

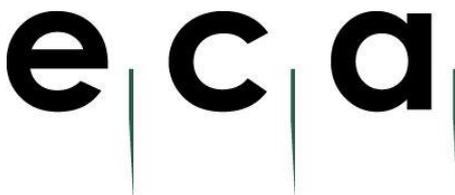
Assessment report

Master Imagineering

Breda University of Applied Sciences



Certificate for Quality in Internationalisation



european consortium for accreditation

Assessment report

- Master Imagineering

Breda University of Applied Sciences

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Table of content

1.	Executive summary	7
2.	The assessment procedure	7
3.	Basic information	11
4.	Assessment scale	12
5.	Assessment criteria	13
6.	Overview of assessments.....	28
Annex 1.	Composition of the panel.....	29
Annex 2.	Documents reviewed	31
Annex 3.	Site visit programme	33

1. Executive summary

This report presents the findings of the external assessment of the master programme Imagineering at Breda University of Applied Sciences in relation to the CeQuint framework. The evaluation focuses on five key standards: Intended Internationalisation, International and Intercultural Learning, Teaching and Learning, Staff, and Students. The assessment panel has provided conclusions and recommendations based on the strengths and areas for improvement identified within each standard.

Standard 1: Intended Internationalisation

The panel finds that internationalisation is deeply embedded in the strategic vision of Buas, the Academy of Leisure and Events (ALE) and the master programme Imagineering. The programme's goals align well with institutional policies and include clear commitments to mobility, Internationalisation at Home initiatives, and stakeholder diversity. However, while the programme demonstrates strong intent, there is room for improvement in defining more specific objectives and ensuring better articulation of mobility and the programme's strategy and approach to engaging and involving a diverse range of stakeholders in documentation. Overall, the panel assesses this standard as **satisfactory** and recommends a stronger alignment between goals and measurable outcomes.

Standard 2: International and Intercultural Learning

The programme integrates international and intercultural learning effectively through experiential and collaborative methods. Students are exposed to global perspectives through teamwork, international projects, and the use of reflective tools such as the Global Mind Monitor. However, the competency profile related to intercultural learning is not fully structured, which limits the systematic assessment of student progress. The panel acknowledges the programme's efforts and ongoing work on the competencies profile but advises further refinement in structuring learning outcomes and integrating explicit intercultural assessment criteria. This standard is assessed as **satisfactory** with potential for improvement.

Standard 3: Teaching and Learning

The curriculum is well-structured and incorporates a diverse range of international and intercultural learning activities. The teaching methods are student-centred, combining case-based learning, international guest lecturers, and partnerships with global industry

stakeholders. The programme naturally integrates international perspectives into the learning environment, creating an effective setting for students to engage with real-world global challenges. The panel commends the diverse teaching strategies and the interactive learning environment, assessing this standard as **good**. Further enhancement of digital learning and expanded international collaborations could strengthen its impact.

Standard 4: Staff

The teaching staff are highly engaged in internationalisation and committed to continuous development. The programme actively monitors faculty performance through the National Student Survey and has implemented strategic staffing changes to improve qualifications and expertise. Staff members participate in various international projects and receive strong institutional support for professional growth. The panel acknowledges the dedication of the faculty and their contributions to Internationalisation at Home initiatives, assessing this standard as **good**. The panel encourages the programme to further develop opportunities for staff exchanges and structured mentoring programmes. Virtual staff exchanges and COIL for staff could also be considered as part of developing the programme's virtual and online presence in the future.

Standard 5: Students

The student body of the master Imagineering programme is highly diverse, contributing to a rich intercultural learning experience. Intercultural learning is effectively started already during the onboarding week. The programme provides strong support structures, including academic guidance, career services, and social engagement opportunities such as monthly networking events. There are other initiatives like ensuring students have a soft-landing and clear guidance on where to find various resources and supports both in the classroom, on campus on around the city of Breda.

The Global Mind Monitor is an effective tool for assessing intercultural competencies. Generally, on this Imagineering programme, students benefit from an inclusive and well-structured environment. The panel commends the programme's commitment to student development and assesses this standard as **good**. Strengthening alumni engagement and structured mentorship programmes could further enhance the student experience.

Conclusions and Recommendations

Overall, the panel finds that the master programme Imagineering demonstrates a strong commitment to internationalisation and provides students with a valuable intercultural learning environment. The programme's key strengths include:

- An internationalisation strategy linking to in the academy and institutional policies.
- A diverse and interactive curriculum with strong industry connections.
- Highly engaged and committed faculty members who actively participate in international projects.
- A multicultural student community supported by strong academic and social services.

Areas for improvement include:

- Refining the internationalisation objectives to be more specific and measurable.
- Enhancing the competency profile for international and intercultural learning to allow for systematic assessment.
- Expanding digital learning opportunities and building on the COIL exploration which has been initiated.
- Clearly defining the goals and intentions for local, national and international partnerships and stakeholder engagement.
- Strengthening mentorship and alumni engagement to support students in their career development.

The panel recognises the programme's dedication to international education and encourages continued efforts to build upon its strong foundations. By addressing the recommended improvements, the master programme Imagineering can further enhance its position as an internationally oriented, applied research programme.

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 for the assessment of the master programme Imagineering and consisted of the following members:

- Raoul van Aalst, chair
- Katinka Bergema, member
- Anita Maček, member
- Aisling Tiernan, member
- Gerwin Pol, student member

The composition of the panel reflects the expertise deemed necessary by the Frameworks. The individual panel members' expertise and experience can be found in [Annex 1: Composition of the assessment panel](#). All panel members signed a statement of independence and confidentiality. These signed statements are available from AeQui upon simple request. The procedure was coordinated by Marianne van der Weiden, 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 20 January 2025. The site visit took place on 20 and 21 January 2025 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 February 2025. It was then sent to BUAs to review the report for factual mistakes. The remarks made by BUAs have been considered in the final version of the report, which the panel approved on [date].

3. Basic information

Qualification: Master Imagineering, Master in Business Innovation
from the Experience Perspective

Number of credits: 60 ECTS

Specialisations (if any): -

ISCED field(s) of study:

Institution: Breda University of Applied Sciences

Type of institution: European Higher Education Area (EHEA)

Status: Nederlands-Vlaams Accreditatie Organisatie (NVAO)
Accredited for 6 years in 2018

QA / accreditation agency: Nederlands Vlaamse Accreditatie Organisatie (NVAO)

Status period: 2019-2025

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.

Findings

Breda University of Applied Sciences (BUAs) considers internationalisation an integral part of its identity and strategic vision. Rather than treating internationalisation as a separate objective, BUAs embeds it across all levels of education, research, and community engagement. The master programme Imagineering is designed to operate in an international context, preparing students to navigate complex global environments. This is reflected in its curriculum, student body, and partnerships with global institutions.

The Academy for Leisure & Events (ALE), to which the master Imagineering belongs, has a longstanding tradition of internationalisation. Over the past two decades, ALE has expanded its educational offerings with a strong international and intercultural dimension. This includes providing an English-taught programme, fostering international student mobility, and embedding global perspectives in the curriculum.

The master Imagineering programme has clearly defined internationalisation goals aligned with the broader institutional strategy. These goals focus on equipping students with international competencies through a combination of mobility, Internationalisation at Home initiatives, and stakeholder diversity. The programme's strategic approach ensures that students develop the necessary skills to work in multicultural environments and address global challenges.

Considerations

The panel considers the programme's commitment to internationalisation as a fundamental strength. The embedding of international perspectives in both strategic documents and practical implementation ensures consistency and relevance. The panel recognises that internationalisation is not just an aspiration but a lived reality in the programme.

The programme could further strengthen its positioning by more explicitly communicating its unique selling point (USP) and internationalisation strategy to prospective students and

partners. Additionally, further alignment between its goals and measurable outcomes could enhance the long-term impact of its internationalisation efforts.

Criterion 1b: Verifiable objectives

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

Findings

The programme has set verifiable internationalisation objectives at both the institutional and programme level. These objectives are aligned with the BUas+ strategy and the Internationalisation@ALE 2024-2026 plan. The master Imagineering programme defines its objectives across three main areas:

1. Education & curriculum: The programme aims to embed internationalisation through Internationalisation at Home projects (6–8 per year), an annual field trip, and international guest lectures (4–6 per year).
2. Partnerships & networks: Strategic collaborations with institutions such as SRH Berlin University of Applied Sciences, Fachhochschule Graubünden, and University of Malta provide students with opportunities for international engagement.
3. Research & professional development: The programme fosters international collaboration in research projects, such as the STEPup project (social entrepreneurship in Thailand and Myanmar) and the InclusiveCity project (urban development in five European cities).

Additionally, the programme monitors its internationalisation efforts through structured evaluation mechanisms, including student surveys (National Student Survey and programme-specific evaluations), participation rates in international projects, and feedback from external stakeholders.

Considerations

The panel finds that the programme has formulated clear and verifiable objectives that allow for structured monitoring and continuous improvement. The objectives are ambitious yet realistic, covering different aspects of internationalisation, from curriculum design to research and partnerships.

To further strengthen its approach, the programme could enhance its data collection mechanisms by systematically linking internationalisation objectives to student learning outcomes. While current monitoring efforts provide valuable insights, a more explicit tracking system could help in assessing long-term impact and making data-driven improvements.

Criterion 1c: Impact on education

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

Findings

The internationalisation goals of the master Imagineering programme contribute directly to the quality of teaching and learning. International perspectives are embedded throughout the curriculum, ensuring that students gain a broad and intercultural understanding of Imagineering.

Key elements that enhance the impact of internationalisation on education include:

- A strong intercultural classroom environment with students from diverse national and disciplinary backgrounds.
- Interactive teaching methods, such as design thinking workshops, case-based learning, and co-creative methodologies.
- The Global Mind Monitor, which allows students to reflect on and develop their global competencies.
- Annual international field trips, which provide students with real-world exposure to different cultural and professional settings.

The programme also places strong emphasis on student assessment related to internationalisation. Assignments such as the Business Inspiration Report (BIR) and the final assignment Imagineering Paper require students to apply their knowledge in an international or intercultural context. Additionally, the programme leverages external partnerships to provide students with opportunities to engage in global challenges, such as the CELTH Lake Toba Indonesia project.

Considerations

The panel acknowledges that the programme has successfully integrated internationalisation into its educational approach. The emphasis on experiential learning and collaboration with international partners strengthens students' ability to operate in a globalised professional environment.

To further enhance impact, the programme could explore additional ways to measure and document the development of students' international and intercultural competencies over time. Integrating international learning outcomes more explicitly into assessment rubrics and graduation criteria could provide further insights into student achievement in this area.

Overall conclusion regarding Standard 1. Intended internationalisation

The panel assesses Standard 1 as **satisfactory**. While the programme has a clear commitment to internationalisation, the goal setting could be more specific, and documentation primarily focuses on mobility, Internationalisation at Home, and partnerships. The mobility aspect is not strongly articulated in documentation and presentation, while Internationalisation at Home is at a satisfactory level. Stakeholder diversity could be further developed to strengthen the international character of the programme and to be clear on the goal and intention from stakeholders on a local, national and international level.

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.

Findings

The Master Imagineering programme at BUAs has embedded international and intercultural dimensions throughout its curriculum. While these aspects are not always explicitly stated in the programme's Intended Learning Outcomes (ILOs), they are inherently integrated into the approach and content of the programme. The Imagineering methodology, grounded in complexity science and systemic design thinking, requires students to engage with diverse organisational cultures and international contexts.

The intended learning outcomes reflect a strong focus on adaptability, stakeholder engagement, and creative problem-solving within globalised settings. The competencies include the ability to facilitate and ignite collective creativity, lead business innovation processes, and act in an appreciative, reflective, and inspiring manner. These skills are essential for navigating international contexts, where Imagineers are expected to work across diverse cultural and professional environments.

The self-evaluation report states that the ILOs are currently being revised to more explicitly embed international and intercultural learning aspects. The panel considers this a positive development, as a clearer articulation of these competencies will strengthen the alignment between the programme's internationalisation goals and its educational framework.

Considerations

The panel considers the integration of internationalisation within the ILOs as a strength of the programme. The interdisciplinary and international approach enhances students' professional readiness in global settings. However, making the international and intercultural dimensions of the ILOs more explicit will reinforce their relevance and impact.

To further strengthen the programme, the panel suggests ensuring that the revised ILOs clearly articulate the expected international and intercultural competencies and their assessment criteria.

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.

Findings

The assessment methods used in the Master Imagineering programme are well aligned with the international and intercultural learning outcomes. A diverse range of assessment types is applied, including individual oral exams, group reports, design assignments, and a final research project.

The programme employs authentic assessment strategies, requiring students to engage with real-world international challenges. For instance, students participate in Design Assignments where they apply Imagineering principles to projects involving international clients and diverse stakeholder groups. This ensures that students actively experience intercultural collaboration and are evaluated on their ability to engage with different cultural perspectives.

Specific assessment criteria focus on international and intercultural competencies, such as students' ability to reflect on intercultural dialogue, adapt their interventions to different cultural settings, and engage stakeholders in a co-creative manner. These aspects are assessed through both group and individual formats, ensuring a comprehensive evaluation of students' competencies.

Considerations

The panel acknowledges that internationalisation is well-integrated into student assessment. However, the explicit linkage between assessment criteria and the programme's broader internationalisation strategy could be further developed. A clearer documentation of how each assessment contributes to international learning outcomes would enhance transparency and provide further validation of the programme's international character.

The panel suggests that the programme could benefit from more systematic tracking of students' international learning progression over time, ensuring that assessment data contribute to continuous improvement in internationalisation efforts.

Criterion 2c: Graduate achievement

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

Findings

The Master Imagineering programme successfully prepares graduates to operate in international and intercultural contexts. Alumni pursue careers in globally oriented organisations such as ASML, Adidas, and PWC, and many work in consultancy roles requiring strong intercultural competencies. The self-evaluation report highlights examples of alumni applying Imagineering principles in international settings, demonstrating the programme's effectiveness in preparing students for such careers.

Student satisfaction with the international elements of the programme, as measured by the National Student Survey (NSS), is consistently high. Despite the absence of traditional international mobility options such as exchanges or internships, students value the international and intercultural learning experiences embedded in the curriculum. The annual field trip abroad further enhances this experience, providing an opportunity to apply Imagineering in a different cultural context.

The programme actively tracks graduate outcomes, including their international career trajectories. The podcast series featuring Imagineering alumni worldwide is an effective initiative to showcase the impact of the programme's international dimension.

Considerations

The panel recognises that the programme successfully equips graduates with international competencies. The strong focus on internationalisation within the curriculum ensures that students develop relevant skills for the global labour market.

To further strengthen this aspect, the panel recommends that the programme continue to develop its alumni network and systematically collect data on graduate achievements. More structured feedback mechanisms from graduates could provide valuable insights into how the programme's internationalisation efforts translate into career outcomes.

Overall conclusion regarding Standard 2. International and intercultural learning

The panel assesses Standard 2 as satisfactory. The programme has effectively embedded internationalisation into its learning outcomes, assessments, and graduate achievements. The ongoing revision of ILOs and the competency profile provides an opportunity to further strengthen the explicit articulation of international and intercultural competencies. The panel encourages the programme to continue refining its approach to ensure sustained alignment with CeQuint standards.

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.

Findings

The master programme Imagineering provides a well-structured curriculum with a strong emphasis on international and intercultural dimensions. Students engage in diverse learning activities, including case-based learning, real-world projects, and design thinking workshops. The curriculum integrates contributions from international guest lecturers, ensuring that students gain exposure to different perspectives and global industry practices. Internationally oriented projects form a core component of the programme. Students participate in collaborative assignments with various international partners, allowing them to apply their knowledge in a global setting. The curriculum also includes dedicated modules focused on international strategic innovation, equipping students with competencies relevant to cross-border business and organisational transformation.

Considerations

The panel finds that the curriculum is well-designed to facilitate international and intercultural learning. The programme's reliance on real-world case studies and its partnerships contribute significantly to its global orientation. The panel encourages the programme to continue fostering collaborations with international institutions and industries to further strengthen its global reach and the student learning experience.

Criterion 3b: Teaching methods

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

Findings

The programme employs a variety of interactive and student-centred teaching methods that align well with its international ambitions. These include:

- Design thinking workshops with international case studies.
- Cross-cultural group work in which students collaborate with peers from different nationalities.
- Project-based learning with real-world industry challenges.
- Digital collaboration with international partner universities.

These teaching approaches encourage students to develop intercultural competencies, problem-solving skills, and adaptability to diverse professional settings. Faculty members are experienced in facilitating international learning environments and employ innovative methods to engage students in global discussions.

Considerations

The panel considers the teaching methods employed by the programme to be highly effective in promoting international and intercultural learning. The combination of theoretical frameworks and practical applications ensures that students are well-prepared for global careers. The panel commends the teaching staff for applying an Imagineering style approach to the teaching conducted, bringing students even closer to how to work and apply the principles of being an Imagineer. The panel suggests that the programme could further enhance its digital learning offerings to provide additional international collaboration opportunities.

Criterion 3c: Learning environment

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

Findings

The international setting of the programme contributes significantly to the learning experience. The programme's diverse student body, combined with its strong connections to international organisations, creates an immersive and globally relevant academic environment. Students

are encouraged to engage with international professionals, participate in global conferences, and undertake international fieldwork.

Additionally, the induction programme ensures that students are well-prepared to engage with international learning environments from the outset. The learning environment fosters a culture of open-mindedness, collaboration, and adaptability, which are crucial for navigating complex global challenges.

Considerations

The panel commends the programme for creating a vibrant and international learning atmosphere. The presence of international faculty, guest lecturers, and industry partnerships enhances the overall student experience. The panel recommends that the programme continue expanding its global networking opportunities to provide students with even greater exposure to international career pathways.

Overall conclusion regarding Standard 3: Teaching and Learning

The panel assesses Standard 3 as **good**. The programme offers a diverse range of international and intercultural learning activities that naturally integrate into the curriculum. The inclusion of international guest lecturers, cross-border collaborations, and globally oriented projects significantly enhances the student learning experience. Further strengthening digital learning, virtual exchange and expanding international partnerships could elevate the programme's impact even further.

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.

Findings

The faculty of the master Imagineering programme consists of experienced academics with strong industry connections who bring a strong international perspective to the curriculum. The institution actively monitors staff quality through metrics such as the NSS and has implemented changes where necessary to enhance expertise. A notable example is the recruitment of a new professor Leisure in a Social Context, Jörn Fricke, whose expertise strengthens the international orientation of the programme.

Faculty members participate in various EU-funded projects and industry collaborations, ensuring their continued professional development and exposure to international trends. The programme is also committed to improving staff qualifications through professional development initiatives that focus on international and intercultural competence.

Considerations

The panel acknowledges the programme's proactive approach to maintaining a high-quality teaching staff. The commitment to continuous improvement, particularly through industry partnerships and international projects, contributes to the global relevance of the programme. The panel recommends continuing these efforts and exploring additional opportunities for international staff exchanges and joint research projects.

Criterion 4b: Experience

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

Findings

The staff members of the master programme Imagineering have extensive international experience, intercultural competences, and strong language skills. ALE actively engages in international and intercultural research projects, involving teaching staff in cross-border collaborations that enhance their professional expertise and strengthen the programme's international profile.

Several faculty members participate in high-impact international projects, including:

- **The STEPup Project**, an Erasmus+ initiative focused on modernising social entrepreneurship education in Thailand and Myanmar. This project strengthened the capacities of teaching staff and students through training sessions, study visits, and knowledge-sharing platforms.
- **The InnovaT Project**, which supported educational innovation in Chile and Peru by modernising higher education institutions and developing innovative teaching methodologies. The project trained 250 lecturers and reached a global audience through MOOCs.
- **The InclusiveCity Project**, a European initiative improving public spaces in urban environments by focusing on inclusion and accessibility. This project fosters international collaboration and policy development among cities such as Rotterdam, Budapest, Oslo, Rome, and Vienna.

These projects illustrate the programme's strong commitment to internationalising staff expertise and promoting knowledge exchange with international partners.

Considerations

The panel commends the programme for its structured approach to staff development and its commitment to embedding internationalisation into faculty training. The participation of teaching staff in diverse international projects ensures that they remain engaged with global academic and industry trends, thereby enriching the educational experience of students.

The programme's active involvement in **Internationalisation at Home** initiatives also strengthens the international competences of all faculty members, with structured activities supporting cross-cultural learning. The panel acknowledges these efforts as a key strength and recommends continuing to facilitate professional development opportunities, including participation in international teaching exchanges and research collaborations.

To further enhance its impact, the programme could formalise the integration of international experiences into staff evaluation mechanisms, ensuring that engagement in internationalisation remains a strategic component of academic career progression.

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.

Findings

BUas has established a structured approach to staff engagement in internationalisation, offering multiple platforms and resources to enhance faculty participation in global initiatives. The **Global Engagement Team (GET)** plays a central role in facilitating and advising on international strategy and policy, ensuring that staff have access to relevant resources, including funding opportunities, staff exchange programmes, and international partnerships. The **Global Engagement Portal** provides a dedicated space where faculty can explore opportunities for international experiences such as virtual collaborations and Blended Intensive Programmes.

At an institutional level, BUas actively promotes **Internationalisation at Home**. A dedicated project team, consisting of representatives from the five academies, ERIM (Education, Research & Information Management), GET, and HRM, ensures that internationalisation is embedded across all teaching and learning activities. Initiatives such as the **BUas Intercultural Classroom booklet**, instructional video clips, and structured workshops have

been implemented to support staff in developing their intercultural teaching competencies. Although attendance at intercultural dialogue workshops has been lower than anticipated, the initiative has led to the development of an **Intercultural Toolbox**, now hosted on Brightspace for easy access by all faculty members.

The **Global Mind Monitor (GMM)** has been integrated into faculty development as well, allowing staff to assess their own global competencies and enhance their intercultural effectiveness. Training sessions for faculty are scheduled to roll out in late 2024 to further embed the GMM into BUAs educational activities.

The **Community for Learning & Teaching (CLT)** provides additional professionalisation opportunities for faculty, offering workshops on topics such as didactical innovation, AI in education, and English proficiency training. Faculty can also participate in immersive language courses abroad, such as the one-week English course in Brighton, UK, aimed at enhancing their ability to teach in an international classroom.

At **ALE**, specific efforts have been made to support staff in internationalisation initiatives. A designated **Internationalisation Connector** is assigned to each specialised track, ensuring that all departments within ALE actively contribute to and benefit from global partnerships and projects. ALE has also produced instructional videos capturing real-world international experiences of its lecturers, making these materials available to all faculty members for integration into the curriculum.

Considerations

The panel commends BUAs and the master programme Imagineering for their proactive approach in engaging staff with internationalisation. The well-structured support systems, including the **Global Engagement Team**, the **Internationalisation at Home project**, and the **Community for Learning & Teaching**, ensure that faculty members have access to a wide range of internationalisation resources. The **Global Mind Monitor** serves as a valuable tool for self-reflection and skill development among faculty members.

The panel recognises that BUAs has successfully embedded internationalisation across different levels of faculty engagement and professional development. The efforts to integrate international and intercultural learning into staff training, including structured workshops, resource-sharing, and collaborative projects, significantly enhance the overall learning environment.

To further strengthen the impact of these initiatives, the panel recommends increasing faculty participation in structured international teaching exchanges and ensuring that faculty engagement in internationalisation is systematically recognised within performance evaluations and career progression pathways.

Overall conclusion regarding Standard 4: Staff

The panel assesses Standard 4 as **Good**, based on the structured and comprehensive approach taken by the programme to ensure staff are actively engaged in internationalisation and continuously develop their competencies in this domain.

The panel commends these efforts and recognises the strong institutional support for international staff development. The structured integration of internationalisation into professional training, alongside accessible resources and engagement opportunities, contributes to the programme’s global orientation.

To further enhance impact, the panel recommends increasing faculty participation in structured international teaching exchanges and ensuring that engagement in internationalisation is explicitly recognised in staff performance evaluations and career progression pathways.

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.

Findings

The master Imagineering programme attracts a diverse group of students from different nationalities and professional backgrounds. The international and intercultural composition of the student body fosters a dynamic learning environment where students engage in collaborative and cross-cultural exchanges. This diversity enriches discussions and group work, allowing students to gain perspectives from different cultural and industry contexts.

Considerations

The panel finds that the international composition of the student group is a strong asset of the programme. The diversity among students enhances peer learning and contributes to the intercultural learning experience. The panel encourages the programme to continue its efforts in attracting and maintaining a diverse student body, ensuring sustained internationalisation.

Criterion 5b: Experience

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

Findings

The programme offers a supportive and well-structured learning environment that facilitates intercultural competence development. The Global Mind Monitor is used to assess students' intercultural competencies and track their progress throughout the programme. Additionally, the institution provides various student support services, including online portals for academic and administrative support, ensuring accessibility to essential resources. Monthly social events, such as networking drinks, contribute to the community-building aspect of the programme and foster informal intercultural interactions among students and staff.

Considerations

The panel commends the programme for its commitment to creating a strong support structure that enhances the student experience. The availability of tailored student services and opportunities for social engagement strengthen the overall inclusivity and internationalisation of the programme. The panel recommends further exploring structured mentorship programmes to reinforce peer-to-peer support and intercultural learning.

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.

Findings

The programme provides a range of academic and pastoral support services designed to help students succeed in an international learning environment. The onboarding week provides an introduction into the intercultural learning environment as well as practical support for new international students. The institution ensures that students have access to career guidance, counselling services, and academic advisors who support their individual learning paths. The involvement of faculty and administrative staff in student well-being reflects the programme's emphasis on a caring and inclusive educational experience.

Considerations

The panel acknowledges the programme's dedication to student support and considers it a



significant strength. The combination of academic support, career guidance, and community-building initiatives creates an engaging and student-centred environment. To further enhance this aspect, the panel suggests increasing collaboration with international alumni networks to provide mentoring and career development opportunities for students.

Overall conclusion regarding Standard 5: Students

The panel assesses Standard 5 as **good**. The programme has a well-balanced international and intercultural student composition, supported by strong student services and community engagement initiatives. The Global Mind Monitor, structured support systems, and informal networking opportunities contribute to a positive and inclusive learning experience. Continued efforts to enhance mentorship opportunities and alumni engagement could further strengthen the programme's impact on student development.

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	Satisfactory
	1b. Verifiable objectives	
	1c. Impact on education	
2. International and intercultural learning	2a. Intended learning outcomes	Satisfactory
	2b. Student assessment	
	2c. Graduate achievement	
3. Teaching and learning	3a. Curriculum	Good
	3b. Teaching methods	
	3c. Learning environment	
4. Staff	4a. Composition	Good
	4b. Experience	
	4c. Services	
5. Students	5a. Composition	Good
	5b. Experience	
	5c. Services	

Annex 1. Composition of the panel

Drs. Raoul van Aalst is an experienced consultant and chair of higher education evaluation panels. He has extensive expertise in business administration, innovation, and assessment. Additionally, he mentors startups in strategy and financial management and is involved in developing a new accountancy program.

Katinka Bergema is a network innovator with a background in strategic product design. She has experience in educational development and collaboration at institutions such as the Amsterdam University of Applied Sciences and The Hague University of Applied Sciences. Her expertise lies at the intersection of education, innovation, and industry engagement.

Dr. Anita Maček is a senior lecturer and professor at international institutions in Slovenia and Austria. Her expertise includes macro- and microeconomics, financial institutions, and international capital flows. She has extensive experience in curriculum development, assessment, and international academic collaboration, including Erasmus+ projects.

Aisling Tiernan MSc is a project manager at Griffith College Dublin with a focus on teaching and learning and programme monitoring and review. She has worked for over 15 years on the internationalisation of higher education and has conducted multiple programme reviews within the CeQuInt framework. She previously served as a registrar at Dublin Design Institute and has been involved in higher education accreditation processes across different countries.

Gerwin Pol BSc is a student at Wageningen University, pursuing an MSc in Climate Studies. He has international research and study experience in Ireland, Sweden, and the Czech Republic, and was actively involved in the Board of Education.

The panel was supported by Dr. Marianne van der Weiden, as a certified secretary.

Overview panel requirements

<i>Panel member</i>	<i>Subject</i>	<i>Internat.</i>	<i>Educat.</i>	<i>QA</i>	<i>Student</i>
• Aalst	x		x	x	
• Bergema	x				
• Macek	x	x	x		
• Tiernan		x	x	x	
• Pol		x			x

Subject: Subject- or discipline-specific expertise.

Internat.: International expertise, preferably expertise in internationalisation.

Educat.: Relevant experience in teaching or educational development.

QA: Relevant experience in quality assurance or auditing; or experience as student auditor.

Student: Student with international or internationalisation experience.

Annex 2. Documents reviewed

Self-evaluation report

Mandatory Annexes (MA)

- MA01- BUas+ strategy 2022-2025, the international perspective
- MA02- BUas+, Strategic Direction 2022-2025
- MA03- Internationalisation@ALE 2024-2026
- MA04-email CALL for Internationalisation at Home projects
- MA05-CALL-Explanation internationalization priorities-ALE 2425
- MA06-QA project plan 2020-2024 –with focus on 2024
- MA07-Study Guide Block 1 Inspiration Master Imagineering
- MA08-Study Guide Block 2 Ideation Master Imagineering
- MA09a-Study Guide Block 3 Implementation Master Imagineering
- MA09b-Assessment form Block 3 Implementation - Business Inspiration and Justification Report
- MA09c-Assessment form Block 3 Implementation – Individual Development Report
- MA10a- Study Guide Design Assignment 1 & 2 Master Imagineering
- MA10b-Individual Assessment Form Design Assignment 1
- MA10c- Assessment Individual Reflection Design Assignment 2
- MA11a-Study Guide Design Assignment 3 – Fieldtrip chapter Master Imagineering
- MA11b-Rubrics for the Individual Exam Fieldtrip
- MA12a-Study Guide Research Course- Imagineering Essay Master Imagineering
- MA12b-Study Guide Research Course- Research Proposal Master Imagineering
- MA13a- Study Guide Final written deliverables Master Imagineering
- MA13b-Feedback Form Final Written Deliverables
- MA14a-Study Guide Research Course- I-Ignite Master Imagineering
- MA14b-Assessment Form Oral Exam
- MA15-Overview of Internal BUas Lecturers in the Master Imagineering
- MA16a,b,c,d- Master Imagineering Class 21-22, 22-23, 23-24, 24-25
- MA17-Master Imagineering Diploma Supplement
- MA 18-New Master Imagineering Competency Profile

Additional Annexes (AA)

- AA01-BUas Magazine Uncover-INTERNATIONALISATION 2024
- AA02-BUas Intercultural Classroom- principles & practices
- AA03-Visiting Scholars & Industry Experts Program BUAS 2024-2025

AA04-Destination List ALE 2025-2026
AA05- Project Plan International Experience of Lecturers- 2020-2024
AA06-Project Plan International Experience Staff Academy Leisure & Events, 2021
AA07a-Mapping-internationalisation at BUas-2022-2023
AA07b-Mapping-internationalisation at BUas-2024
AA08a-Imagineering Paper Cuijk 1
AA08b-BIR Cuijk 1
AA09a-Imagineering Paper Cuijk 2
AA09b- BIR Cuijk 2
AA10a-Imagineering Paper ENPICOM
AA10b-BIR ENPICOM
AA11a-Imagineering Paper Trivago
AA11b-BIR Trivago
AA12-Internationalisation at Home at BUas
AA13- Intercultural classroom video 1
AA14-International Experiences Clips Academy Leisure & Events
AA15-Fact Sheet BUas National Student Survey 2024 - Master Imagineering

Annex 3. Site visit programme

Overview

Date:

Institution: Breda University of Applied Sciences

Programme: M Imagineering

Location: Mgr. Hopmansstraat 2,
4817 JS Breda

Programme

DAY 1: Monday 20 January 2025

12:00	Arrival Panel
12:00-13:30	Internal Deliberations Panel & Lunch
13:30-14:15	Board & Management
14:15-14:30	Break
14:30-15:15	Internationalisation Officers
15:15- 15:30	Break
15:30-16:30	Showcase
16:30-17:30	Internal Deliberations Panel
17:30-17:45	Feedback on Accreditation Day 1

DAY 2: Tuesday 21 January 2025

9:00	Arrival Panel
9:30-10:15	Board of Examiners
10:15-10:30	Break
10:30-11:30	Lecturing Staff
11:30-11:45	Break
11:45-12:45	Students
12:45-13:30	Lunch
13:30-13:45	Information session on Intended Learning Outcomes and the new curriculum
13:45-14:15	Campus Tour
14:15-15:15	Alumni and Industry Partners
15:15-16:45	Wrap-up Session Panel
16:45-17:15	Feedback & Closure

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