various perspectives and to work in an international business environment.

The academy consists of 1,850 students. The academy's research focuses on green, social and digital impacts of tourism. For the first two topics a professor has been appointed, for the latter this is planned for the near future. Lecturers are actively involved in research projects for organisations / companies in the professional field.

The programme

The four-year bachelor's programme in Tourism Management is offered in an English and a Dutch track. The content of both tracks is the same, the language in which the programme is offered is however different.

Starting in 2016-2017, the curriculum and the didactical approach of the programme have been redefined. The main reasons for this redesign were the rapid change in the tourism industry and the programme's ambition to prepare future professionals with up to date competencies for this changing industry. During the site-visit, the renewed fourth year was executed for the first time. Students that enrolled in the programme before the redesign are able to finalise their chosen programme.

The programme is based on the Professional Training Profile of the Manager in Tourism & Recreation Competency Profile 2014. The implementation of the new National Educational Profile Tourism Management (2018) starts in 2020. This Profile, as well as the English name for the programme, is adopted by seven universities of

applied sciences that offer the programme – for reasons of clarity the committee supports the English name. The new curriculum contains newly developed modules such as the E-Lab, E-business Fundamentals and Online Marketing and Communication modules and a new specialisation focusing on E-tourism and digitisation. The other specialisations offered are Tourist Experience, Tourism Business and Tourism Design and Development. Students choose their specialisation at the end of the second year. The third year comprises the workplacement and the specialisation phase. The fourth year consists of a minor and the final individual graduation project.

The assessment
Breda University assigned AeQui VBI to perform a quality assessment. In close co-operation with AeQui, an independent and competent assessment committee was convened. A preparatory meeting with representatives from the programme has taken place.

The committee also assessed whether the programme ties in with the criteria for the distinctive feature regarding Internationalisation. This is part of a separate report. Jessica Shinnick was added to the committee for the assessment of this distinctive feature. For the THE-ICE Accreditation, Thomas Bauer was part of the assessment committee. The results of this accreditation are as well reflected in a separate report.

The site-visit took place on 18 and 19 November 2019 in accordance with the programme in Appendix 2. The committee explicitly oriented itself on the cluster of which the programme is part. This took place during the preparatory meeting and the last committee meeting in which the final assessment took place. Members of the committee have participated in other assessments part of this cluster.

The committee assessed in an independent manner. At the conclusion of the assessment, the results were presented to representatives of the programme. The draft version of this report was sent to the programme representatives; their reactions have led to this final version of the report.

Initiated by the programme, a developmental meeting will take place in the course of 2020. The results of this meeting will not influence the assessment written down in this report.

Intended learning outcomes

The committee concludes that the intended learning outcomes have been concretised with regard to content, level and orientation and that they meet international requirements. The programme ties in with the Professional Training Profile of the Manager in Tourism & Recreation Competency Profile 2014. The implementation of the new National Educational Profile Tourism Management which was drafted in 2018, is starting soon. The committee respects the programme's choice in this to first finalise the implementation of the new curriculum. The programme has ample contacts in the (international) tourism industry, which contribute to the relevance and topicality of the intended learning outcomes and the programme. Lecturers are actively involved in research projects in close cooperation with the professional field, guest lecturers are invited, the industry is involved in placements, projects and assignments and the strategic advisory board is involved in the programme.

Standard 1: The intended learning outcomes of the programme have been concretised with regard to content, level and orientation; they meet international requirements.

Findings
At BUas level, core qualifications have been defined that allow students to develop into agile professionals with and open-mind attitude. Graduates should for example, be competent and ready to start in the labour market. Graduates are expected to possess the necessary professional knowledge, skills and professional attitude and to adequately solve problems and challenges in professional practice. In addition, graduates are expected to be responsible, capable of self-direction, to be able to work independently and to take initiatives. And graduates are expected to be creative, innovative. They are capable of thinking outside the box, finding creative solutions and creating opportunities for the future.

Intended learning outcomes
The intended learning outcomes of the programme are based on the Professional Training Profile of the Manager in Tourism & Recreation Competency Profile 2014. In 2018 a new National Educational Profile Tourism Management was drafted. This new profile was created in close collaboration with the tourism industry. It replaces the 2014 Professional Training Profile. In the 2018 profile, the ten competences of the former profile have been replaced by four core tasks of the tourism professional. These tasks include a) Initiating and creating, b) realising and implementing, c) marketing and d) organising and managing.

For students as future tourism professionals, these four core tasks are, according to the programme, inextricably intertwined with hospitality, personal leadership and international orientation. Furthermore, the tourism professional should always take social responsibility, cross-cultural communication and technological developments into account.

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

Links with professional practice
Different ways are used to align the programme with the demands of and developments in the professional field. The Strategic Advisory Council,

which operates across academies, meets three times a year. During these meetings, industry professionals give their input on education and research activities of the academies involved. In addition, lecturers have ample experience in the tourism industry, participate in research projects with the industry and implement the results in the programme. The professional field is actively involved as guest lecturers, as commissioner in projects, hosting students fieldwork or during work placements abroad. In addition, parts of the new curriculum were developed in cooperation with the professional field such as the fourth year minor Aviation Management and the Tourism Impact Lab.

The programme aims for educational partnerships with the (international) industry, in creating learning communities. An educational partnership with TUI, in which TUI will be present in all the four years of the curriculum, is the first one.

During the site-visit, the committee met with several representatives from the professional field (and the strategic advisory board). It was confirmed that the professional field is involved in various ways. Members of the strategic advisory board sometimes provide guest lectures as well. The professional field is involved in (research) projects with lecturers, provides placements and graduation projects and is in contact with the Tourism Impact Lab. The committee also learned that the composition and organisation of the Strategic Advisory Board will change. The goal is to create a board with a more holistic view and representing the different sectors BUas is active in. The representatives of the professional field the committee met with, value the programme's ample contacts with the industry and the business orientation, the ambition of the programme in educating students for the future and the international character of the programme. Students and alumni are characterised as pro-active, curious, self-aware and entrepreneurial. The representatives of the professional field would appreciate to see some of the theses.

Considerations
Based on interviews and the examination of underlying documentation, the committee concludes that intended learning outcomes of the programme tie in with (inter)national requirements for (international) tourism and are in tune with the demands from the professional field. In addition, it concludes that the level six description of the European qualification framework is reflected in the intended learning outcomes.

The committee noted that the programme is working on implementing the core tasks of the new national profile in the programme. The gap analysis made, shows that even though the four core tasks are reflected in the programme, these are not yet explicit in the module manuals. This will be implemented in the near future. During the site-visit an overview of this process including the planning was presented. Based on this and on the discussions with the management about this topic, the committee trusts that the implementation of the new profile will be acted upon vigorously and effectively. The committee also respects the programme's choice to finish the development of the new curriculum first.

The committee notes that the programme staff has good contacts with the professional field, which contribute to the relevance and topicality of the programme. Lecturers have ample (international) professional experience and guest lecturers are invited on a regular base. The strategic advisory board is involved in the programme and the committee appreciates the programme's focus on creating educational partnerships with the industry.

Based on the above, the committee concludes that the programme **meets** this standard.

Programme

The committee concludes that the programme enables students to realise the intended learning outcomes. In every phase, the programme provides students with ample professional and international experience in the different modules, the work placement, the fieldwork and other (extracurricular) activities. In addition, research skills are addressed throughout the programme in an integrative manner. Regarding research skills, design thinking skills have been added to the curriculum. With classes of eighteen students, the programme creates a learning environment that allows for interactive teaching methods. The programme is succeeding in creating a learning community for students, lecturers and industry. With the English and Dutch curricula, which share the same content, the programme meets different interests and backgrounds of students. The committee agrees however with the students that in the Dutch track, supporting learning materials (such as presentations, module handbooks and graduation manual) and lectures should be in Dutch and that in the English track this should be available in English.

Orientation
Standard 2: The curriculum enables the students to master appropriate (professional or academic) research and professional skills.

Findings
As mentioned in standard 1, the professional field is actively involved in the programme. 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. The professional field is also involved as commissioner in several student projects and as external assessors for the final exam and graduation projects.

The third year comprises the mandatory work placement (30 EC). The self-evaluation report notes that the majority of students opt for a placement abroad or for an international company in the Netherlands. The programme has an extensive international network available for students. To offer work placements for students, the academy's placement office maintains relations with industry partners across the world. Students can make use of this network or find a suitable placement position themselves.

The site-visit learned that students value the efforts of the placement office in finding (international) placements. Students noticed however that the current deadlines for registering for placements are not always helpful in obtaining their placement of choice. Students also noted that the options for digital oriented placements can be improved.

Students appreciate the involvement of the industry in the assignments and in the Travel Impact Lab.

The academy participates in strategic international networks and partnerships. Annually, students take part in the 'Reiswerk Travel Challenge', research is presented during the Dutch Holiday Fair Vakantiebeurs in Utrecht as well as at the International Fair ITB in Berlin. The programme also organises an annual international Aviation and Business Travel Symposium in June.

Regarding internationalisation, BUas and the programme aim for an integrated approach. This implies for example that the international character of the field of tourism is addressed in the content of the modules throughout the curriculum. And by international lecturers in an international classroom. The classroom of the English taught programme comprises different nationalities. In addition, students study modern foreign languages and develop intercultural awareness. Next to compulsory English language courses, one second foreign language is mandatory.

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

It also became clear that the translation of intercultural competences in the learning goals of the curriculum was recently analysed. This showed that topics such as cultural identity, cultural values, cross cultural competences and different cultural perspectives are addressed. This is for example part of the personal development programme (see standard 8). The committee learned that at first the focus is on students understanding of their own cultural identity and a basic understanding of different cultures. After that, students also gain insight into styles of communication and of working within different cultures. The analysis showed as well that these competences are not always explicitly assessed. For the next academic year, the focus will be on further structuring of the complete line of internationalisation throughout the programme, by for example implementing international cases or examples if needed and by making it more explicit in the assessments. The committee learned that in doing so, examples of good practices from other BUas academies will be used.

Students can apply for an international exchange programme in the second, third or last year. This exchange equals a period of six months and 30 ECTS credits. Most students continue their studies at an educational partner institute for at least a semester. In the academic year of 2017–2018, the academy had 61 incoming exchange students and 77 outgoing exchange students. In addition, an international field trip and study trip are organised (see also standard 3). The site-visit learned that approximately 70% of the students go abroad for their placement. BUas works with 90 international partner institutes; with some more intense than the others. With the key accounts collaboration includes student exchange, staff mobility, joint research and a master's network. Recently, BUas started working with visiting scholars.

Students can also participate in international collaborative arrangements, such as the European network of tourism colleges (ACEEPT). In 2019 the academy hosted this annual project week for students from various universities. In addition, a selection of fourth-year students attend the International Tourism Students Conference (ITSC).

Alumni the committee met, value the international character of the programme, the international classroom and the international fieldtrip (see also standard 3). With regard to this, it was also noted that the international classroom is not represented in all minor programmes. Students of the international track of the programme appreciate the international character of the programme as well. Students of the Dutch track of the programme did not seem aware of the intercultural competences addressed in the programme. It is not always clear to them that they are part of an international community.

Research skills (or investigative abilities) are interwoven in the curriculum and connected to education and assignments from the industry. In the Introduction to Tourism module for example, desk research is addressed. And in the Online Marketing & Communication module, problem definition and analysis is discussed. In the first year the Qualitative Research module introduces students to research techniques of qualitative research and applying these techniques. The second year the Online Consumer Behaviour Research module addresses research methods concerning consumer behaviour.

Research skills are also part of third-year modules, such as the Customer Insights module within the specialisation Tourist Experience. In this module, students collaborate with an external

commissioner. In groups of five, students analyses the difference between expected and actual experience of a visit to Dordrecht by using different research methods during two days of fieldwork in Dordrecht. The best groups are invited to present their work to the external commissioner. The module Social Media Research & Analytics of the E-Tourism specialisation exposes students to both the benefits and limitations of relying on social media data compared to traditional methods of marketing research. Students for example learn how social media data can be used to provide insights into markets and consumers' perceptions. In the programme's Tourism minor and the accompanying Tourism Impact Lab, design thinking research methods are addressed. In the final phase of their study, students can participate in graduation research projects supervised by research staff. The graduation phase is further elaborated on in standard 11.

With regard to research skills, the committee learned during the site-visit that design thinking principles and skills are being more addressed in the programme.

Considerations
The committee notes that the programme has an explicit professional orientation. Students are thoroughly prepared for their role as future professionals in the international tourism industry. The guest lecturers, work placement, fieldtrips and commissioned assignments, and the experience lectures bring in all add to this. The committee values the attention to fieldwork in the programme. This ensures that student gain relevant practical experience and are learning by doing.

The committee also concludes that research skills are effectively being addressed in each phase of the programme. In the new curriculum research skills are integrated in the different modules throughout the curriculum. In addition, a few dedicated courses on research are programmed. Moreover, lecturers are involved in research and

bring their experiences and research results in the programme.

The committee ascertains that the programme has a clear and distinctive international character. The focus on internationalisation is integrated in all parts of the curriculum and is so to speak 'part of the programme's DNA'. This is reflected in the international content discussed, the ample opportunities for students to gain international experience, the international classroom and the international lecturers. The committee however also noted that the students from the Dutch track are not always aware of international and intercultural differences.

The committee is of the opinion that the intercultural competences and the assessments of these competences can be made more explicit in the curriculum (and in both the Dutch and English track) and recommends the programme in doing so.

Based on the above, the committee concludes that the programme **meets** this standard.

Content
Standard 3: The content of the curriculum enables students to achieve the intended learning outcomes.

Findings
As mentioned before, the programme is offered in Dutch as well as in English. In year 3 all the specialisations are offered in Dutch and English. In year 4 the E-Tourism is offered in English. In year 4 it is BUas policy to offer minors in English. The training company Newways and Young Tourism Professionals are offered in Dutch. Apart from the language, both tracks of the programme are the same.
The curriculum is offered in a system of six blocks of six weeks. Each block consists of five weeks of classes and one week of examinations. This structure allows for students to focus on a maximum of three modules per block.

The first year familiarises students with the tourism industry in general and helps them discover which subsector they are most interested in. To enhance this, field trips and company visits are organised. In addition to the introduction to tourism, students attend general modules related to tourism marketing, finance, operational management, English and a second modern language. The E-lab module allows students to experiment with digital tools. In this module, students experience the importance and convenience of digital tools by creating a mock up tourism app, make a 360-degree video, develop a website or animate a customer journey, all in one day. The first year is finalised with an integrated project.

In the second-year students develop insights into subsectors of the tourism industry. At the start of the year students choose one of four available tracks: a) Travel Industry, b) Recreation & Hospitality, c) Tourism Destinations and d) Attractions & theme park management (only in English), in collaboration with the academies for Leisure and Hotel & Facility Management. The first term and the second term are equal in structure. Each block students follow six track-specific modules and six general modules. Also, students improve their proficiency in English and the language chosen in the first year. The fieldwork and study trip are mandatory for all second-year students. During this fieldwork and study trip, students apply the learned theory and skills in practice. Last year, the fieldwork took place in China. Students can opt for a low-cost nearby destination or opt for fieldwork outside of Europe.

At the end of the second year, students choose one of four specialisations (30 EC): a) Tourist Experience, b) Tourism Business, c) Tourism Design and Development and d) E-tourism. The latter is focused on topics concerning digitalisation, big data, data management, technology, online marketing, online sales, data analysis, e-business and artificial intelligence. The Tourism Design and Development specialisation addresses social and geographical topics as sustainable policy development of tourism areas, networks, destination analysis/branding. The Tourism Business specialisation covers topics such as revenue management, commercial skills and entrepreneurship. And the Tourist Experience specialisation addresses topics within psychology and design thinking such as tourist behaviour and consumer behaviour. The third year also comprises the workplacement. This was discussed in Standard 2.

The modules within the specialisations are developed and updated through interaction with the professional field and partners. An important focus is on solving professional issues and practical assignments. In this phase of the programme, students are also introduced to the 'scrum' methodology. The programme deems this relevant since innovation in the industry requires flexible or agile professionals who are capable of continuous learning.

The fourth year comprises the minor phase (30 EC) and the graduation phase. The latter will be elaborated on in Standard 11. In the minor phase, students can opt for a BUas wide minor programme, a minor programme or specialisation minor from the academy, an external minor or an exchange programme. The academy's specialisations minor includes the Tourism Impact Lab. This lab aims to develop new impactful business cases for the tourism industry. During 18 weeks students work in teams on a specific question, concept or idea from a tourism organisation. During this period, students investigate and explore whether the idea has the potential to be translated into a business case by using the lean start-up method and design thinking principles. Assumptions, ideas and prototypes are constantly validated and tested in short cycles.

In the fourth year, students can also opt to work in the Newways student training company or the Young Tourism Professionals company. The Newways training company positions itself as an educational and professional learning company within the academy. The company is responsible for the organisation and implementation of

national and international study trips, events, conferences and business trips for employees are booked at the Newways Travel Desk. This set-up allows students to implement various aspects of business travel in practice and to become acquainted with all disciplines of a professional business travel organisation. The Young Tourism Professionals company is an in-house consultancy training company, in which students gain a year of work experience in the professional field as consultants on paid assignments for tourism industry partners. Students are exposed to industry networks and work on industry assignments that vary from customer journey research and consultancy to creating, improving and analysing online marketing and communication strategies.

The site-visit made clear that students value the broad scope of the programme. In addition, students that changed from the old to the new curriculum value the structure of the new curriculum, the focus on industry in the new curriculum, the groupwork and the teaching methods used.

Students of the Dutch-taught track noted that quite some slides presented by their lecturers are in English. In addition, they are expected to read English literature.

During the site-visit, the committee discussed the development of the new programme with lecturers. It became clear that one of the goals was to provide students with a broad picture of the tourism industry and the choices students can make within the industry. The structure of the programme enables lecturers to add new relevant topics and to adapt to developments in the industry.

Considerations
The committee concludes that the content of the programme enables students to achieve the intended learning outcomes. The module descriptions are thorough and provide students with an overview of the module and a clear outline of the assignments and assessments. During the site-

visit, the committee also noted that the literature used in the programme is up-to-date and relevant for a tourism programme.

With the new curriculum, the programme operates at the forefront of tourism with the Tourist experience and the E-tourism specialisations, the E-lab, the E-business fundamentals module, the Online marketing and communication module and the Tourism impact lab. The committee concludes that with this curriculum the goal of preparing students for the future of the tourism industry can be realised.

The committee agrees with the students from the Dutch track that the supporting materials (and at least the PowerPoint presentations) during Dutch lectures should be in Dutch as much as possible. Moreover, the student information such as module handbooks and graduation manual should be available in Dutch.

Based on the above, the committee concludes that the programme **meets** this standard.

Learning environment
Standard 4: The structure of the curriculum encourages study and enables students to achieve the intended learning outcomes.

Findings
The programme aims at creating learning communities. The guiding principle of the learning community is that learning is an individual process which is encouraged through collaborative learning. Important didactical aspects of the learning community are motivating students towards self-managed learning activities and responsibility for their own learning process, integrating learning and development tasks in the context of real-life situations (case-study method) and to interconnect curriculum components through assignments that require an interdisciplinary approach. In addition, group discussion, collaborative learning and supporting peer-to-peer learning are facilitated. The learning community is

aimed at enabling students to think critically, to evaluate themselves and to keep developing and actively acquiring new knowledge (lifelong learning). Through collaboration with the tourism industry students' educational experiences are enriched. And within the learning community, the programme aims to deploy new media and technology in an innovative manner. The latter includes the use of Google Garage Certificate, the module of online entrepreneurship, the use of Library Guides and knowledge clips, the management game, blended learning in the Financial Management modules and the Online Marketing & Communication modules.

The programme aims to create an inspirational learning environment in which students can get the best out of their personalised international learning experience. Collaborative learning in learning communities, personalisation, and variety in didactic methods, blended learning and industry involvement add to this. Currently, the international classroom is widened towards the BUas-wide concept of learning communities. In this concept, students from various disciplines work on complex and real-life professional issues, in collaboration with the industry. The learning communities further implement the two-way relationship: the programme maintains a direct link to current industry practices and the learning communities contribute to innovation in the industry.

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

Considerations
The committee concludes that an adequate learning environment is in place. The principle of learning communities allows for interactive contact between students and lecturers and a personal approach. Based on the meetings with students and alumni, the committee ascertains that this is also realised in practice.

The committee concurs with the possibility for students to choose for English or Dutch; this offers them flexibility to cater for an international career.

Based on the above, the committee concludes that the programme **meets** this standard.

Intake
Standard 5: The curriculum ties in with the qualifications of the incoming students.

Findings
The programme consists of three tracks (all offered in Dutch and English): a four-year track for regular students, a three-year track for students with a 'vwo' background or higher professional/academic education propaedeutic certificate or degree of an economic degree programme (the accelerated track) and a tailormade track for 'havo' graduates. Students from the latter group first study tourism at mbo level at De Rooi Pannen in Tilburg or Breda for two years. After completing their mbo programme, students proceed to the bachelor programme (both variants) at BUas for a tailor-made three-year programme.

The programme has different intake and matching activities in place such as an online questionnaire, a Skype meeting, a knowledge clip with multiple-choice questions, a matching day in Breda or a study choice interview. During the matching day, candidates will attend a lecture and a workshop session. Afterwards candidates solve a case study, take a multiple-choice test and receive information about the professional field. Completing the matching activities is mandatory, but the results (and the accompanying recommendation students receive) do not influence admission to the programme.

To decrease the first-year dropout rate the programme introduced extra opportunities to students who failed during the first two blocks, a 'soft landing' approach and a new method of matching at the intake. The soft-landing approach allows students to accommodate to the big change from secondary school to higher education. The site-visit learned the reasons why students drop out are analysed. Personal circumstances as well as the level and a wrong image of (the serious and economic side) of tourism are the main reasons.

The committee learned during the site-visit that for students having troubles with the first-year module in finance, a crash course and extra exercises are available as well as extra q&a sessions.

Moreover, the use of knowledge clips gives students the opportunity to review these.

Considerations
The committee concludes that the legal enrolment criteria are applicable to the programme. With the different tracks the programme meets different backgrounds of the students. The committee is of the opinion that the intake and matching activities, which started last year, will add to the enrolment of motivated students in the programme and the continuing decrease of the number of drop-outs.

Based on the above, the committee concludes that the programme **meets** this standard.
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Staff

Based on the site-visit and the documents studied, the committee concludes that the staff involved in the programme is very competent and approachable. In addition, the composition of the staff reflects the international focus of the programme and lecturers have ample (international) professional experience. Lecturers meet on a regular basis to share knowledge and experience. The academy facilitates professional development and the realisation of personal ambitions. With all the developments (new curriculum and the move to the new campus), the committee notes that lecturer's workload needs care and attention.

Standard 6: The staff team is qualified for the realisation of the curriculum in terms of content and educational expertise. The team size is sufficient.

Findings
The academy and the programme tie in with BUas's HRM policy. The HRM policy follows BUas's strategic ambitions and multi-annual strategy. Important aspects of this policy are organisational, staff development and being a good employer.

The Academy for Tourism aims to have a small management team, for more staff with an international background, for a larger number of lecturers with a master's degree, to implement peer supervision and individual coaching for staff and to increase the number of lecturer internships.

Staff development focuses on the development of teaching skills, including blended learning, achieving basic examiner qualifications (BKE) or senior examiner qualifications (SKE). In addition, cross-cultural and English language skills are stimulated. A number of lecturers obtained the Google Garage Certificate and several lecturers have been on an internship. To match the new curriculum's focus on e-tourism, lecturers with knowledge of e-learning, e-business and e-commerce have been hired. The academy also invested in the quality of research. For example, by implementing a 'professors competency development trajectory' in which five senior researchers participated and of which one was appointed in September 2019 as a new professor on social impacts in tourism.

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

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

During the site-visit, it was remarked that lecturers meet on a weekly basis in the aforementioned module teams. In addition, training is available for lecturers. In developing new modules, lectures feel free. To ensure that new modules fit the

framework and goals of the programme, the curriculum committee is involved in the development of new modules. For lecturers with less international experiences experiential learning is available, including an international internship. Lecturers can also attend international conferences and are involved in international projects.

The committee also learned that workload of lecturers is quite high. During the development and implementation of the new curriculum, the old curriculum is also being executed by the lecturers. The move to the BUas campus and the renewed deadlines in the PDCA-cycle for assessments also added to the workload. The workload is currently being analysed. It is expected that after the new curriculum has been fully implemented, the workload will decrease.

The programme aims for students to experience small-scale education and for lecturers to know students personally. During the site-visit, this was confirmed. According to the students and the alumni the committee met, lecturers as well as coaches are approachable. In addition, students value their lecturers industry experience. Students of the English taught track noted that some lecturers English proficiency can be improved.

Considerations
Based on the interviews conducted during the site-visit and the provided information about the lecturers, the committee concludes that lecturers are very involved and competent. In addition, all lecturers are in close contact with the professional field. The composition of the staff is appropriately international, covering eleven nationalities. In addition, the committee concludes that the lecturers have extensive (international) professional experience. During the site-visit, the students and alumni confirmed this. Furthermore, it was understood from students during the visit that lecturers are easily accessible and approachable.

The committee notes that the definition of an international employee is extended: an employee is born outside the Netherlands and has lived abroad a minimum of ten years before his/her 20th birthday, or has an experience of at last 5 years in an international context: or has worked and lived outside the Netherlands for a minimum of 5 years. The committee appreciates this policy and establishes that the command of English among teachers is adequate.

The committee learned that the workload of the staff is quite high. Developing and implementing the new programme while also teaching the old programme add to this. Even though the lectures the committee met with are very motivated and enthusiastic, the committee recommends the programme to guard the workload and to actively take measures if necessary. Since, curriculum innovation is an ongoing process and implementation of the new profile has still to be done.

Based on the above, the committee concludes that the programme **meets** this standard.

Facilities and tutoring

The committee concludes that a very proficient infrastructure is in place for realising the programme. In addition, the BUas campus with proximity of all BUas programmes facilitates the cooperation between programmes and the realisation of cross overs. The committee also concludes that the tutoring of students is tailored to the needs of the students. Personal and Professional Development offers room for an individual approach in the (personal and professional) development of students. The online learning platform provides students with information about the programme, exams, overview of marks and their progress.

Facilities

Standard 7: The accommodation and material facilities (infrastructure) are sufficient for the realisation of the curriculum.

Findings
The programme is offered at the BUas campus, where ample and different learning spaces for groups of different sizes (lecture halls, class rooms, project rooms, study landscapes and an academic lab) are available. As well as a variety of workplaces for staff and students, a library, catering facilities, the chapel (auditorium) and a service desk. The campus will be fully operational in 2020.

The Service Desk is available for students and staff. Here students and staff can go for facilities such as mail, merchandise, office supplies, questions regarding general information, information technology, help in reserving rooms and borrowing audio visual equipment.

The site-visit learned that lecturers value the new accommodation. Even though the lecturers offices are flexible, they are concentrated in a lecturer-only area. It was also noted that the building accommodates different types of working and meetings with colleagues and students. In addition, contacts and collaborations with other programmes are increasing.

Students also appreciate the facilities. The library as well as the e-library and the apps used by the programme are valued by the students. Student's opinions on the digital learning environment differ and vary from informative too hard to navigate.

Considerations
The committee concludes that the facilities are fitting for a programme in tourism management. The committee is impressed by the good learning facilities the campus offers and the pleasant atmosphere. In addition, the campus facilitates learning communities and the realisation of cross-overs.

Based on the above, the committee concludes that the programme **meets** this standard.

Tutoring

Standard 8: The tutoring of and provision of information to students are conducive to study progress and tie in with the needs of students.

Findings
Study coaching and study skills are integrated in Personal and Professional Development (PPD). PPD aims to provide students with the tools to get a good starting position in the industry. Students are triggered to have a critical look at themselves. Important aspects are self-direction, self-responsibility and reflection. PPD consists of workshops, assignments and individual meetings with a coach. The latter take place each block. During these meetings, students discuss their academic progress and personal growth and development with their coach. In the first year, the focus in tutoring is on creating a safe environment for students and on reflection skills. In the second year,

students gain insight in their own strengths and how these can be beneficial in group work. In the third and fourth year, the focus is on students professional development.

The personal coach is the first point of contact for questions or problems regarding academic progress, but also for issues of a more personal nature. In the case of serious personal issues, the student will be referred to one of the academy's student counsellors. A specific student counsellor for international students provides counselling services especially for students with a non-Dutch background. The student counsellor is also available for students with functional limitations or disabilities. Students can contact the student counsellor at their own request. The site-visit learned that recently, at BUas level, a psychologist has been made available to students. This ties in with BUas's assumption that student's wellbeing is an important factor in student's study success.

BUas also offers training courses on study problems. These courses are available for all students and if necessary students are advised to attend by their coach or student counsellor. The site-visit learned that BUas plans on making more training programmes available for students, on for example handling fear of failure and stress. The site-visit also learned that a buddy system is in place where senior students support first year students with content related issues. The first-year binding study advice consists of 60 EC.

During their workplacement, students are visited by their supervisor. Students on international placements are contacted by e-mail, Skype or WebEx. In addition, for students who are abroad, an emergency point of contact is always available.

For international students, the international admissions office of the academy has an important role in the admissions process and in supporting students in, for example, housing, healthcare, insurance and visa requirements. The programme starts with international orientation days, specifically for international students. After that, students join the regular introduction where they meet the Dutch students. Regarding housing, international students are assigned a buddy who can help with housing related issues. The International Student Organisation, for both non-Dutch and Dutch students, is active in organising activities. For example, for non-EU students a pick-up service from the airport is organised by the association.

Students are informed about the programme through BUas's learning management system. This is a platform for all course-related materials, submission of assignments and to disperse feedback reports after round table evaluations. Exam registration, overviews of grades and monitoring student progress are also part of the online environment.

Even though the alumni the committee met, were content with the coaching and guidance in the programme, they noted that the programme could be more pro-active in asking students whether they need help. In addition, alumni noted that the programme could be more attentive towards the coaching of students as professionals.

Considerations
The committee concludes that adequate tutoring is available for students, by means of the PPD programme. This programme offers personal and group coaching throughout the curriculum. In addition, (international) student counsellors are available for (international) students.

Based on the above, the committee concludes that the programme **meets** this standard.

Quality assurance

The committee concludes that the programme has an effective quality assurance system in place. BUas's quality assurance system and planning and control cycle is translated within the academy and the programme. The committee notes that relevant stakeholders are involved in the quality assurance process. The modules of the new curriculum are systematically evaluated and if needed improved. Lectures and module teams have an important role in collecting feedback about their module formally and informally and translating this into an improvement plan. The degree programme committee has an active role in the quality assurance system.

Standard 9: The programme has an explicit and widely supported quality assurance system in place. It promotes the quality culture and has a focus on development.

Findings
BUas's quality assurance system for education is leading for the academy and the programme. This system consists of a planning and control cycle with performance agreements. Each academy director reports three times per year to the Executive Board. Based on these meetings, the academy formulates its own specific plans, in line with overall BUas strategy.

Module evaluations and round table meetings, are held to check the quality of the programme. The annual quality assurance calendar states which modules will be evaluated each term. Round table meetings are organised at the end of each block with student class representatives and programme staff. These meetings provide qualitative information and offer students the opportunity to express their opinions and share their experiences of the overall quality of the programme.
The results of the course evaluations and the round table meetings are supplemented with the team's own experiences and the results of the screening of assessments by the assessment committee. This is discussed with students and within the team of lecturers involved. Based on this, the module team draws up a remedial plan, in consultation with the education manager and presents this to the curriculum committee.

Subsequently, the curriculum committee advises the management team who will either approve or disapprove the remedial plans.

Information about the quality of the programme is also collected from students who drop out, by means of an exit survey and by their contact with their coach during this process.
During the redesign of the curriculum, a curriculum development group has been installed. This group monitors whether the intended learning outcomes in the new programme are achieved. Based on the PDCA-cycle, lecturers develop a plan for improvement. The curriculum development group checks if the improvements are in line with the blueprint of the programme. Extra attention is given to proposed changes in learning outcomes and the way in which these are assessed, including sufficient variety in assessments. As of 2019-2020, the curriculum development group is converted into a curriculum committee that focuses on future redevelopments and innovations of the curriculum.

During the site-visit the committee discussed quality assurance with several representatives. It became clear that new digital tools are used in evaluating the modules with students. For lecturers the follow up regarding evaluations of modules and assessments is stressed by for example the curriculum committee and the assessment committee. In addition, lecturers are more active in providing students with follow-up regarding the feedback students provided.

The degree programme committee's role has been strengthened and the committee has the right to prior consultation and the right of consent over some elements of the Teaching and Examination Regulations. The council also advises the management team regarding education and the programme's quality improvements. In doing so, the council takes all the informally and formally obtained information into consideration.

The committee also met with student representatives of the degree programme committee. Recent topics that were discussed were the travel impact lab and lecturers visiting students on their international placement. Students in the degree programme committee feel heard by their co-members, the lecturers. The meeting also confirmed that class representatives meet with their fellow students to gather feedback about the programme which will be discussed in the round table meetings. Class representatives also discuss this information directly with lecturers. Even though last year students were informed about the actions taken based on their feedback in a presentation by management, students in general do not feel informed about the results of their feedback.

Considerations
The committee concludes that an effective quality assurance system is in place. The system contains checks and balances to ensure the quality of the programme. Relevant stakeholders such as students and lecturers are involved. The committee notes that the module teams work on systematically improving the modules based on the results of evaluations. The committee is of the opinion that the programme can be more attentive about informing students about the results of their feedback.

Based on the above, the committee concludes that the programme **meets** this standard.

Assessment

The committee concludes that an adequate system of assessment is in place. The intended learning outcomes are at the basis of this system. Effective measures are taken to guarantee the validity, reliability and transparency of the assessments, by using a yearly assessment plan, test blue prints, the four-eye-principle (and six-eye-principle in assessing the graduation project) and rubrics. In addition, calibration sessions and blind marking by colleagues are frequently organised. The assessments studied by the committee reflect the expected level and match the learning goals of the module involved. In general students are content with their assessments. The board of examiners and assessment committee are pro-active in safeguarding the quality of the assessments.

Standard 10: The programme has an adequate student assessment system in place.

Findings
The institution wide testing framework and the thereon based academy's testing policy are leading for the programme's assessment system. The academy's assessment policy is currently being reviewed. It defines the academy's choices regarding assessment, evaluation and organisation of assessments that are appropriate to its vision of learning. In addition, it comprises an assessment manual with guidelines and regulations regarding assessment criteria, test construction and marking. An important part of this policy are the yearly assessment plans for each programme. These plans describe, per study phase and per study element within a programme, the assessment methodology, timing and content as well as the weighting factors used.

For each block, an assessment programme has been drawn up that provides an overview of all the assessments within a curriculum, when the intended learning outcomes are tested, and at what level.

Guiding principles of the assessment policy are that assessment is integrated into the modules as much as possible and that where possible, students deliver a professional product. In addition, there is one summative assessment for each module. Next to the summative assessment a formative component is part of the module. The formative assessment provides students with feedback regarding their learning process and encourages them to further develop themselves. Within a block a variety of assessment methods should be used. Even though the programme facilitates group work, the assessments are mostly individual.

Calibration sessions and blind/anonymous marking are used by module teams to ensure that examiners follow a uniform and consistent approach to the assessment criteria across the programme. During graduation and work placement supervision, periodic intervision sessions are organised to ensure that all assessors are using the assessment criteria in the uniform way. In addition, assessments (and assessment results) are evaluated as part of the course evaluation by the module team involved.

Varying assessment methods are used in the programme for example written (individual and group) assignments, multiple choice exams, open ended exams, essay, and non-written methods for example website-design or scale models. Students are informed about the assessments in the module descriptions and during the courses.

Students revealed that in general they are content with the level of assessment. They remarked that the feedback they receive on their assessments is quite limited. Lecturers are however open to provide students with feedback. They also noted that the assessments involving groupwork usually lead to the same grade for all group members. The process of groupwork is assessed in the first year

E-lab module and the fourth year Tourism Impact lab, not in other modules.

The lecturers the committee met, value the use of rubrics in assessing student's work. The rubrics provide transparency, structure and a basis for calibration between lecturers.

In their role as an external assessor, representatives from the professional field noted during the site-visit that their input is valued equally important. And that the assessment criteria are clear to them.

Board of examiners
The board of examiners is responsible for all programmes of the academy. The board performs random checks of graduation projects, assessment forms and procedures and appoints external examiners. With regard to appointing external examiners, their committee learned during the site-visit, that the English level and the seniority is deemed important. In addition, external examiners are expected to attend two graduation assessments before participating in one. The examinations board draws up a yearly report and meets on a regular basis. The members of the board of examiners and the assessment committee are in the process of obtaining a Senior Examiner Qualification or have already achieved it.

The task of controlling the quality of assessments has been delegated to the assessment committee. The assessment committee operates under the responsibility of the board of examiners, to which they are accountable. Each block, according to a yearly planning, the assessment committee checks the quality and monitors the extent to which the assessment form and content are consistent with the assessment policy requirements, the assessment blueprint and with the form and content of teaching. The assessment committee reports to the board and gives feedback to examiners where necessary. Currently, the assessment committee inspects all fourth-year assessments for quality, including the graduation project.

During the site-visit, the committee met with representatives of the board of examiners and the assessment committee. It was confirmed that the assessment committee currently checks the quality of all fourth-year assessments. The assessments of the previous years have all been checked. The assessment committee screens the assessment blue print, the module manual, the assessment and the accompanying rubrics. The calendar of the assessment committee matches the programme's quality assurance calendar. It was also remarked that lecturers randomly mark each other's assessments to check whether the same grade would be given.

Considerations
The committee concludes that an effective system of assessment is in place. The quality assurance of the assessment system is solid and effective measures are taken to guarantee the validity, reliability and transparency of the assessments. These include the use of an assessment plan, assessment blue prints and the use of the four-eye principle (and six eyes in grading the final graduation project). The different assessments studied by the committee during the site-visit reflect the expected level and match the learning goals of the specific modules.

The board of examiners and assessment committee are active in safeguarding the quality of the assessments. For the new curriculum all assessments of the first three years have been checked. Currently the assessment committee checks the quality of the fourth-year assessments and the graduation projects. The committee values the calibration sessions and the blind marking of assessments by colleagues.

Based on the above, the committee concludes that the programme **meets** this standard.

Achieved learning outcomes

Based on the documents studied and the interviews, the committee concludes that graduates of the programme achieve the required bachelor level and the intended learning outcomes. The programme has an adequate graduation procedure in place, with options for students to follow their own interests. The studied theses reflected an adequate level and this level was confirmed during the site-visit in the meetings with students and alumni. The committee noted that grades given were rather generous and that there were quite some differences in grading between the examiners. The feedback on the assessments forms varies per examiner and is in general rather limited.

Standard 11: The programme demonstrates that the intended learning outcomes are achieved.

Findings
The programme is completed with an individual graduation project. Within the new curriculum, students produce a professional product that can be either an advisory report, a research report or a product report. With this new structure, the programme wants to meet the diversity of students. In all types of graduation projects, an external commissioner is present. The graduation project should meet one of the following requirements:
- it is commissioned by a national or international commissioner, being a company or a legal person.
- it investigates the foundation and management of their own company within the domestic or international tourism industry.
- it researches a subject, innovative idea or challenge or issue within the domestic or international field of tourism supervised by research staff.

The different types of reports are assessed according to the same assessment standards and procedures by means of one assessment format.

Students are appointed a supervisor by the graduation coordinator, based on their type of graduation and their individual preferences. Students are then expected to draw up a graduation proposal. This proposal is assessed on four aspects: practical relevance and context analysis, literature review, problem analysis, and research methodology. The proposal will be approved by an independent lecturer.

During the graduation phase, consultation sessions are scheduled. These consultation sessions are part of the community learning principle. In a group of maximum 8 students, students discuss their graduation ideas supervised by a lecturer. In these q&a sessions students can address their specific questions.

If the graduation report is assessed the mark 6 or higher, an oral defence will take place.

The graduation project is assessed by a graduation committee, consisting of three members: the graduation supervisor (in the role of 1st examiner), the internal examiner (a second lecturer of the programme who will read and assess the graduation report and the oral defence) and the external examiner (an independent expert from the tourism industry or an academic, who will assess the graduation report and oral defence). The commissioner can also attend the oral defence.
For the assessment of both written report and the oral presentation and defence, an assessment form is used. Students receive their final grade after the oral defence and the deliberation of the examiners about the grade. The graduation manual provides students with information about the procedures, criteria and assessment of the graduation project. The site-visit learned that the

external examiner is the chair of the students final assessment committee.

The programme keeps in touch with the alumni on a on a regular basis through social media and global network events. Lecturers keep close contact with their alumni and invite them as guest lecturer, to provide placements or to be involved in field trips. The alumni the committee met during the site-visit, confirmed this.

Considerations
The committee concludes that the programme has an adequate graduation project and graduation procedure in place. The committee values that students can also graduate with a product report. With the different graduation projects, students can choose one fitting their ambitions and interests. In assessing the graduation project, three examiners are involved, of which one representing the tourism industry.

The committee reviewed fifteen theses of the 'old' graduation phase of the programme. The results of the 'new' graduation phase will be available mid 2020. The committee concludes that the overall quality of the studied theses is adequate and that graduates achieve the required level. In general, the committee found that the grades given were rather generous. The committee noted also that there were quite some differences in grading between the examiners involved and that the assessment forms were not always appropriately used. In addition, the assessment forms showed differences in feedback provided to students. The committee recommends the programme to organise calibration among examiners to stimulate that rubrics are interpreted the same and grades are more comparable.

The meetings with students and alumni during the site-visit confirmed the adequate level of the thesis / the programme. The students the committee met, seem capable of creating their own professional career path and the alumni succeed in doing so.

Based on the above, the committee concludes that the programme **meets** this standard.

Appendices

Appendix 1 Assessment committee

Liesbeth Schöningh	Chair, and member of the board of COG
Dr. Thomas Bauer	The ICE auditor
Tineke Ras-Marees	Consultant at Bureau TRM
Jessica Shinnick MA	Teacher and researcher at Hogeschool Rotterdam; CeQuint certified
Hugo Triesscheijn	Student at Radboud University, Nijmegen

The panel was supported by Titia Buising, secretary.

Appendix 2 Programme site-visit

Day-0, Sunday, 17th November, 2019

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

Day-1, Monday, 18th November, 2019

Time	Activity
8:30 – 9:00	Arrival panel
09:00 – 10:00	Board and Management Meeting with senior executives and key liaisons from Applicant Institution for Auditors to gain understanding on the overall strategic direction of the institution Short welcome presentation from Applicant Institution
10:15 – 11:15	Show case bachelor & master
11:30 – 12:00	Tour of campus & facilities in 30 minutes
12:15 – 1:15	Lunch (working lunch
1:15 – 2:15	Observation of classes in session (unsupervised) NB: Time-table & class venues to be provided by Applicant Institution 'Open consultation' for all employees and students: Anyone who wishes to make use of this must register with the secretary of the panel via e-mail (at least 5 days in advance)
2:30 – 3:15	Meeting with internationalisation officers from Applicant Institution's
3:30 – 4:00	Meeting with administration support team such as Student Counsellor, Admission Officers
4:15 – 5:00	Meeting with Applicant Institution's industry partners of both bachelor and master to ascertain the level of industry engagement in the design and development of the curriculum, review process etc. (including members of SAR but also other industry partners)
5:15 – 6:00	Bachelor and master alumni : dialogue about differences in starting position for bachelor and master (including students who have done both the bachelor and master at BUas but also students with only the bachelor or master at BUas)
6:15 – 7:00	Short recap day 1
7.15 – 8:30	Dinner in hotel

Day-2, Tuesday, 19th November, 2019

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

Appendix 3 Studied documents

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