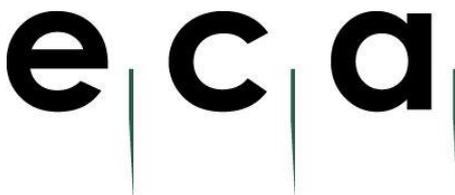


Assessment report

MSc International Supply Chain Management  
Breda University of Applied Sciences



Certificate for Quality in Internationalisation



european consortium for accreditation



Assessment report  
- Master  
International Supply Chain Management

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## Glossary

- BUas** – *Breda University of Applied Sciences*: The higher education institution offering the LEM programme, with a strong institutional commitment to internationalisation.
- CeQuint** – *Certificate for Quality in Internationalisation*: A quality certificate awarded by the European Consortium for Accreditation (ECA) based on a specific framework that assesses internationalisation at programme or institutional level.
- GET** – *Global Engagement Team*: An institutional team at BUas responsible for coordinating international partnerships and mobility strategies.
- ILO** – *Intended Learning Outcome*: A statement describing what a student is expected to know, understand, and be able to do upon completion of a learning process, including international and intercultural dimensions.
- ISCM** – *International Supply Chain Management*: The master's degree programme under review, offered by BUas, which integrates internationalisation into its curriculum, staffing, and student experience.
- NVAO** – *Nederlands-Vlaamse Accreditatieorganisatie*: The Accreditation Organisation of the Netherlands and Flanders, responsible for programme accreditation and the quality assurance framework in Dutch higher education.

# 1. Executive summary

This report presents the outcome of the assessment of the internationalisation special feature of the MSc International Supply Chain Management (ISCM) at Breda University of Applied Sciences (BUas). It is a one-year English-taught programme that prepares students for careers in globally oriented logistics and supply chain environments. The programme demonstrates a clear commitment to internationalisation, which is reflected in its vision, curriculum, student body, and teaching practices.

## **Standard 1: Intended internationalisation – satisfactory**

The programme demonstrates a commitment to internationalisation that is grounded in institutional and domain-level strategies. Staff and stakeholders show awareness of the relevance of international and intercultural dimensions, and these are present in curriculum content and programme design. However, the programme's vision on intercultural competence is not yet fully articulated, and the formulation of verifiable objectives at programme level remains limited. The panel considers this an area with clear potential for further development through more explicit definitions, goals, and quality monitoring.

## **Standard 2: International and intercultural learning – satisfactory**

Students engage with international and intercultural issues through diverse teaching practices and a multicultural classroom setting. The programme's four intended learning outcomes incorporate cross-cultural awareness and international perspectives. International and intercultural competences are reflected throughout the curriculum. However, the panel found that lectures used different definitions of intercultural learning outcomes. The panel therefore recommends developing a shared definition and embedding intercultural competences more explicitly and more consistently throughout the programme and its assessments.

## **Standard 3: Teaching and learning – good**

The curriculum offers meaningful opportunities for students to develop international and intercultural competences through real-world cases, cross-cultural teamwork, and practice-based learning. Teaching methods are interactive and responsive to classroom diversity, fostering peer exchange and global engagement. The programme's formal learning outcomes integrate international and intercultural dimensions, ensuring alignment between intended competences and learning activities. The panel recognises the strength of the existing practice and the way students benefit from both explicit and experience-based learning.

## **Standard 4: Staff – Excellent**

The teaching team combines strong academic and professional expertise with substantial international experience. Staff members demonstrate awareness of intercultural dynamics and actively engage in continuous professional development. Institutional initiatives such as the Mixed Classroom Model support a shared pedagogical foundation, and staff services facilitate international engagement. The team's openness to future diversification and sustained reflection on practice contribute to a high-quality and future-oriented teaching environment.

### **Standard 5: Students – Good**

The student body reflects the international ambitions of the programme, with each cohort comprising a mix of Dutch and international students. Intercultural learning takes place through collaborative group work, international case studies, and virtual or project-based mobility. Students report feeling well-supported, and services are accessible and culturally sensitive. The overall learning environment enables academic and intercultural development, even within the a one-year structure.

### **Key recommendations**

To further develop and deepen the internationalisation feature, the panel recommends the following:

- Clarifying and formalising the programme’s vision on intercultural competences, including both attitudinal and skill-based aspects.
- Defining explicit international and intercultural learning outcomes at programme level, and aligning them with teaching and assessment.
- Enhancing assessment of international and intercultural competences through structured rubrics, theoretical reflection, and additional feedback mechanisms.
- Making graduate achievement in this domain more visible, for instance through end products or portfolios that demonstrate learning.

### **Overall conclusion**

The panel concludes that the ISCM programme has a practically effective approach to internationalisation. While several key elements are in place and functioning well in practice, greater formalisation—particularly in terms of learning outcomes and monitoring—would strengthen the coherence and verifiability of internationalisation within the programme.

The panel appreciates the team’s reflective attitude and sees clear potential for further development. It considers the programme to meet the criteria for the CeQuint Certificate for Internationalisation at Programme Level.

The panel recommends awarding the CeQuint Certificate to the MSc International Supply Chain Management at BUAs.

## 2. The assessment procedure

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

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

- **Ab F. Groen, chair**  
Ab Groen is an experienced educational leader and trainer, currently Board Member in primary education and course developer at AVS Academy. He frequently chairs accreditation panels in higher education.
- **Dennis Moeke**  
Dennis Moeke is Professor of Logistics and Alliances at HAN University of Applied Sciences, focusing on data-driven logistics. He actively contributes to the field through research, publications, and educational innovation.
- **Carla Bergman**  
Carla Bergman is Director of Transformation and Capability Enablement at Logitech Global Operations. She leads global supply chain capability development and collaborates with international universities on education and leadership programmes.
- **Jessica Shinnick**  
Jessica Shinnick is an educational consultant at Rotterdam University of Applied Sciences with extensive experience in international higher education, curriculum development, and intercultural competence assessment. She is a certified CeQuint assessor.
- **Noémie Faure, student**  
Noémie Faure is a master's student in Aquaculture and Marine Resource Management at Wageningen University. She serves on the programme committee and has international study and internship experience in Sweden, Finland, and France.
- **Yvet Blom, panel secretary**  
at AeQui, with experience in international programme assessments

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 [abbreviation agency] upon simple request. The procedure was coordinated by [person's full name (title/position)] at [abbreviation agency].

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. The site visit took place as expressed in [Annex 3: Site visit programme](#)

The panel formulated its preliminary assessments per standard 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.

### 3. Basic information

<b>Qualification:</b>	<b>MSc International Supply Chain Management</b>
Number of credits:	60 EC
Specialisations (if any):	Not applicable
ISCED field(s) of study:	
<b>Institution:</b>	<b>Breda University of Applied Sciences</b>
Type of institution:	European Higher Education Area (EHEA)
<b>Status:</b>	<b>NVAO accredited</b>
QA / accreditation agency:	NVAO
Status period:	Submission date: 1 November 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*.

<b>Unsatisfactory</b>	<p>The programme does not meet the current generic quality for this standard.</p> <p>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.</p>
<b>Satisfactory</b>	<p>The programme meets the current generic quality for this standard.</p> <p>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.</p>
<b>Good</b>	<p>The programme surpasses the current generic quality for this standard.</p> <p>The programme clearly goes beyond the acceptable level of attainment across the standard's entire spectrum. None of the underlying criteria have any shortcomings.</p>
<b>Excellent</b>	<p>The programme systematically and substantially surpasses the current generic quality for this standard.</p> <p>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.</p>

## 5. Assessment criteria

### Standard 1: Intended internationalisation

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#### Criterion 1a: Supported goals

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

#### Findings

The ISCM programme has defined internationalisation goals in line with BUAs's broader internationalisation strategy and the domain-specific vision of the Academy for Built Environment and Logistics (ABEL). These institutional documents articulate ambitions related to curriculum development, international networks, and the fostering of intercultural awareness. Within this framework, the programme positions internationalisation as a key feature of its identity.

Programme staff and management express a shared understanding of the importance of international and intercultural dimensions in education. This is reflected in course materials and strategic documents, which highlight themes such as the global nature of supply chains, the need for intercultural competence in professional settings, and the value of a diverse classroom.

However, the articulation of intercultural learning in particular could be made more explicit. During the site visit, the panel noted that discussions about intercultural competences often focused on recognising differences rather than actively engaging with or making use of them. Only through in-depth dialogue did it become clear that staff and students see interculturality not only as awareness, but also as a combination of attitudes (e.g. respect, empathy) and capabilities (e.g. using tools and methods to navigate and value difference).

#### Considerations

The panel finds that the programme's international orientation is clearly visible in its practices and in the awareness of its staff. Institutional and domain-level strategies provide a shared framework, and staff show commitment to fostering international and intercultural dimensions in the curriculum and learning environment.

At the same time, the panel notes that the vision on intercultural learning—as distinct from general internationalisation—is not yet fully articulated at programme level. While intercultural elements are present in course content and classroom interaction, the conceptual underpinning of intercultural competence remains largely implicit. During the site visit, it became clear that staff associate intercultural learning with recognising differences, but less often with the ability to value and use those differences in a purposeful way.

The panel considers that this implicit understanding offers a useful starting point, but that a more explicit formulation of what constitutes intercultural competence—both in terms of attitudes and capabilities—could support a more consistent integration in curriculum design and team dialogue.

**Criterion 1b: Verifiable objectives**

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

**Findings**

At institutional level, BUAs has formulated a number of targets related to internationalisation, such as a minimum proportion of international students and staff with international experience. These targets guide strategic decision-making and provide a general framework for monitoring progress.

At programme level, however, the goals of internationalisation are not translated into specific, verifiable objectives. While intentions are visible, e.g. in the use of international case studies or international group work, these are not linked to measurable outcomes or systematically evaluated. There is no mechanism in place to monitor whether the programme's internationalisation efforts are achieving the intended educational impact.

**Considerations**

The panel observes that, at institutional level, clear internationalisation targets are in place, which provide a general framework for programmes. These include ambitions regarding student diversity, staff experience, and the integration of international and intercultural dimensions into education. These institutional targets are implemented at the MSc ISCM programme level. The programme meets the academy's internationalization objectives through its diverse student and staff composition, and the integration of international and intercultural perspectives in teaching and learning. At the same time, the panel notes that the programme's monitoring still relies largely on institution-wide indicators rather than an programme-specific benchmarks. Developing more tailored and measurable objectives at programme level would further strengthen the capacity to systematically demonstrate progress and educational impact. The programme already provides a strong foundation of internationalization in practice and can build on this by making its achievements more transparent through dedicated programme-level monitoring.

**Criterion 1c: Impact on education**

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

**Findings**

The programme aspires to prepare students for international careers and positions itself accordingly in the market. Internationalisation is visible in teaching practices, classroom diversity, and professional partnerships. These elements contribute to the overall quality of the educational experience.

Nonetheless, the impact of internationalisation on teaching and learning is not yet systematically assessed. While the learning environment supports intercultural encounters and global perspectives, the programme does not clearly measure to what extent these experiences translate into learning gains or student development.

**Considerations**

The panel recognises that international and intercultural dimensions are present in the day-to-day educational experience of students. These are evident in the diversity of the classroom, the use of international case materials, and collaborations with international stakeholders. Students are exposed to global perspectives and encouraged to work across cultural boundaries.

Nonetheless, the panel notes that the programme does not yet systematically assess or monitor the educational impact of these internationalisation efforts. There is no clear mechanism to evaluate whether the exposure to international and intercultural settings leads to the intended learning outcomes—particularly since those outcomes are not yet explicitly defined in this area.

This does not imply an absence of learning, but rather a lack of formal tools to capture and reflect on its effectiveness. The panel sees this as an area where the programme, building on its practical strengths, can take further steps toward structured evaluation.

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

The panel concludes that the ISCM programme demonstrates a clear and consistent commitment to internationalisation, which is reflected in its practices, stakeholder engagement, and alignment with institutional ambitions. Staff members show strong awareness of the international context in which students will operate and actively foster a learning environment that supports international and intercultural development.

The programme has implemented all academy-level internationalisation targets and meets these requirements. Furthermore, international and intercultural learning aspects are formally embedded within the programme's learning objectives. At the same time, the articulation of the programme's own vision on intercultural competence, particularly in terms of attitudes and capabilities, and the formulation of programme-specific, measurable objectives are still developing.

While the foundations are solid and the implementation of institutional goals is well established, there is room to make the programme's own internationalisation ambitions more explicit and to further integrate their monitoring within the quality assurance cycle. The panel considers that the programme has a strong basis and a reflective team, which provides an excellent foundation for this next stage of development. Standard 1: Intended Internationalisation is assessed as *Satisfactory*.

**Recommendations:**

- Continue to articulate and refine the programme's vision on intercultural competence, including both attitudinal and skill-based dimensions.
- Translate internationalisation ambitions into verifiable programme-level objectives that can be monitored over time.
- Develop mechanisms to assess the educational impact of internationalisation as part of the programme's quality assurance cycle.

## Standard 2: International and intercultural learning

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### 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 ISCM programme is clearly oriented towards preparing students for careers in a global and multicultural context. This ambition is visible in the curriculum and the didactic approach, where international and intercultural elements are regularly addressed. For example, the leadership module includes a specific focus on diversity and cross-cultural dynamics.

The four intended learning outcomes take into account cross-cultural differences and the international context in which graduates will operate. As such, internationalisation and intercultural learning are embedded across all ILOs rather than formulated as separate ones. From this competency profile, the programme has derived four internationalisation goals that guide its educational design.

The panel notes that, while these aspects are well represented in the curriculum and learning environment, their articulation within the ILOs could be made more explicit to clearly demonstrate how international and intercultural competences are addressed and assessed throughout the programme.

### Considerations

The panel recognises that the programme provides students with valuable opportunities to develop international and intercultural competences. These dimensions are well embedded in teaching practices and learning experiences, particularly through the use of diverse group work, international case studies, and reflective assignments. The learning environment clearly reflects the programme's global orientation and supports the development of relevant skills for operating in an international supply chain context.

The panel recognises that the programme offers students valuable opportunities to develop international and intercultural competences. These dimensions are well embedded in teaching practices and learning experiences, particularly through diverse group work, international case studies, and reflective assignments. The learning environment reflects the programme's global orientation and effectively supports the development of relevant skills for an international supply chain context.

At the same time, the panel considers that the formal articulation of international and intercultural learning within the ILOs could be further clarified to make the link with the programme's internationalisation goals more transparent. While these competences are integrated across all ILOs, expressing them more explicitly would enhance coherence between the educational vision, curriculum, and assessment framework. This would also strengthen the programme's ability to monitor progress in this area.

### 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 ISCM programme includes assignments in which students are asked to reflect on cultural and intercultural aspects. For example, in the leadership module, students submit a self-reflection report that includes attention to (inter)cultural influences on leadership and collaboration. The grading rubric for this assignment explicitly mentions intercultural awareness as one of the assessment criteria.

However, in the sample of student work reviewed by the panel, cultural dimensions were not consistently or thoroughly addressed. Only a limited number of reports contained meaningful reflections on intercultural experience or competence. Furthermore, these elements were not clearly linked to theoretical models or frameworks.

Outside the leadership module, international and intercultural competences are not explicitly assessed in a structured way. Although group work and project-based learning often take place in diverse settings, the associated assessments do not systematically evaluate intercultural learning or communication. There is also no formal use of feedback tools such as 360-degree reviews to support the development and assessment of intercultural skills.

### Considerations

The panel acknowledges that the programme has taken initial steps to integrate intercultural learning into its assessment practice. The inclusion of intercultural criteria in the leadership module shows an awareness of the importance of this domain and a willingness to address it through structured reflection.

At the same time, there is room to strengthen the consistency and depth with which international and intercultural competences are assessed across the programme. Current practices rely primarily on informal or implicit learning processes, which may limit the visibility of student development in this area.

By expanding the scope of assessment methods—for example, by including reflective assignments linked to theory, or by incorporating feedback from peers and international partners—the programme could provide a more robust and structured evaluation of student learning. This would also support alignment with its broader internationalisation goals and make achievements in this area more demonstrable.

### Criterion 2c: Graduate achievement

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

### Findings

Graduates of the ISCM programme report that they feel well prepared to work in international and intercultural contexts. During the site visit, alumni described how they benefitted from the international classroom environment, culturally diverse group work, and the global focus of assignments and case studies. These experiences have helped them develop the competences needed to navigate complex, multicultural professional environments.

This positive perception is echoed by employers and industry representatives, who observe that ISCM graduates are equipped to operate effectively in international teams and settings. They value the graduates' open-mindedness, adaptability, and awareness of cultural dynamics in supply chain collaboration.

However, this graduate achievement is not yet consistently visible in the programme's formal assessment products. The panel found that in final reports and capstone assignments, explicit references to international or intercultural learning were limited.

### **Considerations**

The panel recognises that graduates do acquire relevant international and intercultural competences during their studies, as evidenced by alumni reflections and employer feedback. The learning environment clearly supports this development, and the programme succeeds in preparing students for the demands of a global professional field.

To strengthen the link between learning outcomes and graduate achievement, the panel sees potential for the programme to document these outcomes more systematically.

### **Conclusion and recommendations for Standard 2**

The panel concludes that the MSc International Supply Chain Management programme meets the standard for international and intercultural learning. The programme provides students with relevant opportunities to engage with international content and to develop intercultural competences through both the curriculum and the learning environment. These competences are appreciated by alumni and industry stakeholders, and contribute to the employability and professional readiness of graduates.

International and intercultural dimensions are integrated across the programme's intended learning outcomes and reflected in various modules and assessments. The panel considers that these aspects could be made more explicit within the formal framework of the programme, to further demonstrate how they underpin learning and assessment. Strengthening the articulation and visibility of these competences would enhance coherence between the programme's ambitions, its learning outcomes, and the assessment of student achievement. The panel is confident that the programme has a strong foundation in place and the capacity to further align its ambitions, practices, and assessment tools. With targeted improvements, the programme can increase the visibility, intentionality, and demonstrability of international and intercultural learning. Standard 2: International and Intercultural Learning is assessed as *Satisfactory*.

### **Recommendations:**

- Review and revise the intended learning outcomes to explicitly reflect international and intercultural competences across the programme.
- Strengthen the assessment of these competences by expanding the use of structured rubrics, reflective tools, and relevant theory.
- Develop methods to better document graduate achievement in this area, for example through portfolio elements or integration into final assignments.

## **Standard 3: Teaching and Learning**

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### **Criterion 3a: Curriculum**

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

### Findings

The MSc ISCM curriculum integrates a variety of international and intercultural elements throughout its content and structure. Students engage with globally relevant topics, work on real-world cases with international companies, and participate in projects that reflect the complexity of global supply chains. Several courses include assignments or discussions that draw explicitly on international perspectives.

In addition to the formal curriculum, students benefit from exposure to international and intercultural contexts through informal learning spaces, such as student-led initiatives, learning communities, and co-curricular activities. These environments facilitate peer interaction across cultures and contribute to the development of intercultural awareness.

International and intercultural learning outcomes are embedded across the programme's intended learning outcomes rather than formulated as separate ones. The curriculum as delivered effectively fosters these competences in practice. Teaching staff, both through design and delivery, expose students to global perspectives and create opportunities for students to work in culturally diverse teams.

### Considerations

The panel finds that the curriculum offers students meaningful opportunities to engage with international and intercultural content in ways that are relevant to the field of supply chain management. The global character of the subject matter naturally lends itself to internationalisation, and the programme succeeds in embedding these elements in a manner that feels integrated and authentic.

The panel also notes that much of the international and intercultural learning appears to occur through *embedded practice* rather than through formally structured pathways. In conversations with staff and students, it became clear that teaching approaches, course content, and classroom dynamics all support the development of intercultural competences—even if these are not always consciously framed as such.

This leads the panel to conclude that the programme demonstrates a strong level of *practical effectiveness* in promoting international learning—what might be described as a form of “unconscious competence.” The panel considers this a strength, but also sees potential to enhance the curriculum by making these implicit elements more visible and intentional, thereby ensuring that all students benefit consistently.

### Criterion 3b: Teaching methods

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

### Findings

Teaching in the ISCM programme is characterised by interactive, student-centred approaches that reflect the diversity of the classroom and the international scope of the discipline. Staff members apply a variety of methods, including group-based assignments, case study analysis, and real-world project with external partners.

In interviews, both students and lecturers emphasised that classroom practices regularly draw on international case material and promote intercultural dialogue. Teachers are attentive to the different perspectives that arise from a diverse student cohort and adapt their facilitation accordingly.

While the teaching methods are not explicitly framed around international or intercultural learning goals, they nonetheless support the development of these competences in practice.

### **Considerations**

The panel observes that teaching methods are well aligned with the nature of the programme and the background of its students. Lecturers demonstrate an awareness of cultural diversity in the classroom and foster a climate of openness and mutual respect. Through collaborative learning and exposure to global contexts, students are encouraged to engage with international and intercultural challenges.

The panel notes that these approaches are effective and embedded in day-to-day teaching practice, even if not always formally defined in terms of internationalisation. As with the curriculum more broadly, the learning that occurs in this area is often intuitive and experience-driven.

The panel considers the teaching methods suitable and relevant for achieving the programme's aims. Making the international and intercultural dimensions more explicit in the design and reflection of teaching activities could further strengthen their impact and visibility.

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

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

### **Findings**

The learning environment at BUAs supports international and intercultural learning through both its formal structures and its informal culture. Students report a positive and inclusive atmosphere, with small class sizes, accessible lecturers, and a strong sense of community. Classes typically include a mix of Dutch and international students, which contributes to a culturally rich learning experience. Group work and peer interaction are common features of the programme and are generally perceived as effective in fostering intercultural exchange. In addition to classroom-based activities, the programme maintains relationships with international partners and offers students opportunities to engage in cross-border projects and collaborations. These experiences, while sometimes limited in duration, provide meaningful exposure to international professional contexts.

### **Considerations**

The panel finds that the learning environment contributes significantly to the programme's international orientation. Students feel supported both academically and socially, and the programme team actively cultivates a climate in which diversity is valued and dialogue encouraged.

The panel particularly appreciates the informal and interpersonal aspects of the learning environment—such as teacher-student interaction and peer learning—which serve as important enablers of intercultural development. These aspects are not always structured or assessed, but their impact on the student experience is evident.

Overall, the panel considers the learning environment well suited to achieving international and intercultural learning, and it sees room to further enhance this by linking informal learning more clearly to formal programme objectives.

### Conclusion and recommendations for Standard 3

The panel concludes that the ISCM programme provides a learning experience in which international and intercultural perspectives are embedded in both curriculum and pedagogy. Students are exposed to global case material, work in culturally diverse teams, and engage with real-world projects that reflect the complexity of international supply chains.

Students develop relevant international and intercultural competences through a curriculum that is closely aligned with the global nature of the field. While these dimensions are already embedded across the intended learning outcomes rather than formulated as separate ones, the panel encourages the programme to make their articulation more explicit to strengthen transparency and coherence.

The learning environment is conducive to open dialogue and intercultural exchange. Much of this happens organically, driven by the experience and awareness of the teaching staff and the diversity of the student group.

The panel recognises that this form of “unconscious competence” reflects a strong educational practice. At the same time, the panel sees opportunities to make international and intercultural dimensions more explicit and intentional—both to ensure consistency across the programme and to strengthen the connection between learning, assessment, and programme objectives. Standard 3: Teaching and Learning is assessed as *Good*.

#### Recommendations:

- Consider making the international and intercultural dimensions of the curriculum and teaching methods more explicit, to support consistent implementation and reflection.
- Explore ways to more visibly link informal and experience-based learning to the programme’s intended outcomes.
- Continue leveraging the strengths of the diverse learning environment while embedding its effects more deliberately in quality assurance and curriculum design.

## Standard 4: Staff

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### 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 teaching staff of the ISCM programme consists of a committed and experienced group of professionals, most of whom have significant international experience, either through education, industry practice, or previous teaching roles abroad. Several staff members are non-Dutch nationals, and the team reflects a range of professional and cultural backgrounds relevant to the field of international supply chain management.

Students benefit from working with lecturers who are well attuned to international classroom dynamics and who can draw on global case material, professional networks, and personal experience to enrich teaching and supervision. During the site visit, the panel observed a strong sense of cohesion and shared purpose among the team.

While the programme acknowledges that further diversification of the teaching team is a longer-term ambition, this is framed not as a response to a shortcoming, but as a natural

evolution of a team that is already well-positioned to deliver high-quality international education.

### **Considerations**

The panel finds that the composition of the teaching team is highly conducive to achieving the programme's internationalisation goals. The team combines disciplinary expertise with international exposure and demonstrates a reflective and student-oriented approach. Staff members are aware of the challenges and opportunities that come with working in an international classroom and approach these with professionalism and cultural sensitivity.

The panel appreciates the way in which the current composition already provides a rich learning environment for students. The team's ambition to further broaden its diversity is interpreted not as a response to a current limitation, but as a sign of its reflective capacity and openness to future development. This mindset, in combination with the existing strengths of the team, positions the programme well for sustained international engagement.

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

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

### **Findings**

The teaching staff of the ISCM programme demonstrates a high level of professional and academic expertise, combined with relevant international experience. CVs and other documentation reviewed by the panel confirm that most staff members have worked or studied abroad, and several have long-standing connections to international industry networks and professional associations.

In meetings with the panel, staff were articulate and self-aware regarding the demands of teaching in an international classroom. English proficiency across the team is high, and lecturers apply diverse examples and perspectives that reflect global practice in supply chain management.

The programme has taken proactive steps to further support staff development, such as implementing the Mixed Classroom Model. This model encourages pedagogical reflection and promotes a shared foundation for addressing cultural diversity in teaching and learning.

### **Considerations**

The panel finds that the team's collective experience provides a strong basis for delivering high-quality education in an international context. Lecturers bring relevant professional insight and are able to translate this effectively into their teaching. More importantly, they show a reflective attitude and a willingness to adapt their approach to the diversity of their student population.

The use of structured pedagogical tools, such as the Mixed Classroom Model, illustrates the team's commitment to professional growth and shared development. These initiatives are not implemented in a top-down manner, but are embraced by staff as meaningful and relevant to their teaching practice.

The panel considers the combination of international experience, disciplinary expertise, and pedagogical awareness to be a clear asset of the programme.

**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**

The programme and institution offer a supportive environment for staff to engage in internationalisation. Teachers have access to professional development opportunities, including training in didactics for international classrooms and support for participating in international projects or exchanges.

Several lecturers have used these opportunities to build international partnerships, join mobility programmes, or collaborate with peers abroad. Staff members expressed appreciation for the facilities available to them and for the institutional encouragement to further internationalise their work.

Although international staff mobility is not yet fully structural, the systems in place allow for individual initiative, and the programme is actively exploring ways to expand these opportunities.

**Considerations**

The panel finds that staff services are well aligned with the programme’s international goals and support the continuous development of teaching competences in an international context. The available infrastructure allows staff to participate in international networks, improve language proficiency, and reflect on intercultural dimensions of teaching.

The panel notes that the programme fosters a culture in which international engagement is valued and facilitated, even if not all support mechanisms are fully formalised. The openness of the team and the accessibility of institutional resources contribute to a learning environment in which staff can develop in meaningful ways.

The panel considers the level of staff support to be well-developed and suitably responsive to the needs of an internationally oriented programme.

**Conclusion and recommendations for Standard 4**

The panel concludes that the ISCM programme is supported by a teaching team with strong international experience, relevant professional expertise, and a clear commitment to student learning. Staff members bring international perspectives into the classroom and show awareness of the demands of teaching in a diverse and global environment.

The team engages actively with institutional initiatives, such as the Mixed Classroom Model, and contributes to a culture of reflection and shared pedagogical development. Support services are in place and used effectively, and the institutional environment encourages international collaboration and continued professional growth.

The panel also values the team's forward-looking attitude, particularly in its ambition to further diversify and expand its international engagement. This openness to future development, grounded in an already strong foundation, demonstrates a high level of maturity and cohesion. Standard 4: Staff is assessed as *Excellent*.

**Recommendations:**

- Continue to support and expand opportunities for staff to engage in international collaboration and mobility.

- Continue to use the Mixed Model as a foundation for professional development for all of the teachers.
- Maintain the team's shared pedagogical foundation by encouraging further peer exchange and reflection on international classroom practice.

## Standard 5: Students

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### Criterion 5a: Composition

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

#### Findings

The student population of the ISCM programme reflects the international orientation of the programme. Each cohort includes a combination of Dutch and international students from a variety of cultural and educational backgrounds. This diversity supports peer learning, encourages cross-cultural interaction, and mirrors the global professional context in which graduates are expected to operate.

The composition of the student body is aligned with the programme's stated goals regarding internationalisation and contributes meaningfully to the learning environment. Both staff and students report that the diversity of perspectives within the classroom enriches discussions and group projects, and enhances intercultural understanding.

#### Considerations

The panel finds that the student composition is consistent with the international profile of the programme. The diversity in nationality and background among students is not only representative of the field of international supply chain management but also actively contributes to the educational experience.

The presence of a mixed student body enables the programme to work towards its international and intercultural learning goals in a natural and embedded way. It fosters everyday intercultural encounters and provides a solid basis for collaborative learning in diverse teams. The panel encourages the programme to maintain this level of diversity and continue to reflect on how the composition of the student group can be leveraged to enhance international and intercultural learning further.

### Criterion 5b: Experience

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

#### Findings

The programme supports virtual mobility and international collaboration by embedding these elements into the curriculum, allowing students to gain international experience without

necessarily leaving the country. Students appreciate these opportunities and consider them a valuable part of their academic and professional preparation.

The ISCM programme also offers opportunities for students to engage in international mobility through collaborative projects with international partner institutions and companies. While the structure of a one-year master's limits the feasibility of longer exchange periods, students do participate in shorter forms of international exposure, such as virtual collaborations, project work with foreign universities or cross-border professional assignments.

### Considerations

The panel acknowledges that the formal options for long-term physical mobility are limited by the nature of the one-year programme. Nevertheless, the panel considers that the programme has found appropriate and effective ways to integrate international exposure into the student experience.

By using virtual collaboration, international projects, and strategic partnerships, the programme ensures that students still benefit from intercultural encounters and cross-border perspectives. These approaches are pragmatic and well aligned with the programme's goals and context.

The panel encourages the programme to continue exploring ways to diversify these mobility experiences, particularly by expanding its network of international partners and offering students varied forms of exposure to international working methods and environments.

### 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

Students report high levels of satisfaction with the services provided by the programme and institution. They experience the campus as welcoming, and they value the accessibility of teaching staff and support personnel. International students, in particular, highlight the effectiveness of the onboarding process and the availability of guidance for navigating practical and academic matters.

Support structures are in place to help students adapt to a new cultural and educational environment. This includes orientation activities, mentoring, and academic advising tailored to the needs of an international student population. The learning environment and student services are designed to be culturally sensitive and student-centred.

### Considerations

The panel considers that the programme provides appropriate and responsive services to support international students. The institutional infrastructure contributes to student well-being and helps ensure a smooth integration into the academic community.

The availability of culturally aware guidance and the approachability of staff contribute positively to the international learning environment. The panel regards the current level of service provision as well suited to the scale and scope of the programme and considers this criterion to be well met.

## Conclusion and recommendations for Standard 5

The panel concludes that the ISCM programme attracts and supports a student population that is in line with its international ambitions. The composition of the student body contributes to a diverse and dynamic classroom environment, where intercultural exchange and peer learning occur naturally. This diversity is a clear asset for the programme and enhances the international dimension of teaching and learning.

Although the one-year structure of the programme limits opportunities for extended physical mobility, the programme has taken appropriate steps to ensure that students still gain international experience through collaborative projects, virtual exchanges, and partnerships with international institutions and companies. These forms of embedded mobility are effective and relevant for the context of the programme.

Support services for students—particularly for those from international backgrounds—are perceived as accessible, responsive, and culturally sensitive. The programme offers a supportive learning environment that fosters both academic and personal development, and helps international students integrate successfully into the academic community. Standard 5: Students is assessed as **Good**.

### Recommendations:

- Continue to attract and maintain a culturally diverse student body, as this contributes strongly to the programme's international learning environment.
- Explore further opportunities for students to engage in international mobility or collaboration, including through an expanded network of international academic and industry partners.
- Maintain and, where possible, enhance the support structures that facilitate the integration and success of international students.

## 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	excellent
	4b. Experience	
	4c. Services	
5. Students	5a. Composition	good
	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>
• Groen			x	x	
• Moeke	x	x	x		
• Bergman	x	x			
• Shinnick		x	x	x	
• Faure		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;

- Ab Groen is an experienced educational leader and trainer, currently Board Member in primary education and course developer at AVS Academy. He frequently chairs accreditation panels in higher education.
- Dennis Moeke is Professor of Logistics and Alliances at HAN University of Applied Sciences, focusing on data-driven logistics. He actively contributes to the field through research, publications, and educational innovation.
- Carla Bergman is Director of Transformation and Capability Enablement at Logitech Global Operations. She leads global supply chain capability development and collaborates with international universities on education and leadership programmes.
- Jessica Shinnick is an educational consultant at Rotterdam University of Applied Sciences with extensive experience in international higher education, curriculum development, and intercultural competence assessment. She is a certified CeQuint assessor.
- Noémie Faure is a master's student in Aquaculture and Marine Resource Management at Wageningen University. She serves on the programme committee and has international study and internship experience in Sweden, Finland, and France.
- Yvet Blom, panel secretary at AeQui, with experience in international programme assessments

## Annex 2. Documents reviewed

- Self evaluation report
- BUas Strategic Plan 2018–2022
- ABEL Internationalisation Vision 2024
- BUas and the International Perspective (2022)
- BUas Language Policy Implementation Plan
- BUas Intercultural Classroom Principles and Practice
- ICB Framework – International and Intercultural Learning Objectives
- Course Manual 2025–2026
- Overview of international classroom activities
- Sample assessments and rubrics (e.g. leadership module, module Supply Chain & Research Fundamentals, module Change & Innovation in supply chain management, module Integrated Supply Chain Cases)
- Overview of student nationalities per cohort
- Staff CVs and overview of international experience
- Overview of partnerships and international projects
- Policy documents on mobility and exchanges
- Staff development and training materials
- Mixed Classroom Model implementation materials
- Alumni feedback summary
- External stakeholder input (e.g. Logistics Industry Committee)
- Graduation work of 15 students



## Annex 3. Site visit programme

Time	What		Who
08:45 – 09:15	Arrival panel		Panel
09:15 – 10:00	Board & management	Introduction, strategy BUAs, academy, programme	Management
10:15 – 11:15	Campus tour /  Showcases of projects and products	Tour of the campus,  Showcases	Panel, selected members of the project team Students and lecturers
11:30 – 12:00	Internationalisation officers	Internationalisation, role and position in the programme	Global Engagement and international coordinator academy, lecturers involved in internationalisation
12:00 – 13:00	Lunch	Lunch	Panel
13:00 – 14:00	Teaching staff + researchers	Programme, testing, quality of staff, role and position of research in the programme	Researchers, lecturers
14:15 – 15:00	Students & recent Alumni	Programme, testing, quality of staff, final results	Students (just started and just graduated)
15:15 – 15:45	Board of Examiners	Assessment policy, testing and learning outcomes achieved	Board of Examiners and Educational Advisors
16:00 – 16:45	Alumni & Industry partners	Connection between programme and industry, alumni: looking back at the programme	Alumni & Industry partners
16:45 – 18:00	Deliberations	Internal consultation panel	Panel
18:00 – 18:15	Feedback and closure	Feedback of findings and conclusions	All (participants)

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