

Assessment report

BA Tourism Management MA Tourism Destination Management

Breda University of Applied Sciences



Certificate for Quality in Internationalisation



The European Consortium for
Accreditation in Higher Education

Assessment report

- BA Tourism Management
- MA Tourism Destination Management

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European Consortium for Accreditation in Higher Education



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Table of content

Preface [to be deleted when submitting as an assessment report]Fout! Bladwijzer niet gedefinieerd.

Glossary	7
1. Executive summary	9
2. The assessment procedure	9
3. Basic information	13
4. Assessment scale	15
5. Assessment criteria	16
6. Overview of assessments.....	32
Annex 1. Composition of the panel.....	34
Annex 2. Documents reviewed	36
Annex 3. Site visit programme	39



Glossary

Academy for Tourism (AT)

Organisational unit within Breda University of Applied Sciences responsible for tourism-related programmes.

Assessment panel

Group of independent experts appointed to assess the programmes according to the CeQulnt Framework.

AUCOM model

Curriculum model used in the Bachelor's programme to support gradual development of competencies throughout the curriculum.

Bachelor of Arts in Tourism Management (BA TM)

Undergraduate programme (240 ECTS) offered by the Academy for Tourism in a Dutch-taught and an English-taught track.

Blended Intensive Programme (BIP)

Short, intensive programme combining physical mobility with online learning, developed in cooperation with international partners.

CeQulnt

Certificate for Quality in Programme Internationalisation; an international quality label assessing programme-level internationalisation.

CeQulnt Framework

Set of standards and criteria used to assess the quality of internationalisation at programme level.

Challenge-Based Learning (CBL)

Educational approach in which students address real-life challenges, often in collaboration with external stakeholders.

Cross-Cultural Studies (CCS)

Module in the Master's programme focusing on intercultural awareness and cross-cultural competencies.

English-taught track

Programme track in which English is the language of instruction and the classroom is internationally composed.

Final work

Culminating project or thesis demonstrating achievement of programme-level intended learning outcomes.

Global Mind Monitor (GMM)

Instrument used to support diagnostic assessment and development of intercultural competences.

Intended Learning Outcomes (ILOs)

Formulated outcomes describing the knowledge, skills and attitudes students are expected to achieve upon graduation.

International classroom

Learning environment in which students from different cultural and national backgrounds study together.

**Internationalisation@home**

Curricular and extracurricular activities aimed at developing international and intercultural competencies without physical mobility.

ISCED

International Standard Classification of Education used to categorise fields of study.

Learning environment

Combination of curricular, pedagogical, physical and social conditions supporting student learning.

Master of Arts in Tourism Destination Management (MA TDM)

Graduate programme (60 ECTS) offered in English by the Academy for Tourism.

Multiple-degree programme

Programme offered in cooperation with international partner institutions leading to more than one diploma.

NSE (National Student Survey)

Dutch national survey collecting student feedback on programme quality and student experience.

NVAO

Accreditation Organisation of the Netherlands and Flanders, responsible for quality assurance in higher education.

Panel judgement

Overall evaluation per standard or programme, expressed using CeQuInt categories (e.g. satisfactory, good).

Project-Based Learning (PBL)

Educational approach in which students acquire knowledge and skills through extended project work.

Self-evaluation report

Document prepared by the institution describing the programme's internationalisation goals, implementation and outcomes.

THI specialisation

Tourism and Hospitality Innovations specialisation within the MA TDM, offered as a multiple-degree track.

Urban Tourism and Mobility (UTM)

Specialisation within the MA TDM focusing on urban tourism development and mobility issues



1. Executive summary

The Bachelor of Arts in Tourism Management (BA TM) and the Master of Arts in Tourism Destination Management (MA TDM), both offered by the Academy for Tourism (AT) of Breda University of Applied Sciences (BUas), were assessed in the context of the Certificate for Quality in Programme Internationalisation (CeQulnt). The assessment was conducted in accordance with the CeQulnt Framework and comprised an analysis of the self-evaluation report, supporting documentation and a site visit.

The Academy for Tourism operates within a clearly articulated institutional strategy for internationalisation. At BUas level, internationalisation is embedded in the strategic framework *The International Perspective*, which positions the university as a European institution with a global outlook. This strategic orientation provides a coherent and stable framework within which AT has formulated programme-level internationalisation goals for both the Bachelor's and Master's programmes. The panel observed that internationalisation is not treated as an add-on but as an integral element of the educational mission of the Academy and its programmes.

Across both programmes, the panel found a strong degree of alignment between institutional strategy, programme objectives and educational practice. The Academy has implemented a structured top-down and bottom-up approach to internationalisation, supported by clear organisational structures and responsibilities. The designation of a dedicated internationalisation role within programme teams plays an important role in safeguarding the implementation of internationalisation goals and ensuring their translation into curriculum design and teaching practice.

Standard 1: Intended internationalisation

For both programmes, the internationalisation goals are clearly documented, aligned with institutional strategy and supported by internal and external stakeholders. These goals are translated into largely verifiable objectives, particularly in the Bachelor's programme where operationalisation is well documented. The Master's programme also demonstrates clear objectives, although the panel recommends further formalisation of monitoring mechanisms. The panel concludes that in both programmes internationalisation demonstrably contributes to the overall quality of teaching and learning. Standard 1 is assessed as good for both BA TM and MA TDM.

Standard 2: International and intercultural learning

Both programmes have made substantial progress in explicitly embedding international and intercultural dimensions in their intended learning outcomes. The Bachelor's programme demonstrates a comprehensive and structured approach, with international and intercultural elements embedded in the majority of its intended learning outcomes and progressively developed through the AUCOM model. The Master's programme also reflects its international profile in its learning outcomes and curriculum design, supported by an international classroom and field-based components. The panel found alignment between intended



learning outcomes, assessment methods and graduate achievement. Standard 2 is assessed as good for both programmes.

Standard 3: Teaching and learning

The curricula of both programmes provide a coherent and well-structured environment for achieving the intended international and intercultural learning outcomes. Educational approaches such as Challenge-Based Learning, Project-Based Learning, Blended Intensive Programmes and Internationalisation@home initiatives create authentic learning contexts closely aligned with the international tourism sector. The learning environment is characterised by an international classroom setting, strong industry engagement and structured mobility opportunities. The panel concludes that teaching methods and the learning environment consistently support the achievement of international and intercultural competences. Standard 3 is assessed as good for both programmes.

Standard 4: Staff

The composition of staff reflects the programmes' international ambitions. Staff members possess relevant international experience, intercultural competences and language skills. The Academy facilitates continuous professional development through international projects, staff mobility and structured support. The presence of staff with diverse backgrounds and international profiles strengthens the international classroom and contributes to curriculum relevance. Standard 4 is assessed as good for both programmes.

Standard 5: Students

The student population reflects the international orientation of both programmes. The Bachelor's programme offers both a Dutch-taught and an English-taught track, while the Master's programme is fully English-taught and attracts a diverse international cohort. Students are provided with adequate services and support mechanisms, including guidance for mobility, Internationalisation@home activities and structured preparation for intercultural learning. The panel observed that internationalisation is accessible to all students and not limited to those participating in physical mobility. Standard 5 is assessed as good for both programmes.

Key suggestions for further development

While the panel recognises the strong and coherent approach to internationalisation in both programmes, it formulates a limited number of suggestions aimed at further strengthening and consolidating current practices:

- Continue to safeguard the balance between a stronger European focus in institutional strategy and the global orientation inherent to the tourism field, particularly by maintaining and developing partnerships beyond Europe.
- Further explicate the alignment between international and intercultural learning outcomes and assessment practices in the Master's programme, making the assessment of these competences more explicitly visible



Overall conclusion

The panel concludes that both the BA Tourism Management and the MA Tourism Destination Management have successfully embedded a significant international and intercultural dimension into the purpose, design and delivery of their education. Internationalisation is coherent, purposeful and demonstrably enhances educational quality. The Academy for Tourism provides a stable and well-structured framework within which both programmes have developed distinctive profiles that are clearly aligned with the international character of the tourism discipline.

The panel therefore considers both programmes well positioned to meet the standards for the *Certificate for Quality in Programme Internationalisation*.



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 (chair)**
Former Dean Rotterdam Academy; extensive experience in higher education leadership, curriculum development, quality assurance, and international programme accreditation.
- **Willy Legrand**
Professor Sustainable Development and Business Management; expert in tourism, hospitality and sustainability, with extensive international teaching and research experience.
- **Mariëlle Klerks**
Independent higher education consultant; expertise in higher education educational quality assurance, assessment, international classroom concepts, and CeQuInt-based quality assurance.
- **Frank Oostdam**
Director ANVR; extensive work field expertise in the international travel sector and strong involvement in European and international industry networks.
- **Petra Rešetková (student member)**
Student of the HBO Master Tourism Management at HZ University of Applied Sciences, representing the student perspective in the assessment.

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 NVAO upon simple request. The procedure was coordinated by Kirstin Stokla at AeQui Nederland

The assessment panel studied the self-evaluation report and annexed documentation provided by the programme before the site visit. ([Annex 2: Documents reviewed](#)) The panel organised a preparatory meeting on 22 December 2025. The site visit took place on 7 and 8 January 2026. The site visit was conducted online due to severe snowfall and a code orange weather warning, which made the campus inaccessible. ([Annex 3: Site visit programme](#)) The panel formulated its preliminary assessments per standards immediately after the site visit. These were based on the findings of the site visit which built upon the review of the self-evaluation report and annexed documentation.

The panel finalised the draft report in February 2026. It was then send to the programme to review the report for factual mistakes. No factual mistakes were reported. The panel approved the final version of the report on 17 March 2026.



3. Basic information

Qualification:

Bachelor of Arts in Tourism Management	
Number of credits:	240EC
Specialisations (if any):	• 3-year VWO track (180 EC) • 3-year MHBO track (180 EC with 60 EC exempted by the Board of Examiners based on previous education)
ISCED field(s) of study:	Tourism, hospitality and leisure

Institution:

	Breda University of Applied Sciences
Type of institution:	University of Applied Sciences

Status:

	Accredited programme
QA / accreditation agency:	NVAO (Accreditation Organisation of the Netherlands and Flanders)
Status period:	Submission date 1 May 2026

Additional information: The programme is offered in both a Dutch-taught and an English-taught track with identical content

**Qualification:**

Master of Arts in Tourism Destination Management	
Number of credits:	60EC
Specialisations (if any):	Urban Tourism and Mobility (UTM); Tourism and Hospitality Innovations (THI)
ISCED field(s) of study:	Tourism, hospitality and leisure

Institution:

Breda University of Applied Sciences	
Type of institution:	University of Applied Sciences

Status:

Accredited programme	
QA / accreditation agency:	NVAO (Accreditation Organisation of the Netherlands and Flanders)
Status period:	Submission date 1 May 2026

Additional information: The programme is fully English-taught.



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

Internationalisation is firmly embedded in the overall strategy of Breda University of Applied Sciences (BUas). At institutional level, internationalisation is articulated through the strategic framework *The International Perspective*, which formulates explicit internationalisation goals aligned with BUas' identity as a European university with a global outlook.

During the site visit, the panel learned that a revised strategic framework for the next strategic period is forthcoming.

These institutional goals are translated into academy-level and programme-level internationalisation goals within the Academy for Tourism (AT). Both the Bachelor of Arts in Tourism Management (BA TM) and the Master of Arts in Tourism Destination Management (MA TDM) explicitly derive their internationalisation goals from the university-wide strategy. As such, the internationalisation goals of the programmes are consistent with, and embedded in, the broader institutional ambitions.

The panel observed that BUas and the Academy for Tourism apply a structured top-down and bottom-up, two-way approach to internationalisation. Strategic goals are formulated at university level and translated into programme-level plans, while experiences from programme teams are intended to inform tactical and strategic decision-making. Within AT, this approach is operationalised through clearly defined structures, including the allocation of a dedicated internationalisation role within each teaching team (team role 7: 'internationalisation').

Building on the institutional framework *The International Perspective*, the programmes have organised their current objectives around four interconnected goals. These include equipping every student for global career success (Goal 1a), fostering equal opportunities for global engagement (Goal 1b), and strengthening strategic partnerships at multiple levels (Goals 2a and 2b). The panel learned that these goals are translated annually into concrete operational objectives through a collaborative process involving team role 7, the International Coordinator and management, and are documented in the annual operational planning. Responsibilities, timelines and monitoring mechanisms are explicitly assigned.

Internal stakeholders support and endorse the internationalisation goals. Management actively promotes a culture of international collaboration, manages international partnerships, and facilitates initiatives such as the annual call for Internationalisation@home projects. In addition to formal structures, informal practices further reinforce this culture. The dedicated team role for internationalisation provides a clear point of responsibility and contact within each team, which the panel deems a particularly strong feature. During the site visit, staff demonstrated that the internationalisation goals are actually ingrained in their thinking and



acting. External stakeholders also support the internationalisation goals. The self-evaluation describes active collaboration with international partner universities (collaborating in parts of the curricula through e.g. BIPs (Bachelor's) and fieldwork abroad (Master's)) and industry partners. International and industry stakeholders were involved in the development of the renewed bachelor's curriculum. The panel discussed contextual developments relevant to this criterion. The Dutch political context on internationalisation in higher education was acknowledged as an external factor that may influence student inflow and public perception. The panel learned that this debate constitutes some concern for both programmes. The panel is of the opinion that the programmes and BUAs respond adequately by engaging with relevant decision-making channels and by safeguarding their international reputation through international quality labels such as the CeQuint Certificate.

The panel also reflected on BUAs' strategic choice to place a stronger emphasis on Europe within its internationalisation strategy. This choice is framed as a European focus with a global outlook. While this may influence partnership profiles and potentially the extent of variety in cultural backgrounds in the student body, the panel observed that both programmes, and particularly the Master's programme, maintain strong collaborations with partners outside Europe.

Conclusions per programme

Bachelor of Arts in Tourism Management (BA TM)

The panel concludes that the internationalisation goals of the BA TM are clearly documented, explicitly derived from the institutional strategy, and well aligned with the nature of tourism education. The goals are shared and supported by internal stakeholders and by external partners, who were actively involved in curriculum development. The organisational structures in place, particularly the dedicated internationalisation role at team level, provide effective support for the implementation of these goals.

Master of Arts in Tourism Destination Management (MA TDM)

The panel concludes that the internationalisation goals of the MA TDM are documented, clearly embedded in the institutional and academy-level strategy and are fully aligned with the programme's profile and objectives. They are shared with and supported by internal and external stakeholders. Support of the goals by the external stakeholders is, among others, evidenced by the programme's strong international partnerships. The panel considers the supported goals of the MA TDM to be well-anchored.

Criterion 1b: Verifiable objectives

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

Findings

The Academy for Tourism has translated its internationalisation goals into a set of qualitative and quantitative objectives targeted at the BA, MA or both programmes. The panel observed that most objectives are verifiable and allow monitoring of progress towards the internationalisation goals. Objectives relate, for example, to student and staff composition,



international mobility, curriculum development, and the embedding of international and intercultural learning outcomes.

These objectives are described in the self-evaluation report and further operationalised in more detail in internal documents, such as, the document *From strategy to operations incl. KPIs and actions*. This document specifies objectives, performance indicators, assigned responsibilities, timelines and monitoring mechanisms.

The panel noted that the *From strategy to operations incl. KPIs and actions* detailed operational document provided, focuses predominantly on the Bachelor's programme. During the site visit, the panel learned that this emphasis reflects the substantial curriculum renewal process undertaken in the bachelor's programme in recent years.

Conclusions per programme

Bachelor of Arts in Tourism Management (BA TM)

The panel concludes that the BA TM has translated its internationalisation goals into largely verifiable objectives. These objectives are clearly documented, include assigned responsibilities and monitoring mechanisms, and allow systematic tracking of progress. The panel considers this criterion to be well met for the Bachelor's programme.

Master of Arts in Tourism Destination Management (MA TDM)

The panel concludes that the MA TDM has translated its internationalisation goals into largely verifiable objectives, that are clearly documented. The operationalisation of these objectives is less explicitly documented than for the Bachelor's programme. While the panel understands this in light of recent priorities, it recommends further formalising and documenting the operationalisation of the verifiable objectives for the Master's programme (into e.g. timelines, assigned responsibilities, etc.) to enhance transparency and consistency.

Criterion 1c: Impact on education

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

Findings

The internationalisation goals of both programmes explicitly include measures intended to contribute to the overall quality of teaching and learning. These measures are described in the self-evaluation report and include the formal integration of international and intercultural intended learning outcomes, the use of strategic partnership models such as Blended Intensive Programmes (BIPs), the long-standing collaboration with SWUIC, the embedding and promotion of Internationalisation@home initiatives, and the encouragement of staff international engagement. With these measures the programmes explicitly position the acquirement of international and intercultural competence as core elements of graduate quality.

The panel observed that these measures are not merely aimed at increasing international exposure, but are structurally embedded in the educational design of both programmes. By formally integrating international and intercultural intended learning outcomes, the



programmes ensure alignment between their internationalisation goals and the curriculum, teaching methods and assessment. This strengthens curricular coherence and guarantees that international and intercultural competences are systematically developed and assessed rather than addressed incidentally.

Strategic partnerships, including Blended Intensive Programmes and long-standing collaborations such as with SWUIC, contribute to the creation of authentic and comparative learning environments. These settings expose students to diverse professional and cultural perspectives and simulate the multi-actor, international context characteristic of the tourism sector. As a result, students are required to apply disciplinary knowledge in complex, intercultural contexts, thereby deepening their analytical and reflective capacities.

Initiatives such as Internationalisation@home ensure that access to international learning experiences is not limited to mobile students. This enhances inclusivity and guarantees that the intended international and intercultural competences form part of the learning trajectory of all students. In addition, the encouragement of staff international engagement contributes to the continuous updating of disciplinary knowledge and pedagogical approaches, strengthening the academic and professional relevance of the programmes.

Given the inherently international and intercultural nature of the tourism field, the panel considers these measures to be directly connected to the definition of graduate quality within this discipline. The internationalisation strategy therefore functions not as an add-on, but as a structural enhancement of the overall quality of teaching and learning.

Conclusions per programme

Bachelor of Arts in Tourism Management (BA TM)

The panel concludes that the internationalisation goals of the BA TM contribute clearly and meaningfully to the quality of teaching and learning. The measures taken enhance curriculum relevance and student learning, and internationalisation is treated as an essential component of educational quality rather than an add-on.

Master of Arts in Tourism Destination Management (MA TDM)

Given the programme's profile and international orientation, internationalisation is fundamental to educational quality in this programme. The panel concludes that the internationalisation goals of the MA TDM have a strong and direct impact on the quality of teaching and learning.

Overall conclusion regarding Standard 1. Intended internationalisation

Bachelor of Arts in Tourism Management (BA TM)

The panel concludes that all three criteria of Standard 1 are met and, taken together, surpass the level of generic quality. Internationalisation goals are clearly articulated, shared and supported by stakeholders, translated into largely verifiable objectives, and demonstrably contribute to the quality of teaching and learning.

Assessment: Good



Master of Arts in Tourism Destination Management (MA TDM)

While the operationalisation of the objectives could be further strengthened, the panel is convinced that the programme systematically surpasses generic quality for this standard.

Assessment: Good

Standard 2: International and intercultural learning

Criterion 2a: Intended learning outcomes

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

Findings

Both the Bachelor of Arts in Tourism Management (BA TM) and the Master of Arts in Tourism Destination Management (MA TDM) have defined intended international and intercultural learning outcomes (ILOs) that reflect their internationalisation goals. Compared to the previous CeQuint accreditation, both programmes have made clear progress in making these learning outcomes more explicit and more visible within their curricula.

In the Bachelor's programme, international and intercultural dimensions are explicitly embedded in 9 out of 12 intended learning outcomes. These learning outcomes are systematically aligned with the programme's internationalisation goals and are transparently documented in the curriculum framework. The self-evaluation provides detailed substantiation of this alignment.

The BA programme applies the AUCOM model, through which students develop their competencies gradually over the entire duration of the curriculum. International and intercultural competencies are introduced at a basic level and progressively developed towards higher levels of complexity. The panel observed that this learning pathway is well thought-out, coherent and clearly structured.

In the Master's programme, international and intercultural learning outcomes are also explicitly formulated, though to a more limited extent than in the Bachelor's programme. Two out of sixteen intended learning outcomes explicitly address international and intercultural dimensions. These learning outcomes are clearly aligned with the programme's internationalisation goals and are supported by the inherently international character of the curriculum, including the international classroom and field-based components.

Both programmes have revised their intended learning outcomes in response to feedback from the previous accreditation, with the aim of strengthening clarity and alignment with internationalisation goals.

Conclusions per programme

Bachelor of Arts in Tourism Management (BA TM)

The panel concludes that the BA TM has formulated clear, explicit and well-aligned international and intercultural intended learning outcomes, with 9 out of 12 ILOs explicitly addressing international or intercultural dimensions. The AUCOM model provides a coherent and well-elaborated learning path through which students progressively develop these competencies. The panel commends the programme with the ample embedment of



international and intercultural learning outcomes in the programme's intended learning outcomes.

Master of Arts in Tourism Destination Management (MA TDM)

The panel concludes that the MA TDM has formulated explicit international and intercultural intended learning outcomes that are clearly aligned with the programme's internationalisation goals. Although the number of explicit international or intercultural ILOs is more limited than in the Bachelor's programme, their relevance is evident, definitely convincing and well-aligned with the programme profile. The panel commends the programme on the progress made in this respect since the last accreditation.

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 panel found that both programmes use assessment methods that are suitable for measuring the achievement of the intended international and intercultural learning outcomes. In the Bachelor's programme, assessment of international and intercultural competencies is conducted explicitly through a combination of diagnostic, formative and summative assessment methods. Diagnostic assessment takes place through the Global Mind Monitor (GMM), which is used to raise student awareness of their intercultural development. Formative assessment is conducted through single-point rubrics in which international and intercultural criteria are explicitly included. Summative assessment includes high-stakes assessments in which international and intercultural learning outcomes are embedded and assessed at programme level.

In the Master's programme, assessment of international and intercultural learning outcomes takes place through several components, including the assessment of the Cross-Cultural Studies (CCS) module, the Team Performance and Creative Leadership module, and explicit assessment criteria within the Field Research Project. These assessments address students' ability to operate effectively in international and intercultural contexts.

Compared to the previous accreditation, both programmes have made the assessment of international and intercultural competencies more explicit and transparent, particularly in the Bachelor's programme.

Conclusions per programme

Bachelor of Arts in Tourism Management (BA TM)

The panel concludes that the assessment methods used in the BA TM are suitable and explicitly designed to measure the achievement of international and intercultural learning outcomes. The combination of diagnostic, formative and summative assessment methods provides a coherent, transparent and robust assessment framework. The panel applauds the programme for the progress made since last accreditation.



Master of Arts in Tourism Destination Management (MA TDM)

The panel concludes that the assessment methods used in the MA TDM are suitable for measuring international and intercultural learning outcomes. Through modules such as CCS and through explicit criteria in the Field Research Project, international and intercultural competencies are assessed in a clear, explicit and meaningful way. The panel commends the programme for the improvements made since last accreditation.

Criterion 2c: Graduate achievement

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

Findings

The panel found that the achievement of international and intercultural learning outcomes by graduates of both programmes is demonstrated through programme assessments. However, the panel noted that these learning outcomes are not explicitly and specifically assessed at end level in the final works of either programme.

In the Bachelor's programme, this is a deliberate choice. The programme aims to keep options open for students in the final work projects and therefore does not require explicit assessment of international or intercultural learning outcomes in the final work. Instead, achievement of these learning outcomes is convincingly demonstrated through assessments earlier in the curriculum. The AUCOM model ensures that competencies are developed and assessed progressively throughout the programme.

In the Master's programme, international and intercultural learning outcomes are also not explicitly assessed at end level in the final work. They are, however, implicitly assessed through criteria such as 'context analysis' and through the international nature of the Field Research Project and dissertation work.

The panel sought to further triangulate the achievement of international and intercultural learning outcomes. Alumni present during the site visit were largely from earlier cohorts, and most industry representatives were Dutch, which limited the available external validation. The self-evaluation includes some testimonials and survey results, but comprehensive external confirmation of achievement levels remains limited.

The panel noted that, in the Bachelor's programme, students in the English-taught track benefit more from the international classroom than students in the Dutch-taught track.

Conclusions per programme

Bachelor of Arts in Tourism Management (BA TM)

The panel concludes that the BA TM demonstrates achievement of international and intercultural learning outcomes through a coherent set of assessments distributed across the curriculum. The AUCOM model provides a strong framework for the gradual acquisition of competencies, and the panel is convinced that students do achieve the intended learning outcomes.



Master of Arts in Tourism Destination Management (MA TDM)

The panel concludes that the MA TDM demonstrates achievement of international and intercultural learning outcomes through assessments within the programme, particularly through the CCS module and Field Research Project and related modules.

Overall conclusion regarding Standard 2. International and intercultural learning Bachelor of Arts in Tourism Management (BA TM)

The panel concludes that all three criteria of Standard 2 are met and that the programme has made significant progress since the previous accreditation. Intended learning outcomes are explicit and well aligned, assessment methods are suitable and increasingly explicit, and graduate achievement is convincingly demonstrated through the curriculum as a whole.

Assessment: Good

Master of Arts in Tourism Destination Management (MA TDM)

The panel concludes that all three criteria of Standard 2 are met and that the programme has clearly improved with regard to international and intercultural learning since the previous accreditation. While explicit end-level assessment could be strengthened, the panel is convinced that students achieve the intended learning outcomes.

Assessment: Good

Standard 3: Teaching and Learning

Criterion 3a: Curriculum

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

Findings

The panel found that internationalisation is well embedded in the curricula of both the Bachelor of Arts in Tourism Management (BA TM) and the Master of Arts in Tourism Destination Management (MA TDM).

In the Bachelor's programme, international and intercultural dimensions are integrated throughout the entire curriculum. The curriculum is organised around Project-Based Learning (PBL) and Challenge-Based Learning (CBL), enabling students to work on authentic, often internationally oriented industry challenges. Internationalisation is further supported through exchange programmes, international placements, minors with an international component (taught in English), thematic specialisations, and participation in Blended Intensive Programmes (BIPs). During the site visit, the panel was presented with several concrete examples of modules and projects that illustrated how international perspectives are embedded in curriculum content and structure.

The panel observed that in the Dutch-taught track of the Bachelor's programme, the curriculum includes international and intercultural components.

In the Master's programme, internationalisation is embedded through dedicated modules such as Cross-Cultural Studies and through integration in other modules during the first semester in Breda. International perspectives are further strengthened through field research



and dissertation work based on international case studies. The Tourism and Hospitality Innovations (THI) specialisation, offered as a multiple-degree programme, provides additional international learning opportunities.

Conclusions per programme

Bachelor of Arts in Tourism Management (BA TM)

The panel concludes that the curriculum of the BA TM provides ample opportunities to achieve the intended international and intercultural learning outcomes. Internationalisation is structurally embedded across the curriculum through coherent pedagogical approaches and a wide range of international learning opportunities. The panel recognises that the English-taught and Dutch-taught tracks offer distinct learning environments, each shaped by their respective student composition and context.

Master of Arts in Tourism Destination Management (MA TDM)

The panel concludes that the curriculum of the MA TDM is strongly internationally oriented and well-aligned with the intended international and intercultural learning outcomes. Internationalisation is an integral part of the curriculum design and is reinforced through experiential learning and international case-based work.

Criterion 3b: Teaching methods

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

Findings

The panel found that both programmes employ teaching methods that are suitable for achieving the intended international and intercultural learning outcomes.

In the Bachelor's programme, teaching methods include Team-Based Learning, project work with industry commissioners, international fieldwork, and collaborative teaching approaches. These methods support active learning and expose students to international perspectives and professional practices. In the English-taught track, the international classroom plays an important role, with diversity explicitly used as a learning resource.

In the Master's programme, teaching methods actively leverage the international learning community. Seminars, experiential workshops, immersion in authentic international contexts, and on-site supervision during field research are used to stimulate intercultural learning. The panel observed that cultural diversity is explicitly addressed and used pedagogically in teaching activities.

The panel also noted the existence of institutional and academy-level frameworks to guide teaching in intercultural classrooms, such as toolkits, booklets and models for intercultural teaching competence. These instruments support lecturers in addressing diversity and internationalisation in their teaching and contribute to staff professionalisation.

With regard to the Dutch-taught track of the Bachelor's programme, the panel learned that international and intercultural skills are addressed explicitly in workshops and classroom activities.



Conclusions per programme

Bachelor of Arts in Tourism Management (BA TM)

The panel concludes that the teaching methods used in the BA TM are well suited to achieving international and intercultural learning outcomes. In the English-taught track, the international classroom and active teaching strategies create a rich learning environment that strongly supports intercultural learning. Staff stated that international and intercultural aspects are addressed in teaching.

Master of Arts in Tourism Destination Management (MA TDM)

The panel concludes that the teaching methods used in the MA TDM are highly suitable for achieving the intended international and intercultural learning outcomes. The programme effectively leverages the diversity of the international classroom and uses experiential and immersive teaching strategies that strongly support intercultural learning.

Criterion 3c: Learning environment

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

Findings

The panel found that the learning environment for both programmes is generally conducive to achieving international and intercultural learning outcomes. The campus facilities, informal campus culture and student support services contribute positively to students' learning experiences.

In the English-taught track of the Bachelor's programme and in the Master's programme, the international classroom creates an environment in which students interact with peers from diverse cultural backgrounds. Students and lecturers confirmed that English is the main language of instruction in these international classrooms.

Specific classes are jointly offered/organised for students of both the English- and the Dutch-taught tracks, in order to enrich the learning environment for the students in the Dutch-taught track. The panel is positive about this.

Conclusions per programme

Bachelor of Arts in Tourism Management (BA TM)

The panel concludes that the learning environment of the BA TM is generally supportive of international and intercultural learning. The programme makes clear efforts to make the environment as rich as possible for also the Dutch-taught track (joint classes, international mobility opportunities, etc.). To fully benefit from these efforts, the panel encourages the programme to stimulate mingling between student groups more actively and to look for ways to increase participation in international mobility by students of the Dutch taught track.

Master of Arts in Tourism Destination Management (MA TDM)

The panel concludes that the learning environment of the MA TDM is highly conducive to achieving international and intercultural learning outcomes. The international classroom,



immersive learning contexts and strong student support structures together create a rich and coherent international learning environment.

Overall conclusion regarding Standard 3: Teaching and Learning

Bachelor of Arts in Tourism Management (BA TM)

The panel concludes that the criteria of Standard 3 are met and that the programme provides a strong framework for internationalised teaching and learning. The programme offers a particularly rich international learning environment. Taking into account the strengths of the curriculum and teaching methods the panel assesses Standard 3 as **good** for the Bachelor's programme, and encourages the programme to further strengthen the learning environment for students in the Dutch-taught track.

Master of Arts in Tourism Destination Management (MA TDM)

The panel concludes that all criteria of Standard 3 are clearly met and that the programme offers a highly internationalised and coherent teaching and learning environment. The panel assesses Standard 3 as **good** for the Master's programme, noting that the programme is close to an excellent level.

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 panel found that the quantity and quality of staff in both the Bachelor of Arts in Tourism Management (BA TM) and the Master of Arts in Tourism Destination Management (MA TDM) are good to facilitate the achievement of the intended international and intercultural learning outcomes.

The self-evaluation indicates that the Academy for Tourism employs an internationally diverse staff. Approximately 23% of staff members have an international background, which is well above the institutional target of 10% and represents an increase compared to the previous site visit. Staff members combine relevant academic credentials with strong professional experience and close ties to the tourism industry.

The panel noted that staff qualifications are appropriate for the programmes' profiles. Didactical qualifications are in place, and recruitment is strategically aligned with the international and professional orientation of the programmes. International experience among staff is demonstrated through involvement in research, international collaborations and participation in international networks.

The Global Mind Monitor (GMM) is also used for staff, supporting awareness and development of intercultural competencies.



Conclusions per programme

Bachelor of Arts in Tourism Management (BA TM)

The panel concludes that the composition of staff in the BA TM is appropriate in terms of both quantity and quality. The international diversity of the staff, combined with professional and academic expertise, supports the achievement of the intended international and intercultural learning outcomes.

Master of Arts in Tourism Destination Management (MA TDM)

The panel concludes that the composition of staff in the MA TDM is well-suited to the programme's strong international orientation. Staff expertise, international experience and diversity adequately facilitate the achievement of the intended learning outcomes.

Criterion 4b: Experience

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

Findings

The panel found that staff members in both programmes have sufficient internationalisation experience, intercultural competences and language skills.

Staff members demonstrate international experience through participation in international research projects, collaborations with partner institutions abroad, and engagement in international professional and academic networks. These experiences feed into teaching and supervision activities within both programmes.

With regard to language skills, the self-evaluation document reports that a substantial majority of staff members teaching in English-taught contexts possess a C1 or C2 level of English proficiency. While no comparative data were provided on progress since the previous site visit six years ago, the panel found evidence that language proficiency is adequate, for example through student feedback in the National Student Survey (NSE).

The panel also noted that staff are supported in developing their intercultural teaching competences through the use of frameworks, toolkits and professionalisation activities, although these aspects are also closely related to Standard 3.

Conclusions per programme

Bachelor of Arts in Tourism Management (BA TM)

The panel concludes that staff involved in the BA TM possess adequate international experience, intercultural competences and language skills to support students in achieving the intended learning outcomes. Staff international experience and professional engagement contribute positively to teaching quality.

Master of Arts in Tourism Destination Management (MA TDM)

The panel concludes that staff involved in the MA TDM demonstrate strong international experience and intercultural competences, which are particularly important given the



programme's international classroom and field-based components. Language proficiency and international engagement are considered appropriate for the programme's needs.

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 panel found that a wide range of services is available to support staff in developing international experience, intercultural competences and language skills. According to the self-evaluation, these services include training courses, workshops, professional development activities, and opportunities for international mobility.

During the site visit, examples were provided of staff members making use of these services and opportunities. Staff international mobility is often combined with other activities, such as student supervision abroad, field trips or international projects, which enhances feasibility and impact.

With regard to onboarding of international staff, the panel did not explicitly ask staff about their experiences during the site visit. However, based on the information provided in the self-evaluation, the panel is satisfied that new international staff are welcomed and adequately informed through existing onboarding procedures and support structures.

The panel also learned that staff generally express satisfaction with the services and opportunities offered by BUAs. Time constraints do not appear to be a major barrier, partly because international activities are embedded within teaching and programme activities.

Conclusions per programme

Bachelor of Arts in Tourism Management (BA TM)

The panel concludes that the services provided to staff involved in the BA TM are adequate and consistent with the composition and needs of the staff. Training, professional development and mobility opportunities support staff in developing and maintaining international and intercultural competences.

Master of Arts in Tourism Destination Management (MA TDM)

The panel concludes that the services provided to staff involved in the MA TDM effectively support the programme's international profile. Opportunities for training and international engagement are well aligned with the programme's educational and organisational needs.

Overall conclusion regarding Standard 4: Staff

Bachelor of Arts in Tourism Management (BA TM)

The panel concludes that all criteria of Standard 4 are met. The composition of staff, their international experience and competences, and the services provided to them facilitate the



achievement of the intended international and intercultural learning outcomes well.

Assessment: Good

Master of Arts in Tourism Destination Management (MA TDM)

The panel concludes that all criteria of Standard 4 are met and that staff quality, experience and support structures strongly underpin the international character of the programme.

Assessment: Good

Standard 5: Students

Criterion 5a: Composition

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

Findings

The panel found that student numbers are increasing in both the Bachelor of Arts in Tourism Management (BA TM) and the Master of Arts in Tourism Destination Management (MA TDM). At Academy for Tourism level, there is a slow but steady growth in the number of international degree-seeking students.

The proportion of international students in the English-taught Bachelor's track and the Master's programme demonstrates that the classroom is genuinely international in both programmes. In the Master's programme, approximately 64% of students have an international background, which represents a slight increase compared to the previous accreditation. In the English-taught track of the Bachelor's programme, approximately 30% of students are international, also reflecting growth since the previous accreditation. The international composition of the classroom is more pronounced in the Master's programme than in the Bachelor's programme.

The Dutch-taught track of the Bachelor's programme has a predominantly Dutch student population. The panel learned that the programme seeks to make deliberate use of the composition of the student body in the English-taught track to enrich the learning experience in the Dutch-taught track. This is done through combined lessons and joint educational activities, in which students from both tracks participate together. In this way, the programme aims to foster international exchange and intercultural interaction also for students enrolled in the Dutch-taught track.

Information at Academy for Tourism level indicates a good variety of nationalities among students. However, no detailed breakdown by programme or track was provided to the panel. The panel noted that, although there is diversity in terms of nationalities, the majority of international students come from Europe.

The panel discussed the relationship between this composition and BUAs' strategic choice to focus on Europe with a global outlook. The panel learned that there is no specific aim to attract more students from outside Europe.



Conclusions per programme

Bachelor of Arts in Tourism Management (BA TM)

The panel concludes that the student composition of the BA TM supports international and intercultural learning in the English-taught track, where the classroom is genuinely international. Overall, the panel considers the composition of the student body adequate.

Master of Arts in Tourism Destination Management (MA TDM)

The panel concludes that the student composition of the MA TDM strongly supports the achievement of international and intercultural learning outcomes. The high proportion of international students creates a diverse and international classroom environment that aligns well with the programme's objectives.

Criterion 5b: Experience

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

Findings

The panel found that students in both programmes are offered ample opportunities to gain international and intercultural experience.

In the Bachelor's programme, these opportunities include international fieldwork, participation in Blended Intensive Programmes (BIPs), minors with an international component, optional international mobility, and international placements. In the Master's programme, international experience is embedded through the Field Research Project, conference participation, and specialisation-specific international activities.

During the site visit, students indicated that the international classroom in the Master's programme and in the English-taught track of the Bachelor's programme offers an excellent environment for developing international and intercultural competencies. Students reported that students in these contexts mingle well and that English is consistently used as the main language of instruction.

The panel noted, however, that the classroom interaction primarily exposes students to European perspectives, as most international students come from Europe. This limits opportunities for interaction with non-European cultures within the classroom itself. At the same time, students are offered opportunities for exchanges, placements and other activities outside Europe, where they can further develop non-European international and intercultural competencies.

BUas also offers various Internationalisation@home opportunities on campus, such as student clubs and informal community activities. Engagement with these opportunities depends largely on individual student choice.



Conclusions per programme

Bachelor of Arts in Tourism Management (BA TM)

The panel concludes that students in the BA TM have access to a wide range of international experiences. In the English-taught track, the international classroom provides a strong environment for developing international and intercultural competencies.

Master of Arts in Tourism Destination Management (MA TDM)

The panel concludes that students in the MA TDM gain rich and meaningful international and intercultural experience through the international classroom and programme-integrated activities. The panel considers the student experience to be well aligned with the intended learning outcomes.

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 panel found that a wide range of services is in place to support students and their well-being in both programmes. According to the self-evaluation and student testimonies during the site visit, students experienced good information provision before and during entry into the programmes and described their onboarding as a “soft landing”.

Support services include guidance with administrative matters, counselling, and assistance with finding accommodation. While housing in Breda can be challenging, students indicated that they appreciated the support provided by BUAs.

National Student Survey (NSE) results related to internationalisation are very positive for both programmes, suggesting high levels of student satisfaction with the services provided.

The panel also noted specific facilities that support the development of an international community, such as *The Lighthouse*, a space where students and staff can meet informally after class. This facility was highlighted as a good example of a service that promotes interaction and community building.

Students reported being generally satisfied with guidance and counselling. Support for placements was perceived as good, although some students indicated that the quality of support can depend on the staff member involved.

Conclusions per programme

Bachelor of Arts in Tourism Management (BA TM)

The panel concludes that the services provided to students in the BA TM are adequate and supportive of their international and intercultural development. Onboarding, information provision and student support services contribute positively to student well-being and satisfaction.

**Master of Arts in Tourism Destination Management (MA TDM)**

The panel concludes that the services provided to students in the MA TDM effectively support the programme's international student population. The combination of academic guidance, student support services and community-building facilities creates a supportive learning environment.

Overall conclusion regarding Standard 5: Students**Bachelor of Arts in Tourism Management (BA TM)**

The panel concludes that the criteria of Standard 5 are met. While student composition and experience differ between the tracks, the panel observes that the overall student experience and support services provide a solid foundation for international and intercultural development across both tracks.

Assessment: Good

Master of Arts in Tourism Destination Management (MA TDM)

The panel concludes that all criteria of Standard 5 are clearly met. Student composition, international experience and support services together provide a strong basis for achieving the intended international and intercultural learning outcomes.

Assessment: Good



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



Annex 1. Composition of the panel

Overview panel requirements

The assessment panel was composed in accordance with the requirements of the CeQuInt Frameworks for the Assessment of Quality in Internationalisation.

In line with the framework, the panel included expertise in the following areas:

<i>Panel member</i>	<i>Subject</i>	<i>Internat.</i>	<i>Educat.</i>	<i>QA</i>	<i>Student</i>
• Reul		x	x	x	
• Legrand	x	x	x		
• Klerks		x	x	x	
• Oostdam	x	x			
• Resetkova		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;

In accordance with the CeQuInt framework, the panel included two members who are not from the country of the institution under assessment. The composition of the panel was formally submitted to and approved by the Accreditation Organisation of the Netherlands and Flanders (NVAO) prior to the site visit, in accordance with the Dutch national regulations for external quality assurance procedures.

All panel members signed a declaration of independence and confidentiality.

Bert Reul (chair)

(Former) Dean Rotterdam Academy; extensive experience in higher education leadership, curriculum development, quality assurance, and international programme accreditation.

Willy Legrand

Professor Sustainable Development and Business Management; expert in tourism, hospitality and sustainability, with extensive international teaching and research experience.

Mariëlle Klerks

Independent higher education consultant; expertise in curriculum design, assessment, international classroom concepts, and CeQuInt-based quality assurance.

Frank Oostdam

Director ANVR; extensive work field expertise in the international travel sector and strong involvement in European and international industry networks.



Petra Rešetková (student member)

Student of the HBO Master Tourism Management at HZ University of Applied Sciences

The panel was supported by **Kirstin Stokla**, independent secretary.



Annex 2. Documents reviewed

Documents reviewed Bachelor TM:

- Self evaluation report
- Keuzegids Programme Benchmark HBO 2025
- A Giant Leap of BUas Academy for Tourism (November 2023)
- Translation International ILOs to AT ILOs
- Overview ILOs level 2 and 3
- Overview of improvement points previous accreditation assessment
- PEP UK version
- Overview timeline development and implementation process Bachelor Tourism Management
- PANTOUR - Pact Next Tourism Generation Skills (no file, just the link is provided)
- Overview ILOs Tourism Management - coverage matrix
- Evaluation reports curriculum committee Academy for Tourism
- Overview guest lectures
- Placement manual
- Graduation and traineeship manual
- Big Ideas
- Leaflet Pre-master SBM
- International competences (Nuffic 2020)
- QoE report
- NSE Results 2025
- BUas AIAS levels
- Assessment policy
- Assessment guidelines (assessment afspraken)
- Examples of single point rubrics
- Clips Vernieuwonderwijs
- List of graduation topics
- Assessment forms graduation
- Multi-annual plan board of examiners
- External examiner profile
- Internal examiner profile
- Student evaluations 2024-2025
- Teacher evaluations 2024-2025
- Overview of LinkedIn profiles of staff
- Enrolments, dropouts and success rates
- RIE documents
- Graduation work of 15 students:
 - o 8 graduations works from the Dutch track (Bachelor TM)



- 7 graduation works from the international track (Bachelor ITM)

Documents reviewed Master TDM:

- Self evaluation report
- BUas benchmark Keuzegids Masters 2025
- The professional master standard (December 2019, English version)
- External Partners
- Education@work 2014-2024
- Intended Learning Outcomes
- THI Multiple Degree Programme Curriculum
- Admission procedures master's programmes 2026-2027
- Intake form application process 2025-2026
- Assessment Policy AT 2024-2026
- TER Master TDM SOHM_2024-2025_UK translation
- BUas AI Assessment Scales
- AI Ethics Policy
- MA TDM Graduation Handbook 2024-2025
- LinkedIn Alumni Network link
- LinkedIn Alumni Profiles
- Alumni Career path Overview
- Buas Quality Assurance System for Education
- Task and assignment description caretakers Quality of Assessment AT
- Profile external examiner
- Profile internal examiner
- Analysis of Phase 1 Student Feedback
- Average marks TDM 2020-2025
- Average marks TDM-SOHM 2024-2025
- BUas Student Guide AI 2025-2026
- Consortium agreement THI
- Course outline CCS 2025-2026
- Course outline CMCT 2025-2026
- Course outline CRR – TDM & UTM 2025-2026
- Course outline CRR – THI 2025-2026
- Course outline DDFO 2025-2026
- Course outline DSP - UTM 2025-2026
- Course outline DSP 2025-2026
- Course outline RPM 2025-2026
- Course outline TPCL 2025-2026
- Exam planning Resits TDM 2025-2026 Delayed Students
- Exam planning SOHM year 1 - 2025-2026
- Exam planning SOHM year 2 - 2025-2026
- Exam planning TDM - 2025-2026



- Exam planning UTM - 2025-2026
- Study Handbook TDM 2025-2026
- Study Handbook TDM – UTM 2025-2026
- Study Handbook THI cohort 2025-2027
- TDM Field Research Project Handbook 2024-2025
- TDM Study Year Handbook 2024-2025
- Traineeship and Destination Transformation Handbook THI cohort 2024-2026
- Graduation work of 15 students:
 - o 14 graduations works from the Master Tourism Management (MA TDM)
 - o 1 graduation work from the Master Tourism Management (MA SOHM)

Annex 3. Site visit programme

Wednesday January 7th 2026

When	What	Who
11.30-12.00	Programme Kick-off	Panel + Policy Advisors
12.00-13.00	Internal meeting + lunch	Panel
13.00-13.45	Meeting panel with Board and Management	Panel + Board + Management
14.00-15.00	Campustour	- BA Alumna and MA Student - BA Student - Management
15.00-15.30	Showcases Bachelor	- 3 BA Students - Lecturer - Teaching assistant - Policy Advisor
15.30-16.00	Showcases Master TDM	- 5 MA Students - 2 Lecturers - Operational Manager
16.15-17.00	Meeting with representatives of the Professional Field and Alumni	5 representatives and alumni
17.15-17.30	Wrap up first day with accreditation project team with panel	Panel + Board + Management



Thursday January 8th 2026

Tijd	Gesprek	Aanwezig
8.45-9.15	Arrival of the panel and Internal meeting	Panel
9.15-10.15	Teaching staff Bachelor TM	6 Lecturers BA
10.30-11.30	Teaching staff Master TDM	6 Lecturers MA
11.45-12.30	Board of Examiners	- 2 Members of the Board of Examiners - Coordination Graduation BA - Lecturer MA, Quality of Assessment Team member
12.30-13.15	Lunch and Document review	Panel
13.15-14.00	Internationalisation	- 3 Coordinators - 2 Lecturers - 2 Management team members
14.15-15.15	Students Bachelor TM	6 BA Students
15.30-16.30	Students Master TDM	5 MA Students
16.30-18.00	Panel Research & Formulating Conclusions	Panel
18.00-18.15	Feedback on Findings and Conclusions	Panel and everyone interested



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