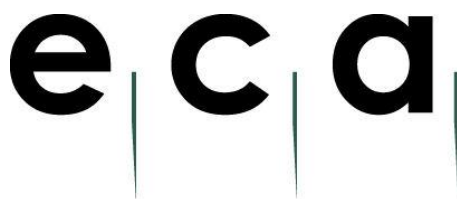


Assessment report

Bachelor Leisure and Events Management Breda University of Applied Sciences



Certificate for Quality in Internationalisation



european consortium for accreditation

Assessment report
- Bachelor
Leisure and Events 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.
- COIL** – *Collaborative Online International Learning*: A virtual exchange format where students from different countries collaborate online on joint academic tasks.
- 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.
- LEM** – *Leisure and Events Management*: The bachelor'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.
- Specialisation** – A thematic or disciplinary track within the LEM programme allowing students to focus their studies on a specific aspect of the leisure and events field.
- Teaching community** – An institutional initiative at BUas that supports teacher development through peer learning, reflection, and innovation in educational practice.

1. Executive summary

This report presents the outcome of the assessment of the internationalisation special feature of the Bachelor Leisure and Events Management (the LEM programme) offered by Breda University of Applied Sciences (BUas). The assessment was conducted as part of a combined procedure, in which the CeQuint Framework for the Assessment of Quality in Internationalisation was applied alongside the regular programme assessment according to the Dutch-Flemish Accreditation Organisation (NVAO) standards.

The internationalisation special feature was evaluated against five standards: Intended internationalisation; International and intercultural learning; Teaching and learning; Staff; and Students. The panel based its judgement on a thorough review of the self-evaluation report, the underlying documentation, and a site visit during which it engaged in discussions with students, staff, management, alumni, and external stakeholders.

The panel concluded that the LEM programme has successfully integrated internationalisation into key aspects of its curriculum, educational environment, staffing and student supports. In three of the five standards—Teaching and learning, Staff, and Students—the panel identified practices that go beyond the minimum criteria, leading to a judgment of *good*. The remaining two standards—Intended internationalisation and International and intercultural learning—were assessed as *satisfactory*, with relevant development potential. Based on these outcomes, the panel advises to award the Certificate for Quality in Internationalisation to the programme.

Standard 1: Intended internationalisation – Satisfactory

The LEM programme benefits from a robust institutional framework for internationalisation. Both BUas and the Academy for Leisure and Events (ALE) have articulated clear strategies that include goals such as student mobility, Internationalisation at Home, and the development of global competencies. These ambitions provide a strong foundation for the programme.

However, the LEM programme's own articulation of internationalisation goals remains relatively implicit. While various international activities take place within the curriculum and learning environment, the programme does not yet have a distinct internationalisation strategy or a set of verifiable objectives at its own level. Students and staff are aware of internationalisation as a theme, but its operationalisation at programme level is less explicit.

The panel encourages the programme to formulate clear, programme-specific internationalisation goals and to connect these to measurable objectives. This would increase transparency, support quality assurance, and enhance the programme's ability to evaluate and communicate the impact of its internationalisation efforts. It would also help the programme team and BUas to position the programme more strongly to potential international applicants.

Standard 2: International and intercultural learning – Satisfactory

The Intended Learning Outcomes (ILOs) of the programme incorporate international and intercultural dimensions, and these are mapped across different phases of the curriculum. The panel recognises this mapping as a strength, providing a clear framework for the development of global competencies and skills. At the same time, variation was observed in how these ILOs are translated into actual teaching activities and assessments. The thematic structure

(e.g. professional skills, ethical reflection, research orientation) is interpreted differently across specialisations and lecturers, which may lead to inconsistencies in student experience. The panel recommends that the programme strengthen internal calibration around ILO implementation and improve the structure and transparency of assessment. More consistent application of assessment criteria across the specialisations, as well as improved student awareness of frameworks like the LEM Competency Profile, would contribute to a stronger alignment between intended outcomes and demonstrated learning.

Standard 3: Teaching and learning – Good

The programme offers a well-structured curriculum that effectively integrates international and intercultural elements. Learning takes place in thematic blocks, and students participate in a variety of experiential activities including field trips, international projects, guest lectures, and placements. These activities are highly valued by students and contribute to the development of personal and professional skills.

Teaching methods support interactive and collaborative learning. Students frequently work in multicultural groups, and describe the teaching style as participatory, creative, and relevant to professional contexts. They also appreciate the balance between academic and practical elements, and value the autonomy and responsibility they are given in group projects.

The physical learning environment, including the Lighthouse and Ocean buildings, supports informal interaction and group work. The panel considers the teaching and learning environment a strong asset of the programme and sees potential in expanding into virtual exchanges or collaborative online learning to further internationalise the classroom experience, while also considering the topic of sustainability for this industry

Standard 4: Staff – Good

The LEM teaching staff consists of 90 lecturers with diverse academic and professional backgrounds. Several staff members have international experience or are involved in international networks. The team composition reflects the programme's commitment to internationalisation, both in terms of disciplinary breadth and cultural diversity.

Students described the staff as highly approachable, engaged, and responsive. The panel found that lecturers are not only competent but also committed to creating a learning environment that supports intercultural dialogue. Staff professionalisation is well supported by institutional services, including teaching communities, peer review, and dedicated development time and staff shared that they are aware of these supports and proactively integrate them in to their daily/weekly tasks and schedules. Part of the staff is tailored to the achievement of international and intercultural learning outcomes.

The panel encourages the programme to build on these strengths by promoting international staff exchanges and mobility. This could further enhance the team's international exposure and feed new perspectives into teaching.

Standard 5: Students – Good

The student body of the LEM programme is diverse, with approximately 20% international students. Students reported that the international mix in their classes is enriching and fosters intercultural learning through group work and daily interactions. The introduction week,

international events, and study projects contribute to a strong sense of community and shared experience.

Students feel supported both academically and personally. They value the accessibility of staff, the safe and open atmosphere, and the high-quality facilities. The programme offers adequate student services, including career counselling, wellbeing support, and extracurricular opportunities. Some students noted that placements are not equally available across all specialisations; the panel recommends reviewing this to ensure equitable access and assessment as noted in the feedback for standard 2.

Overall conclusion

The panel concludes that the Bachelor Leisure and Events Management programme at BUas meets the standards of the CeQuint Framework. The programme has demonstrated a clear commitment to internationalisation, which is reflected in its educational design, a committed and diverse teaching team, and a student population that contributes to meaningful intercultural learning. Students and staff value the open and personal atmosphere and recognise the relevance of international elements for their professional and personal development. The integration of international elements into teaching, learning, and student services is meaningful and effective.

Recommendations

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

- Strategic alignment: Formulate a clear and distinctive internationalisation strategy at programme level, with verifiable objectives tailored to the LEM context.
- Assessment transparency: Improve the structure and clarity of assessment practices related to international and intercultural learning outcomes; ensure students understand how these are evaluated.
- Curricular consistency: Foster more consistent implementation of international and intercultural ILOs across specialisations, courses, and lecturers.
- Staff mobility: Encourage international staff exchange and mobility to further enrich teaching practice and support professional as well as network development.
- Inclusive access: Review the availability of placements across specialisations to ensure equitable international opportunities for all students.
- Virtual exchange: Consider integrating virtual collaboration or online international learning as a complement to physical mobility and to broaden the reach of international learning experiences.
- Cross-specialisation collaboration: Strengthen opportunities for students from different specialisations to work together on joint projects with an international or intercultural focus.

Overall, the panel finds that the programme has achieved strong results in the area of internationalisation and has laid the groundwork for continued development. Based on the findings, and with three standards assessed as *good*, the panel advises to award the Certificate for Quality in Internationalisation to the Bachelor Leisure and Events Management at Breda University of Applied Sciences.

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:

- **Bert Reul, MBA**, *panel chair*, independent consultant and former director at Rotterdam Academy, with extensive experience in curriculum development and strategic management in higher education
- **Dr Karoline Wiegerink**, *panel member*, Professor of City Hospitality and City Marketing at Hotelschool The Hague and director of the Platform for Customer-centered Entrepreneurship
- **Aisling Tiernan**, *panel member*, Strategic Advisor at Griffith College Dublin and certified CeQulnt auditor, with broad experience in internationalisation and quality assurance in higher education
- **Iñigo Alonso**, *panel member*, independent professional with extensive international experience in live entertainment and events, including Cirque du Soleil and Expo Dubai
- **Simona Schonewille**, *student panel member*, student of International Leisure & Events Management at NHL Stenden University of Applied Sciences (*Netherlands*)
- **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 day before the site visit OR on day Month year]. The site visit took place on [day Month year] at [name institution] in [city, if not obvious from the name of the institution]. ([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

Qualification: Bachelor Leisure and Events Management (English and Dutch taught tracks)

Number of credits:	240 EC
Specialisations (if any):	• Leisure & Events Management – General • Attractions & Theme Parks Management • Events for Business • Live Music & Dance Events • Social Innovation • Sports & Esports • Urban Life & Placemaking
ISCED field(s) of study:	
Institution:	Breda University of Applied Sciences
Type of institution:	European Higher Education Area (EHEA)
Status:	NVAO accredited
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*.

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

The B Leisure and Events Management (LEM) programme is embedded within the broader institutional framework of Breda University of Applied Sciences (BUas) and its Academy for Leisure and Events (ALE). Both BUas and ALE articulate a strong commitment to internationalisation, as evidenced in strategic documents such as the BUas+ Strategy and the Internationalisation@ALE plan. These documents outline multiple internationalisation goals and initiatives, ranging from mobility and Internationalisation at Home (IaH) to staff and student diversity, and the development of global competencies.

While these institutional and faculty-level ambitions are well-developed, the articulation of internationalisation goals at the level of the LEM programme is more implicit. During the site visit, the panel noted that while internationalisation is clearly valued by the programme team, the specific strategic direction for internationalisation within LEM remains underdefined. There is no stand-alone internationalisation strategy for the programme itself, and the current alignment with institutional goals is only partial and not systematically embedded in programme-level planning or documentation.

Considerations

The panel acknowledges the presence of meaningful internationalisation goals within the wider BUas and ALE structures, many of which trickle down into the LEM programme. However, the absence of a clearly formulated internationalisation strategy at the programme level limits the transparency and coherence of its ambitions. The programme would benefit from explicitly articulating its own internationalisation priorities, including its vision, intended impact, and alignment with its educational philosophy and professional field.

Moreover, while the programme provides access to good initiatives and funding opportunities for IaH, there is no clear integration of these into a programme-specific framework. A more structured and deliberate articulation of programme-level goals would provide clarity to staff, students, and external stakeholders, and support the continuous improvement of internationalisation.

Criterion 1b: Verifiable objectives

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

Findings

The BUas and ALE strategies contain measurable ambitions for internationalisation. For instance, the institution supports 6–8 Internationalisation at Home projects per year and

maintains a partnership strategy through the Global Engagement Team (GET). However, the LEM programme does not yet translate these overarching objectives into concrete, measurable targets at programme level. No specific targets or aspirations were mentioned during the site visit, particularly with regard to mobility, international student/staff composition, or international learning opportunities.

While the programme does engage in internationalisation-related activities, such as COIL (Collaborative Online International Learning), and participates in online learning initiatives and partnerships, these are not yet formally tied to clearly stated or trackable objectives.

Considerations

The panel considers that the lack of programme-specific, verifiable objectives for internationalisation hampers the ability to monitor and evaluate the programme's progress. The current reliance on institutional and faculty-level metrics leaves the LEM programme without a clear framework for internal accountability. Articulating its own objectives – including targets for student and staff diversity, international partnerships, and intercultural learning opportunities – would significantly enhance its strategic position. This would also help foster a culture of continuous improvement grounded in evidence and aligned with the programme's educational goals.

Criterion 1c: Impact on education

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

Findings

The LEM programme actively participates in several international initiatives that have the potential to enhance the quality of education. Examples include online learning, COIL projects, and an increase in international student and staff numbers. The international classroom is a central component of the programme's learning environment, with intercultural learning being supported through group work, project-based learning, and international perspectives embedded in course materials.

However, these initiatives are not always explicitly linked to the programme's educational design. Furthermore, international mobility is not prioritised within LEM. Data from recent years indicate that 90% of student placements occur within Europe, suggesting limited exposure to more diverse and less homogenised international contexts. The rationale behind this pattern, as well as the potential for expanding placements beyond Europe, is not clearly articulated.

Considerations

The panel appreciates the programme's efforts to internationalise its educational environment through innovative and digital means. Nevertheless, the impact of internationalisation on the programme's teaching and learning would be clearer if the goals and activities were integrated into a programme specific strategic framework. In particular, the programme could benefit from formulating a vision on how international mobility and partnerships – including placements in non-European contexts – can contribute to the development of intercultural competencies and to educational quality more broadly.

Overall conclusion regarding Standard 1. Intended internationalisation

The panel assesses Standard 1 as *satisfactory*. The LEM programme is embedded in an institutional context that strongly supports internationalisation, and several relevant initiatives are in place. However, the programme currently lacks a clear, explicit strategy and set of objectives for its own internationalisation efforts. As a result, the coherence, visibility, and impact of internationalisation on the programme remain limited.

Recommendations

- Formulate a programme-specific internationalisation strategy that builds upon but goes beyond institutional and faculty-level policies.
- Develop verifiable objectives for key areas such as mobility, partnerships, international student/staff composition, and Internationalisation at Home.
- Strengthen the link between internationalisation activities and educational quality by integrating international and intercultural goals into the programme's curriculum and assessment strategy.
- Explore opportunities to diversify international placements beyond Europe to enhance the intercultural learning experience.

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 LEM programme presents a clearly structured mapping of its international and intercultural learning outcomes (ILOs). These outcomes are integrated throughout the curriculum, from introductory to advanced levels, and correspond visibly with the programme's internationalisation ambitions. Documentation and internal tools support this vertical alignment, and the panel was able to trace specific ILOs across modules and learning phases.

At the same time, differences emerged in how the ILOs are interpreted and translated into teaching practice. Depending on the specialisation or individual lecturer, the emphasis on certain themes—such as research, ethical awareness, or community engagement—may shift. This variation affects the consistency with which students encounter and develop international and intercultural competences across the programme.

Considerations

The panel values the deliberate integration of ILOs into the curriculum and acknowledges the clarity with which these are presented in official documents. Yet the practical application could benefit from more alignment across the programme's various components. Shared guidelines or calibration sessions might support staff in translating ILOs more consistently into classroom activities and assignments, thereby ensuring a coherent learning experience for all students. Strengthening this internal cohesion would also help students recognise how their international learning is intentionally scaffolded.

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 programme uses a range of authentic assessment methods, including presentations, written work, and project-based tasks involving real-life cases. Many of these tasks are designed to engage students in international and intercultural dimensions of their discipline. The assessments are typically integrated into regular course work rather than administered as separate components.

Nonetheless, the panel observed that some assessment practices could be clearer and more consistent across specialisations. In particular, the link between assessed tasks and intended learning outcomes is not always clear to students. While staff refer to the LEM Competency Profile as an organising framework, students interviewed during the site visit were largely unfamiliar with it. If this is an embedded part of the assessment, it should be explained to students at the start and throughout their studies on this programme. In addition, there is potential to enhance the external examiner and industry perspective on the assessment procedures. This was mentioned in an ad-hoc way, but it is recommended to embed this external feedback and review in a more structured way to further develop the quality of assessment and the programme.

Considerations

The programme has embraced diverse and meaningful assessment formats that align well with its professional and international orientation. However, greater clarity in how international and intercultural outcomes are assessed would enhance transparency and improve students' ability to track their own development. Introducing rubrics or assessment criteria that directly reflect these outcomes could support this aim.

Furthermore, involving external or international experts—either from academia or the professional field—could strengthen the programme's quality assurance. Their input may offer valuable insights into global standards and further enhance the relevance of assessments for international employability. The panel also encourages the programme to better communicate how the LEM competency framework underpins assessment, helping students connect their day-to-day tasks to broader learning goals.

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 LEM programme are well-positioned to enter international work environments, and alumni outcomes suggest that the programme equips students with relevant competences. The recent redesign of final year assessments, in which oral and written components are now evaluated separately, is intended to provide clearer insight into student performance.

Because these changes are relatively recent, there is limited data on their long-term effectiveness. In addition, while research plays a role in the curriculum, the panel found that its application, particularly in the graduate phase, could be more prominent and structured.

Considerations

Graduate achievement demonstrates the programme's general success in fostering international and intercultural capabilities. To build on this foundation, the programme is encouraged to monitor the impact of its revised assessment structure in the coming years. More systematic attention to research integration in the final year would also benefit students, particularly those aiming for roles where analytical and evidence-based competences are valued, as well as the academic integrity of the programme.

Overall conclusion regarding Standard 2. International and intercultural learning

The panel assesses Standard 2 as *satisfactory*. The programme has made visible efforts to embed international and intercultural learning outcomes, both in curriculum design and assessment practice. While the foundations are solid, more consistent implementation and clearer communication—particularly regarding assessment—are necessary to fully realise the programme's ambitions.

Recommendations

- Foster greater alignment in how international and intercultural learning outcomes are implemented across courses and specialisations.
- Increase the transparency of assessment methods by making intended outcomes and criteria more explicit.
- Clarify and promote the relevance of the LEM Competency Profile among students.
- Seek external and international input to enhance the robustness and relevance of assessments.
- Reinforce the integration of research skills in the final year to support academic and professional readiness.

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 curriculum of the LEM programme follows a modular structure that progresses logically from foundational to advanced levels. International and intercultural dimensions are embedded throughout, with an emphasis on real-world applicability through field trips, guest lectures, and international projects. Placements and externally oriented assignments reinforce the programme's practical and global orientation.

During the site visit, students expressed appreciation for the diversity of the curriculum and the range of experiences it offers. They highlighted the combination of theory and practice and noted that the curriculum helps them develop not only academic but also organisational and communication skills relevant for working in diverse professional contexts. Several

students described how project-based assignments contributed to their growth as future ‘project managers’ in international settings.

Considerations

The panel considers the curriculum to be well structured and clearly aligned with the programme’s internationalisation ambitions. It offers students a variety of learning activities that are both challenging and relevant to their future careers. Student feedback confirmed that they understand what is expected of them and feel supported by the curriculum’s transparent structure. The integration of professional practice with academic content enhances the authenticity of learning and contributes to the development of international competencies.

Criterion 3b: Teaching methods

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

Findings

The programme employs a broad range of teaching methods, with a strong emphasis on interaction, collaboration, and reflection. Students participate in group work, project-based assignments, and classroom discussions, often in culturally diverse teams. These methods aim to mirror professional contexts and cultivate intercultural awareness.

Students interviewed during the site visit spoke positively about the diversity in teaching approaches. They described their learning environment as dynamic and engaging, with frequent opportunities to apply theory to practice. The international composition of the student body further enriched the group work experience, as students were exposed to different cultural perspectives and working styles. Students also noted that the learning environment supports their autonomy, allowing them to explore creative and academic directions within their projects.

Considerations

The teaching methods applied in the LEM programme are varied, interactive, and well suited to the goals of international and intercultural learning. Students confirmed that the teaching stimulates participation and fosters the development of transferable skills. The panel noted the positive atmosphere in which dialogue and experimentation are encouraged.

In this context, the panel sees potential for the programme to further enhance its teaching practices by introducing virtual exchange or collaborative online learning projects. These could complement the current methods and offer additional access to international perspectives, especially for students with limited mobility.

Criterion 3c: Learning environment

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

Findings

The LEM programme benefits from a supportive and internationally oriented learning environment. The newly developed building offers open and flexible spaces that foster informal interaction and collaborative learning. Students indicated that these facilities contribute to the programme’s open and welcoming atmosphere.

Students consistently described the staff as accessible, committed, and genuinely interested in their development. The small-scale setting and strong sense of community were frequently mentioned as key strengths of the learning environment. Moreover, the international composition of the student group was perceived as a valuable asset, allowing for meaningful intercultural exchange within the classroom.

Considerations

The panel observes that the physical and social learning environment of the LEM programme is highly conducive to international and intercultural learning. Students clearly benefit from a setting that combines well-designed spaces with a culture of openness, mutual respect, and personal engagement. This environment plays a critical role in enabling students to participate in intercultural learning experiences.

To further strengthen this learning context, the panel encourages the programme to explore how virtual collaborative tools might be embedded more systematically. As online and hybrid learning environments become more prominent, leveraging these tools could expand the reach and inclusivity of the programme's internationalisation efforts.

Overall conclusion regarding Standard 3: Teaching and Learning

The panel assesses Standard 3 as *good*. The curriculum, teaching methods, and learning environment all contribute meaningfully to international and intercultural learning. The programme succeeds in offering a coherent and engaging educational experience, supported by dedicated staff and a learning climate that encourages student development.

Recommendations

- Continue to foster and sustain the current strengths in curriculum design and teaching practices.
- Explore opportunities for virtual exchange and online collaboration as part of the learning strategy.
- Maintain the strong culture of personal engagement, while leveraging digital tools to further support inclusivity and international reach.

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 LEM programme is supported by a dedicated team of 90 lecturers. The composition of the team reflects both disciplinary expertise and a growing international dimension. Several staff members have an international background or have acquired relevant experience abroad. The team includes professionals with diverse academic and industry profiles, aligning well with the programme's emphasis on applied and international education.

The programme actively aims to mirror the diversity of its student population within its staff composition. The use of English as the working and teaching language further supports an inclusive and internationally accessible learning environment. Language proficiency among staff is demonstrably high, with all lecturers operating at a C1 level or higher.

Students expressed appreciation for the accessibility and commitment of their lecturers. They described the team as supportive, engaged, and effective in creating an open and inclusive classroom dynamic that reflects the international ethos of the programme.

Considerations

The panel observes that the staff composition is well-balanced and aligned with the programme's internationalisation goals. The presence of international staff and lecturers with relevant global experience contributes to the international classroom and enriches students' learning. Continued attention to staff diversity, not only in nationality but also in disciplinary and professional backgrounds, will further reinforce the programme's profile.

Criterion 4b: Experience

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

Findings

Lecturers bring with them a wide range of professional experiences, including industry involvement, research activity, and participation in international projects. Many staff members are involved in international networks and contribute to knowledge production through applied research.

The programme also benefits from BUas-wide mechanisms that support staff professionalisation. These include communities of practice, peer review systems, and staff development hours specifically allocated for activities related to teaching innovation and internationalisation.

Considerations

The teaching staff of the LEM programme demonstrates a high level of professional and international engagement. Their industry experience helps ensure the relevance of the curriculum, while involvement in international projects and networks supports the integration of current global perspectives into teaching.

The panel encourages the programme to consider ways of expanding staff mobility, for instance through exchanges with partner institutions or industry partners abroad. Such experiences could further enhance intercultural competences and provide additional international insights, thereby enriching the educational offer and reinforcing the programme's international positioning.

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

Staff members have access to a range of institutional services and support mechanisms. Professional development hours are available and used by lecturers for activities that enhance their international and professional engagement. BUas provides facilities for language development, pedagogical training, and participation in internationalisation initiatives. These services are well communicated, and staff are aware of and make use of them.

At the programme level, staff are encouraged to participate in international conferences, collaborative projects, and innovation labs. The open structure of the BUas organisation allows for cross-institutional collaboration and knowledge exchange among lecturers from different academies and disciplines.

Considerations

The panel finds that the services offered to staff are appropriate and effectively facilitate their professional development in relation to internationalisation. The allocation of time and resources to support staff participation in international networks and educational innovation is a strength of the programme. Continued encouragement and structural support for staff to engage in mobility and exchange will help maintain and strengthen the programme's international dimension.

Overall conclusion regarding Standard 4: Staff

The panel assesses Standard 4 as *good*. The staff composition, professional experience, and available services collectively support the international and intercultural goals of the programme. Lecturers are well qualified, internationally engaged, and supported in their professional growth.

Recommendations

- Sustain the programme's commitment to maintaining a diverse and internationally oriented staff team.
- Promote further staff mobility, including exchanges with international institutions and industry partners.
- Continue to invest in institutional and programme-level services that support international engagement and professional development.

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 student population of the LEM programme reflects a diverse and international composition. Approximately 20% of students come from outside the Netherlands, creating an international classroom dynamic that is visible in daily educational practice. The programme attracts students from a variety of cultural and academic backgrounds, which enriches classroom discussions and collaborative work.

During the site visit, students shared that the international mix within their cohorts enhances their educational experience. They valued the opportunity to work in multicultural teams and mentioned that group projects often stimulate intercultural learning. The diversity among students mirrors the programme's broader goals of fostering global citizenship and intercultural competence.

Considerations

The panel recognises that the composition of the student body meaningfully supports the internationalisation of learning. The programme benefits from a balanced mix of Dutch and international students, allowing for authentic intercultural interaction. Continued attention to maintaining and expanding this diversity will strengthen the learning environment and contribute to the international relevance of the programme.

Criterion 5b: Experience

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

Findings

Students participate in a wide range of international and intercultural experiences, both curricular and extracurricular. From induction activities and international project work to study weeks and guest lectures, the programme integrates multiple moments of intercultural exchange. The curriculum includes opportunities for students to collaborate across specialisations and to engage in learning experiences that simulate international professional contexts. According to the students, these experiences contribute positively to their personal and academic development. They reported that the introduction week plays an important role in community building and that the open atmosphere within the programme allows for respectful and meaningful dialogue. Students described the learning culture as supportive, dynamic, and open to diverse perspectives.

However, the panel noted that placements are currently available to some students depending on their specialisation. Making such opportunities more broadly accessible across all tracks may enhance equity and expand the scope of international exposure.

Considerations

The panel finds that the programme offers a rich and varied student experience, with ample opportunities for intercultural learning. Students feel engaged and supported, and the structure of the programme allows them to encounter international perspectives through a range of learning formats. To further improve, the programme could consider increasing cross-specialisation collaboration and ensuring that mobility opportunities are equally distributed among all student groups.

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 LEM programme provides a comprehensive suite of student support services, both academic and personal. Students have access to study counselling, career advice, and wellbeing resources. These services are integrated within the broader BUas framework and tailored to the needs of an international student population.

Students reported high levels of satisfaction with the guidance they receive. They described staff as approachable and proactive, and mentioned that they feel comfortable seeking help when needed. The physical learning environment was also highlighted: the Lighthouse and Ocean buildings were seen as welcoming, well-equipped, and conducive to collaborative learning.

Additionally, students benefit from extracurricular activities that foster community and belonging, including international events, workshops, and student-led initiatives.

Considerations

The panel concludes that student services are appropriate and well attuned to the needs of a diverse and international student body. The combination of personal attention, accessible support structures, and high-quality facilities creates a setting in which students can thrive academically and socially. Maintaining this level of support and continuing to respond to evolving student needs will be essential as the programme grows.

Overall conclusion regarding Standard 5: Students

The panel assesses Standard 5 as *good*. The composition, experience, and services for students demonstrate a strong commitment to internationalisation. Students benefit from a stimulating learning environment, meaningful intercultural engagement, and well-developed support structures.

Recommendations

- Maintain and, where possible, expand the international diversity of the student body.
- Explore opportunities for more cross-specialisation projects to further enhance intercultural collaboration.
- Consider broadening access to placements across all specialisations.
- Continue to invest in student services that support academic success and social integration in an international context.

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

Overview panel requirements

<i>Panel member</i>	<i>Subject</i>	<i>Internat.</i>	<i>Educat.</i>	<i>QA</i>	<i>Student</i>
• Reul		x	x	x	
• Wiegerink	x	x	x		
• Alonso	x	x			
• Tiernan		x	x	x	
• Schonewille	x	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;

- Mr Bert Reul, MBA, *panel chair*, independent consultant and former director at Rotterdam Academy, with extensive experience in curriculum development and strategic management in higher education
- Dr Karoline Wiegerink, *panel member*, Professor of City Hospitality and City Marketing at Hotelschool The Hague and director of the Platform for Customer-Oriented Entrepreneurship
- Ms Aisling Tiernan, *panel member*, Strategic Advisor at Griffith College Dublin and certified CeQulnt auditor, with broad experience in internationalisation and quality assurance in higher education
- Mr Iñigo Alonso, *panel member*, independent professional with extensive international experience in live entertainment and events, including Cirque du Soleil and Expo Dubai
- Ms Simona Schonewille, *student panel member*, student of International Leisure & Events Management at NHL Stenden University of Applied Sciences (*Netherlands*)
- Ms Yvet Blom, *panel secretary* at AeQui, with experience in international programme assessments

Annex 2. Documents reviewed

- Self evaluation report
- Study guides LEM programme
- **Essential Annexes**
- **1. BUas Policy**
 - 1.1 BUas+, Strategic Direction 2022–2025
 - 1.2 BUas Education@work Educational Vision 2014–2024
 - 1.3 BUas Quality Assurance System for Education 2022
 - 1.4 BUas RD Vision Statement 2024
 - 1.5 BUas Study Guide AI 2024–2025
- **2. Curriculum and Staff**
 - 2.1 National Profile Leisure Events Management 2018–2024
 - 2.2 National Educational Profile Leisure & Events Management 2024–2030
 - 2.3 LEM Overview ILOs Foundation and Advanced Level
 - 2.4 LEM Body of Knowledge
 - 2.5 Involvement of Industry and Society in Education
 - 2.6 ALE Overview Contacts Industry and Society
 - 2.7 LEM Educational Staff and BKE
 - 2.8 ALE Staff Numbers
- **3. Study Guides LEM Programme**
- **4. Assessment**
 - 4.1 LEM Curriculum and Assessment Overview 2024–2025
 - 4.2 LEM Assessment Policy 2024–2026
 - 4.3 LEM Skills Rubric
 - 4.4 LEM Teaching and Examination Regulations 2024–2025
 - 4.5 Examination Regulations for Written Examinations 2024–2025
 - 4.6 Annual Report LEM Board of Examiners 2023–2024
- **5. Graduation**
 - 5.1 Manual Graduation Project 2023–2024
 - 5.2 Manual Final Oral Exam 2023–2024
 - 5.3 Manual (New) Final Project and Final Exam 2024–2025
 - 5.4 Manual Graduation for Social Innovation – Final Expedition 3
 - 5.5 Assessment Form Graduation Project 2023–2024
 - 5.6 Assessment Form Final Oral Exam 2023–2024
 - 5.7 Feedback Form (New) Course of Action Final Project 2024–2025
 - 5.8 Assessment Form (New) Final Project and Final Exam 2024–2025
- **Additional Annexes**
- Factsheet NSE 2024 – Leisure & Events Management

- Factsheet HBO Monitor 2023 – Leisure & Events Management
- ALE Employee Experience Survey – Improvement Plan
- ALE Reports KD&R Projects (Knowledge, Development, and Research)
- LEM Year Report DPC (Degree Programme Committee)
- ALE Year Report APC (ALE Participation Council)
- BUas Policy Plan on Student Well-Being
- BUas Implementation Plan on Student Well-Being
- BUas Team-Based Working 2024
- BUas Language Policy 2024
- BUas Code of Conduct
- BUas Industry Board 2024
- LEM Alumni Stories
- LEM Quality Cards and Evaluations [Folder]
- LEM Evaluation Skills Rubric 2024
- LEM and Educational Technology
- ALE Way of Working – Quality Team
- Graduation work of 15 students

Annex 3. Site visit programme

Programme Site Visit Accreditation Leisure & Events Management
Monday 19 May 2025 and Tuesday 20 May 2025

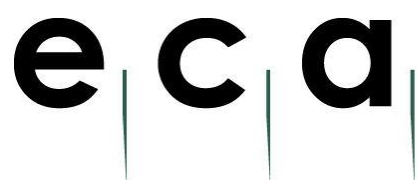
Day 1 - Monday 19 May 2025

Time	What	
12:00	Arrival panel	
12:00 – 12:30	Deliberations	Internal consultation panel
12:30 – 13:30	Executive Board & Management Team	Strategy and Developments
13:30 – 14:45	Lunch	
14:45 – 15:15	Research/associate professors	Research, role and position in the program
15:30 – 16:30	Alumni & Industry partners	Connection between programme content and goals with demands professional field. Preparation of students for practice. Connection of staff with industry. Internationalisation of the programme.
16:30 – 17:15	Deliberations	Internal consultation panel
17:15 – 17:30	Evaluation day 1	Focus-points for the next assessment day

Day 2 - Tuesday 20 May 2025

Time	What	
08:45 – 09:00	Arrival panel	
09:00 - 09:30	Campus tour	Including the Hive
09:30-10.15	Showcases of projects and products	Demonstration-possibility Internationalisation
10:30 -11:30	Students from year 1, 2, 3 and 4	Programme, testing, quality of staff etc.
11:45-12:45	Teaching staff	Intended learning outcomes, programme, assessment, quality of staff, Internationalisation etc.
12:45 – 13:45	Lunch	Lunch and document review

13:45-14.30	Board of Examiners, testing expert	Assessment policy, assessments, achieved learning outcomes etc.
14:45-15:30	Internationalisation of- ficers	Internationalisation, role and position in the programme
15:30- 17:30	Wrap-up session panel	Additional research, formulating conclusions <i>(Possibly one more short talk with MT at 15:30)</i>
17:30 – 18:00	Feedback and clo- sure	Feedback of findings and con- clusions



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