

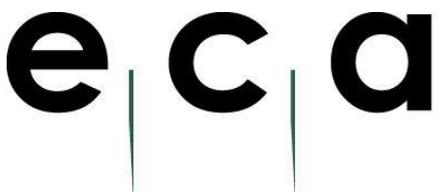
Assessment report

Bachelor of Hotel Management

Breda University of Applied Sciences



Certificate for Quality in Internationalisation



european consortium for accreditation

Assessment report - Programme

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European Consortium for Accreditation in Higher Education



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1. Executive summary

This report contains an assessment of the quality of internationalisation at the bachelor programme in Hotel Management of Breda University of Applied Sciences (BUas). The audit was performed by an international panel, convened by AeQui, during a site visit to Breda on 15 and 16 April 2024 in Breda, The Netherlands. The panel's findings, considerations and conclusions are based on a dedicated self-evaluation report, additional materials illustrating BUas's performance on internationalisation and discussions with different stakeholders.

Based on the studied documents and the discussions during the site visit, the panel concludes that internationalisation is at the heart of the programme. And that goals have been made explicit and are supported by the different stakeholders. In addition, the panel notes that the internationalisation goals have been translated into realistic objectives, regarding education, research and organisation. Since internationalisation is at the heart of the programme, this is also an integral part of student's education. The panel is of the opinion that the BUas+ goals and the focus on internationalisation are unique selling points of the programme. Moreover, the panel establishes that the internationalisation plans are adequately documented. The panel recommends the programme to make internationalisation and intercultural competences as well as the BUas+ goals even more explicit in the intended learning outcomes of the new curriculum. The panel assesses Standard 1. Intended internationalisation as **good**.

Regarding standard 2, the panel concludes that the underlying criteria of this standard are met by the programme. Intended learning outcomes regarding international and intercultural learning are defined at programme and course level, are implemented in the curriculum and assessed properly. Regarding the achievement of graduates, the panel concludes that the programme succeeds in educating '+shaped' professionals: professionals with a broad view that can find their way in a challenging future in an international environment. The panel recommends the programme to make the intended international and intercultural learning outcomes more explicit in the assessment of the thesis in the new curriculum. The panel assesses Standard 2. International and intercultural learning as **good**.

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

learning environment that fosters and stimulates the development of international and intercultural competences. The panel therefore assesses Standard 3: Teaching and Learning as **good**.

Concerning standard 4, the panel concludes that the composition of the staff facilitates the achievement of the international and intercultural intended learning outcomes quite well. Staff members have international experience and good intercultural competences and language skills. BUAs and the programme provide ample services to staff to facilitate international experiences, intercultural competences and language skills. The services are in line with the staff composition and needs. Welcoming the international and intercultural background of many Dutch staff, the panel nonetheless advises the programme to continue recruiting also staff with non-Dutch nationality in order to maintain a truly multinational and intercultural team. The panel assesses Standard 4: Staff as **good**.

The panel found that the composition of the student group is in line with the programme's internationalisation goals. However, it also concludes that the number of international students is not in line with BUAs ambitions. The programme's internationalisation goals are supported by the excellent opportunities for students to gain internationalisation experiences and the extensive services related to internationalisation. The panel recommends that, despite current uncertainties, the programme actively focuses on recruiting more international students. In addition, the panel suggests the programme to connect international students to a buddy from the bachelor's programme. The panel therefore assesses Standard 5: Students as **satisfactory**.

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

2. The assessment procedure

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

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

- drs. H.A.J. (Bert) Reul, MBA, chair, programme manager economic Ad's and bachelors, chair at AeQui
- Emanuel Donhauser, Academic Director Swiss Education Group
- Ingrid Eras MBA, Executive VP Belmond hospitality group
- Mark Delmartino, Independent international consultant in education
- J. Olsthoorn, Student B Finance & Control at Hogeschool Rotterdam
- Titia Busing, a certified secretary and educational professional

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

The assessment panel studied the self-evaluation report and annexed documentation provided by the programme before the site visit. ([Annex 2: Documents reviewed](#)) The panel organised a preparatory meeting on 12 April 2024. The site visit took place on 15 and 16 April at BUAs in Breda. ([Annex 3: Site visit programme](#))

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

The panel finalised the draft report in June 2024. It was then sent to BUAs to review the report for factual mistakes. Some minor issues were reported, which have been amended in the final report. The panel approved the final version of the report on 28 June 2024.

3. Basic information

Qualification:	Bachelor of Arts in Hotel Management Registered as Hoger Hotel Onderwijs (HHO) CROHO registration 34411
Number of credits:	240
Specialisations (if any):	-
ISCED field(s) of study:	...
Institution:	Breda University of Applied Sciences
Type of institution:	European Higher Education Area
Status:	Accredited
QA / accreditation agency:	NVAO / ECA / UNWTO TedQual / THE ICE
Status period:	NVAO: accredited for 6 years in 2018 CeQuInt: accredited for 6 years in 2018 UN-WTO TedQual: accredited for 4 years in 2022 THE ICE: accredited for 6 years in 2018

4. Assessment scale

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

Unsatisfactory

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

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

Satisfactory

The programme meets the current generic quality for this standard.

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

Good

The programme surpasses the current generic quality for this standard.

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

Excellent

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

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

5. Assessment criteria

Standard 1: Intended internationalisation

Criterion 1a: Supported goals

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

The programme's internationalisation goals are derived from BUAs policy and the internationalisation goals of the Academy for Hotel & Facility (AHF) of which the programme is part. BUAs's goals and policy concerning internationalisation are related to the overall ambition of empowering young professionals on their journey to shape a better world. In doing so, BUAs aims to educate '+shaped' young professionals, who can think and work in a transdisciplinary manner, can create meaningful experiences, act as integrators and shapers in a hyperconnected world, stand for their principles and develop personal leadership. BUAs aims for students to become globally aware citizens and professionals. The BUAs goals regarding internationalisation are elaborated on in the 'BUAs + Strategy 2022 – 2025 The International Perspective'. The BUAs goals focus on education, research & development, and community & organisation. The education goals include for example equipping every student for success in a global career and fostering equal opportunities for global engagement among all students.

Within AHF, the BUAs+ ambitions have been placed in an international perspective: to empower agile young professionals with 21st century skills in the international hospitality business. This is elaborated on in the 'AHF Strategic Plan' and the '2024 QA Internationalisation Plan AHF'. These goals include embedding the internationalisation intended learning outcomes in a new curriculum (ECA certificate), facilitating on campus curricular intercultural collaborations (virtual & blended learning), facilitating short-term mobility options (summer/winter school, field trips, placements), continued strong involvement from international industry in programme (multi-level), investing in strategic, European and global partnerships and a continued effort to create extra-curricular activities to build (international) BUAs+ Community.

At programme level, the internationalisation goals are based on the above and on the Professional Educational Profile (PEP) for Dutch bachelor programmes in hospitality management. This profile contains the 21st century programme learning outcomes in

international hospitality business and the learning outcomes ‘working in international hospitality management’. The 21st century programme learning outcomes in international hospitality business include ways of thinking (for example creativity, self-regulation and problem solving), ways of working (for example collaboration and communication), tools for working (for example information, media and digital literacy) and living in the world (for example citizenship and intercultural proficiency). The learning outcomes related to ‘working in international hospitality management’ cover different content areas such as hospitality, operations & supply management, finance & accounting and strategic hospitality and change management. Within these areas, the PEP (and the programme) focuses on sustainable hospitality.

The panel establishes that the goals are relevant and reasonable in the sense that both international and intercultural aspects are addressed and that the goals aim at educating ‘+shaped’ young professionals with a transdisciplinary skillset.

Input from external stakeholders is gathered through industry visits, industry projects, industry placements, conferences, guest speakers, research projects, memberships of industry-related organisations such as HSMAI (Hospitality Sales and Marketing Association International), Food Management Network, industry advisory board, Visiting Industry Professionals (VIPs) and working with strategic partners such as Hilton Worldwide and Marriott International.

Conclusion and recommendations

The panel concludes that internationalisation is at the heart of the programme. The focus on internationalisation is, together with the BUas+ ambitions, a unique selling point of the programme. In addition, the panel notes that the internationalisation goals for the programme are adequately documented. The programmes and academy’s goals are based on BUas wide ambitions and goals. The goals are shared and supported by stakeholders within and outside the programme, which was confirmed during the site visit. The panel advises the programme to make internationalisation and intercultural competences as well as the BUas+ goals more explicit in the intended learning outcomes of the new curriculum.

Criterion 1b: Verifiable objectives

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

The aforementioned BUas internationalisation goals regarding education, research & development and community & organisation have been translated into internationalisation

objectives. This is documented in the 'BUAs + Strategy 2022 – 2025 The International strategy'. The objectives regarding education include for example:

- Theme 1: internationalisation and quality of the curriculum:
 - o Integration of international learning outcomes in design phase curriculum (Q3Q4 - 2023-2024);
- Theme 2: International partnerships and networks:
 - o Picking five strategic partners: academy specific (deepening ties with limited number of universities to establish multi-level cooperation).

At academy level, the objectives have been translated into performance indicators and into concrete actions. This is documented in 'Internationalisation AHF 2024 – 2025 Performance Indicators'.

To ensure implementation of the internationalisation goals, the academy has put a number of structures in place. The management meets every quarter with the Global Engagement Team (GET) to gear the international activities to the targets and performance indicators as stated in the internationalisation strategy. The international coordinator (IC, at academy level) meets with management and/or GET every eight weeks to discuss progress and topical issues regarding international student affairs, international partner network issues and other forms of cooperation. The IC is also in charge of benchmarking internationalisation policy both in and outside BUAs. To that effect, all BUAs's international coordinators meet six times per year to discuss topical issues.

To evaluate and monitor quantitative targets such as international student numbers, diversity, exchange programmes and recruitment of international staff, the 'Mapping Internationalisation' report is used. This report also enables the academy to benchmark with other BUAs academies and to identify trends and tendencies. Other reports used are, for instance, the yearly held National Student Survey, the international student survey and the yearly ICE Executive Report. The latter is used to check and benchmark national and international student satisfaction.

Conclusion and recommendations

Based on the studied documents and the meetings during the site visit, the panel concludes that the internationalisation goals are translated into verifiable objectives. Objectives have been formulated for education, research & development and community organisation. The objectives show either a quantitative or a qualitative element. They allow for monitoring the achievement of the programme's internationalisation goals.

Criterion 1c: Impact on education

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

The academy and programme have taken a number of measures to ensure that the internationalisation goals impact education and empower students to become internationally and interculturally competent young professionals. This includes offering the programme solely as an English-taught programme, which enables the programme to attract international students and staff to enrich its educational concept. Consequently, all background literature and sources have an international focus.

In addition, the programme incorporates learning communities in which students learn with their peers, lecturers, researchers and representatives from the (international) industry. The learning community fosters an active and social process of collaborative learning, in which the community is the driving force behind learning. Moreover, by having students and lecturers from different knowledge domains and from different (cultural) backgrounds work together on problems from the international professional field, students discover that there are multiple approaches to one problem and that different perspectives can be integrated to achieve a collective result. The programme notes in the self-evaluation report that the learning communities mirror the international work environments of graduates.

In alignment with the learning communities, the programme focuses on creating an intercultural classroom. Currently this is done by actively involving students' backgrounds in the programme, by offering students a mandatory international placement, an optional international exchange at partner universities, international study trips and extra-curricular activities. Moreover, in their graduation year, students can apply for a minor programme in or outside BUas or apply for a managerial internship either in the Netherlands, or abroad. These activities are in line with the 'BUas+ The international perspective 2022 – 2025' which states that the intercultural classroom will be the standard learning environment. During the site visit, international alumni noted that at BUas campus they broadened their horizon by interacting with students with different backgrounds. In addition, the alumni value the international focus of the programme, and the international placement is a life-changing experience. Moreover, students mentioned during the site visit that they are encouraged to bring their own (international and cultural) perspective into the learning community.

Creating an international classroom also includes internationalisation at home: creating global perspectives and international and intercultural dimensions for all students. This includes international cases and examples in the classroom, incorporating lecturer's international experience and knowledge in the classroom and exchange between students' own different international backgrounds. In addition, extra-curricular activities are organised to facilitate internationalisation at home. These include the so-called Clubs@BUAs and informal meetings. This is in line with the BUAs policy as documented in 'Internationalisation at Home at BUAs, Moving forward proposed next steps'.

Conclusion and recommendations

The panel concludes that the internationalisation goals are explicitly related to teaching and learning. As mentioned before, internationalisation is at the heart of BUAs and the programme. The panel notes that, within the teaching and learning, the programme emphasizes international experiences abroad and at home. The learning communities and international experiences are an integral part of the educational experience.

Overall conclusion regarding Standard 1. Intended internationalisation

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

As mentioned, the panel recommends the programme to make internationalisation and intercultural competences as well as the BUAs+ goals even more explicit in the intended learning outcomes of the new curriculum. The panel assesses Standard 1. Intended internationalisation as **good**.

Standard 2: International and intercultural learning

Criterion 2a: Intended learning outcomes

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

The internationalisation goals are also based on the Professional Educational Profile (PEP) for Dutch bachelor programmes in hospitality management. This includes the following international and intercultural learning outcomes:

- Graduates are able to communicate professionally in Advanced English (B2 Writing, C1 for other skills).
- Graduates can use an additional modern foreign language in social settings to support guest and employee interaction (Spanish/German/French/Dutch for internationals).
- Graduates can collaborate effectively with all stakeholders in different cultural, organisational and political landscapes and multicultural and multidisciplinary teams on achieving agreed goals.
- Graduates show the ability to participate in and contribute to the local community and global society as a responsible and accountable citizen.
- Graduates apply intercultural sensitivity in working with a diversity of people in cross-cultural interactions.

The panel establishes that the intended learning outcomes at programme level have been translated into course specific learning outcomes. In addition, these intended learning outcomes will be integrated into course-specific learning outcomes for the new curriculum that will be implemented as of 2025-2026 onwards. Rather than a major shift, this indicates a logical and continued focus on internationalisation of the hotel management programme as it constitutes an indispensable element of the hospitality industry.

Conclusion and recommendations

The panel concludes that the intended international and intercultural learning outcomes reflect, to a large extent, the overall internationalisation goals of BUAs and the academy as well as the programme's internationalisation goals.

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.

Regarding the assessment of the specific intended learning outcomes for international and intercultural competencies, the programme distinguishes between implicit and explicit learning goals.

The learning goals as listed under 2a are linked to the formal end level (minimum requirement to assess whether a student is internationally and interculturally competent) and are evaluated through summative testing of the mandatory placement (MP1). The panel establishes that the Global Mind Monitor (GMM) is an important tool for this. The GMM is an online questionnaire about, for instance, multicultural personality, cultural intelligence, language skills, and intercultural activities of the student. The GMM measures multiple indicators. After completing the questionnaire, the results are displayed on a personal dashboard. A report provides students with insight into absolute/relative scores and offers reflection on good aspects and the ones that can be improved. The programme incorporated the GMM into the curriculum via the Management Development Programme (MDP) and twice in the Placement Course (MP1). The MDP portfolio is summatively assessed. All students need to fill in the GMM questionnaire in the first semester of their studies (1), before leaving on their international placement (2) and right after their return (3). In this way, they not only reflect on their intercultural competency, but also measure and show the progress they made in their portfolios. The international placement is also summatively assessed.

Besides the MDP programme, English and the second foreign language (Spanish, German, French or Dutch) are summatively tested in the propaedeutic phase and MDP1. The English end level (C1) is summatively tested in MP2.

Regarding the implicit assessment of internationalisation goals in the curriculum the programme notes in the self-evaluation report that all teaching takes place in an inherently international and English-taught context. The learning communities, with students and lecturers from different backgrounds, allow for students to actively engage in a learning process and look at cases from different perspectives. The panel notes that this also contributes to the development of international competency of students.

The programme offers a variety of testing (e.g., portfolios, reflection reports, presentations, multiple choice tests, open ended tests, essays). These can both be summative and formative. All core knowledge courses contain at least one summative examination and preferably one formative test per level to ensure students meet the required knowledge levels.

The testing policy outlines the premises and procedures for the design, organisation, administration, and evaluation of testing. The yearly testing plan provides an overview of when, where and how the student's achievement is tested.

Conclusion and recommendations

The panel concludes that the methods used for the assessment of students are suitable for measuring the achievement of the intended international and intercultural learning outcomes. The international and intercultural learning outcomes are assessed summatively in different parts of the programme. The panel especially values the Global Mind Monitor in this. This tool provides students with insights into the development of their international and intercultural competencies.

Criterion 2c: Graduate achievement

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

The graduation phase of the programme consists of the bachelor's thesis (30 EC) and the personalisation part (30 EC). Students can decide on the order in which they wish to complete both. Students outline their plans for this final year in a graduation preparation assignment.

The personalisation part can be filled in with an industry placement, a research assistantship, a minor, entrepreneurship or an international exchange. Assessment of each of these personalisation options is contextualised, for instance for the industry placement students produce a professional product by order of the placement/research client as well as an accountability video, justifying choices made in the creation of the professional product. One of the intended learning outcomes of the personalisation part is that 'the student is aware of and can act according to intercultural proficiencies'.

For the thesis, students are free to select a topic which falls within the scope of one of the graduation communities within the hospitality context. Both the thesis product and assessment criteria provide flexibility to the students to develop a product that suits their interests and professional development wishes while safeguarding the exit qualifications of the BA in Hotel Management. The diversity of products that students can submit for the thesis include an advice, product or implementation plan, business or design plan or a research paper. To support this diversity of products, the programme developed a holistic assessment form for the thesis.

To assess whether students achieve the required end-level and the intended learning outcomes qualifications, the panel studied a sample of fifteen theses. Based on this, the panel concludes that the level reflected in the thesis is high and that students achieve the required bachelor's level; some of the better-quality theses are even close to master's level. The studied theses were well presented, and the panel agreed in general with the grades given. The level of English was also good in the studied theses. The topics addressed in the theses are quite varied and in certain cases went beyond the mere field of hotel and hospitality management.

Another way to demonstrate the achievement of programme learning outcomes is to look at the professional whereabouts of the graduates. The programme held a short questionnaire among the alumni in the programme's LinkedIn group. This shows that even though many of the alumni work in the hospitality industry, most work outside this industry. Alumni have jobs in banks and recruitment agencies, work in the field of event and conference management, start their own business or attend a master's programme. The HBO Monitor offers detailed information about the graduates. The results show that all alumni are employed, with 70% stating that their current job aligns with their educational level. Furthermore, 63% of alumni express satisfaction with their current positions, 76% would make the same choice (Hotel Management at BUAs) if they were starting their studies again, and 87% would recommend the programme to others.

Several students/alumni have been recognised for their exceptional talent, by winning 'Talent of the Year Award' during the Hotellotop in several years, by winning the 'Multatuli' Dutch thesis award. In addition, students have won the European Mise en Place Cup, an annual competition between more than 30 European hotel management schools.

Conclusion and recommendations

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

However, the panel noted that in the assessment of the theses, the intended international and intercultural learning outcomes are assessed more implicitly. The panel therefore recommends the programme to make this more explicit in the new curriculum that is currently being developed.

Overall conclusion regarding Standard 2. International and intercultural learning

The panel concludes that the underlying criteria of this standard are met by the programme. Intended learning outcomes regarding international and intercultural learning are defined at programme and course level, are implemented in the curriculum and assessed properly. Regarding the achievement of graduates, the panel concludes that the programme succeeds in educating '+shaped' professionals; professionals with a broad view that can find their way in a challenging future in an international environment.

Regarding the new curriculum that is currently being developed, the panel recommends the programme to make the intended international and intercultural learning outcomes more explicit in the assessment of the thesis. The panel 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 'Matrix Intended International Learning Outcomes' provides an overview of the international learning outcomes and where these are covered in the programme. The learning outcomes are covered as follows:

- Students are aware of and able to identify cultural differences: covered in Management Development Programme 1B in the Propaedeutic Phase (PP).
- Students are able to communicate effectively with different cultures (including language skills: covered in English in PP, Main Phase 1 (MP1) & Main Phase 2 (MP2) + (French, or Spanish, or German, or Dutch, in PP and MP1).
- Students are able to understand, in practice, communication in multicultural teams and disciplines: covered in the training company Sibelicious, PP, MP1.
- Students are able to compare and reflect on cross-cultural expectations and compare those with experiences within an international business context: covered in Study Trip in PP, MP1, MP2 and Placement in MP1.

- Students are aware of different cultural perspectives on leadership and management and are able to practise those both in school and real-life environments: covered in Management and Leadership Skills in MP1.
- Students are aware of international procedures, regulations, and standards: covered in international placement in MP2.
- Students are able to identify international trends and developments within the international hotel industry: covered in the international placement in MP1.
- Students are able to live and perform in a global environment: covered in the international placement in MP1).

The 'Annex 3.1. Descriptive overview hotel management programme' provides an overview of the programme, which is built-up as follows. The first year is the propaedeutic phase and focuses on foundational knowledge: Knowing the Fundamentals of Hospitality Operations / Understanding the Hospitality Management Industry. The Management Development Programme (MDP) follows a linear track and coaches students in their personal and professional development. As mentioned under 2b., students fill in the GMM questionnaire for the first time (zero measurement) and reflect on the outcome via their MDP Portfolio, which is summatively assessed (pass/fail). Languages are also taught in the propaedeutic phase. English is a mandatory subject, and students have to pick a second foreign language other than their native language: Spanish, French, German, or Dutch for Internationals.

The second year marks the start of the main phase, consisting of a total of four semesters or two years. During this phase, students take a close look at behavioural aspects of working with people in organisations, and the business side of the industry. The MDP and languages (English + French/German/French/Dutch) are also taught in the second year. In semester four or five, students enter Exploring the International Hospitality Industry: a five-month practical placement abroad. They experience living and working in a real-life, cross-cultural hospitality environment abroad. A policy of geographical clustering is being followed and currently placements are offered in the following regions/countries: Belgium, France, Germany, Spain and Mallorca, England, Ireland, Malta, Dutch Antilles (Aruba, Bonaire), Malaysia, Thailand, Australia, and New Zealand. International students and students with special personal circumstances are allowed to do a placement in the Netherlands (around 5%). Students are prepared in 'developing a global mind' via lectures and workshops (develop a competency passport). They are required to fill in the GMM once again and reflect on their current competency development via a portfolio. During their placement, students collect proof (e.g., competency 9: Living and Performing in a Global Environment) and build their own

intercultural competency passport. There are two scheduled online workshops during their placements in which they learn from each other's experiences and upon their return they share professional experiences with students who went to other destinations (which is called the 'reality check'). It is upon successful completion of the placement course that the end level for international competency can be demonstrated.

The final semester of the main phase consists of Creating Excellence in Hospitality Management. It examines the corporate strategic possibilities of organisations and encourages students to integrate, at a strategic level, what they have learned in previous courses. Here too, English is taught, and the MDP programme continues with Lumina Spark, which provides an actual reading of an individual's strength and development areas. The fourth year, or graduation phase, is divided into two parts of 30 ECTS credits each: personalisation and bachelor's thesis. During personalisation, students can opt for a minor programme in or outside BUAs, an exchange semester abroad with a number of pre-selected partner universities, or do a managerial internship, either in the Netherlands, or abroad.

The programme offers additional options as well. First year talented students can express their interest to participate in the international Hilton Class and apply. Selected students are offered extra presentations and classes organised by Hilton on top of their regular programme, plus an operational and graduation placement within the Hilton brand. Upon completion, students get a testimonial.

The panel recognises the international and intercultural content throughout the curriculum and considers this exemplary. As mentioned before, the panel establishes that internationalisation is at the heart of the programme.

Conclusion

The panel concludes that the content and structure of the English taught programme allow for students to work on their intercultural and international competences in each phase of the programme. The programme provides ample mandatory and optional parts concerning internationalisation (such as the study trips, the international placement and the Management Development Programme). This ensures that all students gain international (and intercultural) experience and have opportunities to work on their intercultural and international skills. The Management Development Programme and the Global Mind Monitor provide students with valuable insights regarding the development of their intercultural and international skills.

Criterion 3b: Teaching methods

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

Key elements of the programme's educational vision are learning in communities (with industry partners, lecturers and researchers), personalisation and offering a variety of didactic methods.

The didactical methods vary from traditional lectures, workshops and flipping-the-classroom set-ups to seminars, dialogue sessions, guest lectures, debates and practical instruction. In addition, the programme uses the Global Mind Monitor and Lumina Spark as tools for personal and professional development.

In the training company Sibelicious, first- and second-year students work together. Second-year students manage, supervise and assess their first-year counterparts. The second-year students in particular experience a steep learning curve, the self-evaluation report notes. In the different integrated projects, students work together in small groups and collaborate with staff and industry. Teaching methods used are feedback during interactive workshops, Q&A sessions, industry fair, peer to peer assessments and final presentations.

The students the committee met with value learning and working together in the learning communities. This allows them to engage with experts and to help each other. For all learning communities guest lecturers are invited every other week. Students are involved in inviting guest lecturers and in creating field trips to meet experts in their own daily practice. However, to get the most out of these communities it is important that all students attend. Students also appreciate the options to personalise their programme and the way they are facilitated in pursuing their own interests and ambitions (for example specialising in food). The panel gathered from the interviews with students that lecturers actively try to incorporate students' different backgrounds during classes and make the classes personal for all students.

The panel establishes that the learning communities, the interactive teaching methods and the Management Development Programme (and the Global Mind Monitor) are essential and valuable in stimulating cross cultural learning.

Conclusion

The panel concludes that the programme uses a variety of teaching methods that are very suitable for achieving the intended international and intercultural learning outcomes. The teaching methods are geared towards interactive contact between students and lecturers.

Criterion 3c: Learning environment

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

All teaching takes place in an inherently international and English-taught context. The panel establishes that the afore mentioned learning communities enable students to actively engage in a learning process and look at cases from different perspectives. The interactions with the international staff (standard 4) and international students (standard 5) ensure that studying can only take place in that international context. The programme aims for an international classroom to stimulate cross cultural learning and the exchange of international experiences. Students are actively encouraged to always speak English. Different events are international and so are the menus in the learning company Sibelicious. The placement abroad, the study trips and events are all intended to create an inclusive community for all students.

In addition, the learning environment offers students ample opportunities to gain international and intercultural experiences with for example the international study trips and the international placement. The Management Development Programme (and Global Mind Monitor) helps students to reflect on their international and intercultural experiences and to further develop their competences in this. The language courses also add to the international character of the learning environment. During the site visit, the panel established that both students and lecturers have a good command of the English language; this was also reflected in the studied theses.

The BUAs campus offers ample opportunities for students to meet and to interact. In addition, extra-curricular activities such as courses on wine and beer, network events such as Hotellotop, HSMAI and Food Service Network, competitions such as Young Hotelier Summit in Lausanne and the EM-CUP organised by Hotellotop, the Clubs@BUAs, the soft-landing programme and the InterSib (introduction) programme provide opportunities for students to meet and interact.

Alumni the committee met with value the international focus of the programme. The international placement is a life-changing experience. International alumni noted that also at BUAs campus students broaden their horizon by interacting with students with different

backgrounds. In addition, students are encouraged to bring their own (international and cultural) perspective into the learning community.

Conclusion

The panel concludes that the learning environment is very suitable for achieving the intended international and intercultural learning outcomes.

Overall conclusion regarding Standard 3: Teaching and Learning

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

Standard 4: Staff

Criterion 4a: Composition

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

The programme is part of the Academy for Hospitality & Facility Management. The academy employs 92 staff members (79 fte) of which almost 90% is involved as a lecturer, instructor or coach. In response to a recommendation from the previous visitation, the programme recruited staff with international experience. Currently approximately 40% of the educational staff are either international by birth or have worked outside of the Netherlands for more than five years. The qualifications of the staff involved are good; 70% of staff has a master's degree and 12% has a PhD.

The academy applies a positive discrimination policy when it comes to recruiting international staff. In the event of two equally suitable candidates, priority will be given to candidates who can display the most extensive international CV. Over the last few years, the academy has actively pursued a policy to increase the number of colleagues holding a master's or PhD degree, offering jobs that combine research and educational activities. The research output of the AHF academy is monitored via the BUAs Research Portal. Some of the national and international research projects that AHF researchers contributed to include (but are not limited to): Immersive Sustainable Food Experience Design, Smart Cultural Tourism as a Driver of

Sustainable Development of European Regions, Smart Assessment Sustainable Tourism Destinations, Smart City Hospitality and Guest Journey Satisfaction.

The site visit made clear that professors and researchers are actively involved in the programme. This includes guiding students in their graduation phase, involvement in courses and developing material for different courses.

Conclusion

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

Criterion 4b: Experience

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

The majority of staff members have experience in the hospitality industry and represent a diverse range of educational and cultural backgrounds. Didactic training is offered to make appropriate links to the practical context in a suitable educational form. The 'BUAs principles and practices of the Intercultural Classroom' provide the theoretical framework for international teaching competencies. Currently an online toolbox is being developed to provide staff with hands-on examples on how to integrate the principles in their teaching.

Approximately 30 staff members are involved in various international research projects. In addition, most staff members are part of international networks and participate in international conferences. Staff members who are less involved in research also gain international experience, for instance by either visiting students during their placement abroad or joining yearly study trips.

Lecturers are, the panel learned during the site visit, aware of the importance of an international classroom and actively involve students' different backgrounds in their lectures. The lecturers are also actively connected to the (international) field and / or to (international) research. This includes for example recent working experience in the field, research in cooperation with the field, an internship in the field, board member of relevant organisations or visiting students (and their organisations) during their placement. Lecturers feel supported by management to take on these roles.

Conclusion

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

The panel is of the opinion that the programme's definition of international staff as staff that has worked outside of the Netherlands for more than five years is less appropriate. While appreciating that these Dutch staff (also) bring international and intercultural competencies, it is also important that the staff team as a whole, features a broad variety of nationalities.

Criterion 4c: Services

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

The HR cycle plays an important role in the continuous development of staff. Annual development interviews are held in which employees discuss their professionalism, sustainable employability, as well as their motivation, general well-being, ambitions regarding participation in internationalisation initiatives and their team's development. The staff member fills in a personal digital report in the HR2Day system in which they reflect on personal development, ambitions, and needs. Interview notes, agreements and actions are noted and processed in the digital portfolio.

The programme uses the BUAs Global Engagement Portal to encourage staff to get inspired and gain international experience, ranging from staff exchanges to getting involved in international partnerships. Several useful sources are provided with regard to (funding) opportunities and general support. The BUAs inhouse staff training centre (BureauFuture) offers tailor-made courses focusing on, for instance, classroom English, BKE (basic examiner qualification), SKE (senior examiner qualification) and didactics, or motivational interviewing. In 2021-2022, BUAs offered a series of cultural sensitivity workshops called 'Intercultural Dialogues'. BUAs continues to offer occasional workshops, for example on the well-being of international students.

BUAs's language policy aims at C1/C2 level of English fluency (Common European Framework of Reference) for all academic teaching staff. Currently, approximately 60% of the

academy's staff has achieved this level. English proficiency can be part of the HR cycle and staff can request to participate in English language courses both in-house and abroad.

As a placement coach, lecturers visit students during their international placement. In addition, lecturers attend international conferences, embark on international lecturer exchanges and visit international partner universities and industry.

Conclusion

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

Overall conclusion regarding Standard 4: Staff

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

The panel assesses Standard 4: Staff as **good**.

Standard 5: Students

Criterion 5a: Composition

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

In line with BUAs policy, the programme aims to admit on average 25% of international students. Currently 17% (139 students) of the student population has an international background. Incoming exchanges students are not included in these numbers. Students come from diverse educational backgrounds and nationalities.

To reach the BUAs-wide target, the academy aspires to attract more international students to its programme by, for instance, increasing 'the applicant-to-student conversion rate.' It was noted that many applications do not materialise into new entrants at the beginning of the

academic year. In spite of considerable efforts made over the last two years, these are not yet reflected in higher international student numbers. The recruitment of international students follows the BUAs-wide Student Recruitment Marketing Plan. The plan has an international scope with a specific country focus, a mix of online and offline activities, as well as continued cooperation with international recruitment agencies. The programme notes that reaching the BUAs aim of 25% international students will largely depend on Breda / BUAs facilitation in housing, as well as the Dutch government policy on the issue of international students.

Based on round table sessions and the international student satisfaction survey in 2021, the academy decided to reshuffle first-year classes to make sure that international first-year students found themselves in groups with at least 40% other international students, the rationale being that international students would start to feel better in a more balanced international environment. The self-evaluation report notes that one of the undesired side effects was that some first-year classes became temporarily Dutch only until the integrated project at the end of year (where all groups are shuffled again). In main phases one and two and the graduation phase where the majority of learning communities take place, this imbalance is partly covered by incoming exchange students and students are divided into communities rather than classes.

The discussions with the academy's internationalisation officers made clear that even though a recruitment strategy is in place, it is not yet actively acted upon. The panel advises the academy and programme to act accordingly.

Conclusion and recommendations

The panel concludes that the composition of the student group (national and cultural backgrounds) is in line with the programme's internationalisation goals. The panel however also notes that the number of international students is not yet in line with the BUAs ambitions and that the programme's ambition to attract more international students is not yet translated in to concrete actions.

Criterion 5b: Experience

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

As mentioned in the previous criterions, the programme offers students a truly international, intercultural and English taught learning environment that offer students ample mandatory and optional opportunities at home and abroad. The first include for example learning in the

afore mentioned learning communities and the Management Development Programme (with the Global Mind Monitor). The international experiences abroad include:

- Several international study trips: in the first year to Berlin, in the second year an international wine field trip and in the third year a visit to Paris or another European destination.
- The third-year mandatory international placement. During this five-month international placement students experience living and working in a real-life, cross-cultural hospitality environment abroad.
- Optional managerial internship in graduation phase: students may decide to do another (international) internship during their graduation phase. These internships may vary in length from a few months up to almost one year.
- Exchange semester abroad in main phase one: students can apply for a one- semester exchange to one of the academy's twenty-five exchange partner universities.
- Optional exchange in the personalisation phase of the programme. For the exchange, students can go to MCI Innsbruck (Austria), CETT (Spain), Lyfe (France) and Haaga Helia (Finland).
- English language courses in the first three years of the programme. In addition to English students choose a second modern language other than their mother tongue: Spanish, French, German, or Dutch (for international students).
- Long-lasting partnerships with several major hospitality organisations, for example Hilton Worldwide. The extracurricular Hilton Class programme, for which main-phase students can apply and get selected by Hilton, offers exclusive guest lectures, access to Hilton World wide's University e-learning programmes, two full-time placements abroad and support and advice from senior executives from Hilton Worldwide.
- Participation in network events such as Hotellotop, HSMAI and Food Service Network;
- Participation in competitions such as Young Hotelier Summit in Lausanne and the EM-CUP organised by Hotellotop
- Participation in the yearly Mise en Place Cup: yearly competition among European Hotel Management Schools.

Alumni value the international focus of the programme, the panel learned during the site visit. The international placement is a life-changing experience. International alumni noted that also at BUAs campus students broaden their horizon by interacting with student with different backgrounds. In addition, students are encouraged to bring their own (international and cultural) perspective into the learning community.

Conclusion

The panel concludes that the programme provides student with ample and excellent opportunities to gain international experience. These experiences correspond well with its internationalisation goals.

Criterion 5c: Services

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

Besides the regular forms of guidance and support, students are offered the following services regarding internationalisation:

- The English version of the BUAs website provides interested students with information about the programme, living in the Netherlands, housing and other practical information.
- Access to the Global Engagement portal where all information regarding exchange (including the entire BUAs partner network), placement, scholarships, travel abroad and other international activities can be found in one place.
- Support from the BUAs Student Office in assisting and guiding applicants during and after the selection process with:
 - o credential evaluation and international admissions;
 - o immigration procedures;
 - o student registration;
 - o housing;
 - o scholarships;
 - o crisis management: an elaborate system is in place to stay connected with all students and staff abroad.

BUAs hosts a chapter of the European Erasmus student network. This nonprofit international student association organises airport pick-up, a buddy programme, city trips, parties and so on for international and Dutch Students. BUAs organises a two-day introduction programme for all international students. One week later, international students are invited to join the academy-specific introduction days, InterSib, where all hotel and facility students meet for the first time during a three-day event.

The academy organises several activities to benefit the well-being of international students. The activities, that are also open for students of other academies to join, include:

- A welcome drink gathering for all international students at the beginning of the academic year.

- Bring a Dutch Event: a drinks party where international students can attend if they bring another Dutch BUAs student, to promote integration of both Dutch and international students.
- Dutch Adventure: a one-day excursion organised by incoming exchange students for international degree-seeking students.
- Global Mind Event: a mandatory on-campus event for all first-year students featuring guest lecture, alumni panel debates on the importance of intercultural competencies, exchange options, followed by drinks.

Conclusion and recommendations

The panel concludes that the services specifically related to internationalisation, support the internationalisation goals and the composition of the student group very well. The panel suggests the programme to connect international students to a buddy from the bachelor's programme and not only a student from the Erasmus programme.

Overall conclusion regarding Standard 5: Students

The panel found that the composition of the student group is in line with the programme's internationalisation goals. It however also concludes that the number of international students is not in line with BUAs ambitions. The programme's internationalisation goals are supported by the excellent opportunities for students to gain internationalisation experiences and the extensive services related to internationalisation. The panel recommends that, despite current uncertainties, the programme actively focuses on recruiting more international students. In addition, the panel suggests the programme to connect international students to a buddy from the bachelor's programme. The panel therefore assesses Standard 5: Students as **satisfactory**.

6. Overview of assessments

Standard	Criterion	Level of fulfilment for each standard unsatisfactory/satisfactory/good/excellent (see descriptions in chapter 4)
1. Intended internationalisation	1a. Supported goals	Good
	1b. Verifiable objectives	
	1c. Impact on education	
2. International and intercultural learning	2a. Intended learning outcomes	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	

Annex 1. Composition of the panel

Overview panel requirements

<i>Panel member</i>	<i>Subject</i>	<i>Internat.</i>	<i>Educat.</i>	<i>QA</i>	<i>Student</i>
• Bert Reul	x		x	x	
• Emanuel Donhauser	x	x	x	x	
• Ingrid Eras	x	x	x		
• Mark Delmartino		x	x	x	
• Titia Busing		x	x	x	
• Jasmijn Olsthoorn		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;

Chair: Bert Reul

Faculty manager economic Ad's and bachelors, chair at AeQui

Emanuel Donhauser

Academic Director Swiss Education Group

Ingrid Eras

Executive VP Belmond hospitality group

Titia Busing

Educational consultant, expert in higher education

Jasmijn Olsthoorn

Student B Finance & Control at Hogeschool Rotterdam

Coordinator: Titia Busing, AeQui

Annex 2. Documents reviewed

- Self-evaluation report
- BUas+ Strategic Direction 2022-2025
- BUas+ Strategy 2022-2025 The international perspective
- AHF Strategic Plan
- 2024 QA Internationalisation Plan AHF
- Internationalisation AHF 2024-2025 Performance Indicators
- BUas Intercultural Classroom Principles and Practices
- Internationalisation at Home at BUas
- Education@work Educational vision 2014-2024
- Overview of the curriculum in diagrammatic form
- Descriptive overview hotel management programme
- Matrix International Learning Outcomes
- Matrix Intended International Learning Outcomes
- Reference to courses where intercultural learning outcomes will be achieved
- My Competency Passport instructions July 2023
- My Competency Passport Assessment Form
- My Competency Passport
- MDP 1B Portfolio Assignment 2022-2023
- Diploma Supplement Hotel Management
- Mapping-internationalisation-at-BUas-2022-2023
- International internships by country, company and duration
- List placement hotels 2021-2024
- Overview international colleagues AHF
- Overview AHF staff
- Global Mind Event 2022
- Global Mind Event 2023 Video
- Intercultural Toolbox for Educators
- Experience Report Paul Bocuse 22-23.1
- Online Thai Cooking Class 6 March 2024
- Marketing Student Recruitment plan 2023- 2024
- Quality-of-International-Partnerships

Annex 3. Site visit programme

Overview

Date:	15 and 16 April 2024
Institution:	Breda University of Applied Sciences
Programme:	B Hotel Management
Location:	Mgr. Hopmansstraat 2, 4817 JS Breda

Programme

Monday 15 April 2024

Time	What	
11.45 – 12.00	Arrival panel	
12:00 – 13:00	Deliberations & Lunch	Internal consultation panel
13:00 – 13:45	Board & management	Introduction, purpose and programme of the assessment, pitch
14.00 – 14:30	Associate professors & researchers	Research, role and position in the programme
14.45 – 15.30	Show-cases of projects & products	Demonstration-possibility for the programme
15:45 – 16:45	Alumni & Industry partners	Connection between programme and industry, examination and intended learning outcomes
16.45 – 17:15	Deliberations	Internal consultation panel
17:15 – 17:30	Evaluation day 1	Focus-points for the next assessment day
17:30- 18:00	Tour Campus	
18:00 - 20:30	Dinner panel at Sibelicious	

Tuesday 16 April 2024

Time	What	
08:45 – 09:00	Arrival panel	
09.00 – 10.00	Teaching staff	Intended learning outcomes, programme, examining, quality of staff
10:15 – 11:00	Board of examiners Testing Committee	Assessment policy, examining, testing and learning outcomes achieved

11:15 – 12:15	Students	Programme, testing, quality of staff, final results
12:15 – 13:45	Lunch	
13:45 – 14.15	Campus tour	
14:15 – 15:00	Internationalisation officers	Internationalisation, role and position in the programme
15:15 – 15:45	Open dialogue / Discussion items	
15:45 – 17:45	Wrap-up session panel	Additional research, formulating conclusions
17:45 – 18:00	Feedback and closure	Feedback of findings and conclusions

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