

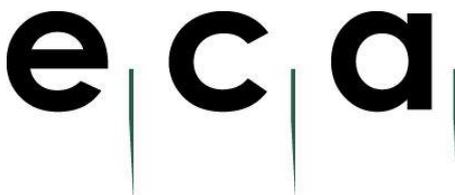
Assessment report

BSc Logistics Engineering

Breda University of Applied Sciences (BUas)



Certificate for Quality in Internationalisation



european consortium for accreditation

Assessment report
Bachelor
Logistics Engineering

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European Consortium for Accreditation in Higher Education



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Table of content

Glossary	7
1. Executive summary	8
2. The assessment procedure.....	10
3. Basic information	11
4. Assessment scale.....	12
5. Assessment criteria.....	13
6. Overview of assessments	31
Annex 1. Composition of the panel	32
Annex 2. Documents reviewed	34
Annex 3. Site visit programme.....	37

Glossary

ABEL	Academy for Built Environment & Logistics
BELO	Student Association of the Academy for Built Environment & Logistics
BSc	Bachelor of Science
BUas	Breda University of Applied Sciences
CEFR	Common European Framework of Reference
C1/C2	Advanced Level of English Proficiency
CIR	Study Component of Connection to Industry and Research
DALI	Data Science for Logistics Innovation
EB	Executive Board
ECTS	European Credit Transfer System
EHEA	European Higher Education Area
ER&IM	Education, Research and Information Management
EQF	European Qualifications Framework
FTE	Full-time equivalent
HE	Higher education
LCB	Logistics Community Brabant
LOP	Landelijk Opleidingsprofiel / National Educational Profile
NSE	National Student Survey
NVAO	Nederlands-Vlaamse Accreditatie-organisatie Accreditation Organisation of the Netherlands and Flanders
PPD	Study Component of Personal and Professional Development
RBI	Research and Business Innovation
QA	Quality Assurance

1. Executive summary

The Bachelor Logistics Engineering was assessed. AeQui assembled an assessment panel that studied the self-evaluation report and undertook a site visit in Breda on the 1st and 2nd December 2022.

Standard 1: Intended internationalisation

The programme receives the assessment **good** on Standard 1.

The panel concludes that the programme has clear internationalisation goals which are well-documented and well-suited to a Logistics Engineering bachelor's programme. The goals are widely shared and supported by stakeholders both within and outside the programme. The panel notes that the goals include measures which indisputably contribute to the quality of teaching and learning. The internationalisation goals are operationalised very well in objectives which are well-chosen and verifiable and that allow the systematic monitoring of the achievement of these goals. The management convincingly explained how ABEL's verifiable objectives are translated to the Logistics Engineering programme. The committee advises the programme to make this more explicit in the documents.

Standard 2: International and intercultural learning

The programme receives the assessment **good** on Standard 2.

The panel is pleased that the programme has concretised its overall intended learning outcomes that are geared towards internationalisation, by formulating a distinct and elaborated list of intercultural and international learning outcomes. These intercultural and international learning outcomes are well-chosen and are a clear reflection of the programme's internationalisation goals. Further improvement can be realised by more explicitly relating the intercultural and international learning outcomes to the overall intended learning outcomes, thus creating one integrated and coherent whole. The panel appreciates the assessment methods used. They are varied, well-chosen and well-suited for measuring the achievement of the intended international and intercultural learning outcomes. The achievement of the intercultural and international learning outcomes is convincingly demonstrated by the sum of the various assessments, the theses, the graduates' careers as well as by the information provided by the alumni and industry members during the site visit. The level at which students achieve the international and intercultural learning outcomes is arguably higher for graduates of the English-taught 4 year track than for graduates of the Dutch-taught track and of the 2 and 3 years tracks, given the partially different learning environment and the shorter duration.

Standard 3: Teaching and Learning

The programme receives the assessment **good** on Standard 3.

The panel concludes that the content and the structure of the curriculum provide good means for achieving its international and intercultural intended learning outcomes. All of the intended

intercultural and international learning outcomes are covered by the programme and the building block internationalisation is an integral part of all curriculum elements. The campus also provides many opportunities for Internationalisation at home. In addition, the teaching methods are suitable. The new curriculum contains a lot of group work and specific attention is paid to diversity within the student groups. The international learning environment provides ample conditions for achieving the international and intercultural intended learning outcomes. Not only for students of the English taught programme, but also for students of the Dutch taught programme, the learning environment contains many elements to ensure the development of intercultural and international skills.

Standard 4: Staff

The programme receives the assessment **good** on Standard 4.

The quantity and quality of staff facilitate the achievement of the intended international and intercultural learning outcomes definitely well. Team members are very enthusiastic and the composition of the team is highly international. Staff members have ample internationalisation experience, participate in various relevant international networks and unambiguously have the required intercultural competences and language skills. Furthermore, there is a good policy in place to ensure that suitable candidates are employed for new vacancies. To even further diversify the staff composition, for future job postings the programme may consider actively encouraging applicants with non-Dutch and international work backgrounds, preferably non-European. The panel appreciates the booklet about the Intercultural classroom as it offers useful guidelines for bringing the Intercultural classroom to the next level.

There are many services available at BUAs for lecturers to enhance their intercultural and international competences. The panel encourages staff members to use these opportunities (like staff exchange) more. Taking the already high workload into account, to the panel's opinion, offering staff more dedicated time would be beneficial in this respect.

Standard 5: Students

The panel thinks for the English-taught programme, this standard could be judged as excellent and for the Dutch-taught programme as good, but as the framework does not allow for different grades between variations within the programme, the panel assesses Standard 5: Students as **good**.

The student group of the English-taught programme is very diverse concerning their international and intercultural background. The English-taught group is a more international and an intercultural community on its own. The student group in the Dutch-taught programme – naturally - is less diverse. The influx of international students to the Dutch-taught programme is not so big, since there is an English-taught programme available as well and most international students would choose for the English-taught version. However, both programmes contain many opportunities to gain internationalisation experience, both in the Netherlands and abroad, and extensive services are available for both Dutch and foreign students. With the soft-landing programme and the services for international students the programme is really well organised

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:

- Mariëlle Klerks, Independent educational advisor, chair of the panel and certified by ECA to assess the quality of internationalisation
- Mieke Damen, Owner / consultant Morgownik & Damen B.V, panel member, international supply chain/ logistics expert
- Jens de Craen, Managing director Landstede MBO in Harderwijk, responsible for the technical (including logistics and it) and economic programmes, panel member
- Adrienne Stickel, Project Coordinator “Erasmus without papers” and “Mobility online” at the International Office of Fulda University of Applied Sciences.
- Jan Verbist, independent consultant in the field of international logistics engineering, Antwerp area
- Anne van der Rijdt, student member

Tineke Kleene acted as secretary of the committee.

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

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.

The panel finalised the draft report on 1st February 2023. It was then sent to the Bachelor Logistics Engineering to review the report for factual mistakes. The programme indicated some minor issues and the panel amended the report where necessary.

The panel approved the final version of the report on 27th February 2023.

3. Basic information

Qualification:	Bachelor of Science in Logistics Engineering
Number of credits:	240 EC
Specialisations (if any):	Not applicable
ISCED field(s) of study:	0413
Institution:	Breda University of Applied Sciences
Type of institution:	European Higher Education
Status:	NVAO Accreditation Organisation of the Netherland (BSc Logistics Engineering – first cohort 01/09/2002)
QA / accreditation agency:	NVAO
Status period:	31/08/2017 – 31/08/2023

Additional information:

The programme has the following variants:

- 240 EC Dutch-taught programme
- 240 EC English-taught programme
- 180 EC Dutch-taught programme for students with an MBO background (equivalent to year 2 – 4 of the regular Dutch-taught programme). Students with an MBO background meet the admission requirements for the fast-track programme
- 180 EC (Dutch or English taught) programme for students with a VWO background, the programme consists of the 1st year of the regular programme followed by a shortened version of the main phase (120 EC instead of 180 EC)
- 120 EC variant for students with a degree at AD level, the programme consists of year 3 and 4 of the regular programme

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	<p>The programme does not meet the current generic quality for this standard.</p> <p>The programme does not attain an acceptable level across the standard's entire spectrum. One or more of the underlying criteria shows a meaningful shortcoming.</p>
Satisfactory	<p>The programme meets the current generic quality for this standard.</p> <p>The programme shows an acceptable level of attainment across the standard's entire spectrum. If any of the underlying criteria show a shortcoming, that shortcoming is not meaningful.</p>
Good	<p>The programme surpasses the current generic quality for this standard.</p> <p>The programme clearly goes beyond the acceptable level of attainment across the standard's entire spectrum. None of the underlying criteria have any shortcomings.</p>
Excellent	<p>The programme systematically and substantially surpasses the current generic quality for this standard.</p> <p>The programme excels across the standard's entire spectrum. This extraordinary level of attainment is explicitly demonstrated through exemplary or good practices in all the underlying criteria. The programme can be regarded as an international example for this standard.</p>

5. Assessment criteria

Standard 1: Intended internationalisation

Criterion 1a: Supported goals

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

The **BUas Strategy 2022-2025** claims: “In 2030, we want to be an internationally leading knowledge institute, recognised for our contribution to solving the challenges of our society and for meeting the changing needs of the industries we serve. We established this course in 2015. In the first phase (2018-2021: Accelerate & Connect), we prepared our staff, students, and organisation for change, intensified our industry connections, and strengthened the BUas community, while developing our campus. Now we are entering the next phase: Shaping our Purpose & People Over the next four years, we will give form and substance to our ambition to be more than a university of applied sciences. Finally, in the 2026-2029 period, we will further Partner & Position to achieve that ambition by 2030.”

According to BUas Strategy 2022-2025 the **ambition** of BUas is to have impact and to shape a better world. The ambition reflects “a sense of civic duty, responsibility, optimism, initiative, and the desire to do more than just a job”. BUas’ **mission** therefore is: empowering young professionals on their journey to shape a better world. And BUas’ **vision** is: educating for and in a continuously changing world. One of the strategic education ambitions is: “Embed global learning activities within the curriculum to create more globally aware professionals”.

According to the **Internationalisation Project Plan** (annex 1.3) the BUas **business goal** for internationalisation is: “Increase international experience, the cross cultural mindset and global readiness of staff and students to ensure that international students and staff feel welcome and to prepare all students for a globalized world. This goal corresponds to the BUAS strategic objective about internationalization and follows up on the previous strategic period.”

ABEL has translated BUas’ mission and vision into an academy-specific context and has formulated specific internationalisation goals for its Logistics Engineering and other programmes. The **Academy Plan** (Annex 1.2) describes the internationalisation goals as to ‘*take internationalisation to the next level by fostering an educational and knowledge development climate at ABEL in which all students and staff develop a cross cultural attitude and develop cross cultural skills to work in an internationally oriented society and industry.*’ Internationalisation is understood as being much more than the English language. Cross cultural skills are considered to be important for all students and employees, not only for those connected to the English-taught tracks. Further internationalization includes the understanding of both the Dutch and international aspects of the domains.

According to the Internationalisation Project Plan ABEL envisions the realisation of the internationalisation goals by:

- “Continuing the valuable steps in the previous strategic period (mindset, study abroad, exchange and international staff and student population). A next step is international community building.
- Starting and/or intensifying strategic cooperation with a selection of international industry, network universities and knowledge partners to ensure long-term relations.
- Introducing an extra final qualification focusing on internationalization for all our educational programmes
- Moving towards a hybrid language and cooperation model in education (EN/NL) across BUas
- Embedding internationalization in our education in order to achieve the extra qualification in items such as: intercultural training (GMM), cross cultural examples and cases, cooperation between Dutch and English tracks”

The academy has many foreign stakeholders. **The Academy Plan ABEL 2022-2025** (annex 1.2) shows that many new partnerships were formed (e.g. with National University of Ireland in Galway and Metropolia University of Applied Sciences in Helsinki, Finland) and several existing partnerships were strengthened (e.g. with Heilbronn University of Applied Sciences in Germany and FH JOANNEUM in Austria). At the site visit the panel received a **list of Active partners of ABEL in 2022**. This list shows partnerships with 14 different countries, in Europe as well as outside Europe (e.g. Thailand and Oman). Currently, several, but not all of these partnerships are directly linked to the Logistics Engineering programme. However, partnerships linked to other ABEL programmes could be potential stakeholders for the Logistics Engineering programme too in the future (cross-pollination).

Strategic documents are shared via the BUas and ABEL Employee portals, as well as via academy-wide (Microsoft) Teams, and interactively during ABEL-wide team meetings, Logistics team meetings, and international coordinator meetings (which connect the international coordinators from each respective BUas academy). During the site visit, the committee discussed the internationalisation goals with the Logistics Industry committee (LIC). They told the committee they felt that the internationalisation goals are highly relevant to the industry.

Conclusion and recommendations

The panel concludes that the internationalisation goals for the programme are well documented. ABEL has translated the goals of the organisation. The goals are shared with and supported by stakeholders within and outside the programme. The panel likes the fact that the objectives have been formulated in a way that the programme can grow towards them. Some goals are challenging, but the panel thinks they are feasible within the given timeframe.

Criterion 1b: Verifiable objectives

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

The **ABEL Academy Plan 2022-2023** shows that Internationalisation is (next to Education, Research & Development and Community Organisation) one of the four main themes of the academy.

Specific ABEL targets for internationalisation for the 2022-2025 period (also included in annex 1.2, Academy Plan ABEL 2022-2025) are:

- 50% of the students will have at least one international placement or minor by 2025
- Strive toward participation from non-Dutch colleagues and/or students in all the advisory boards (participation council (BUAs-wide), academy participation council (ABEL), degree programme committee)
- Ensure involvement of non-Dutch students in student related organisations (BELO, introduction committee)
- ABEL will host at least one incoming student trip, virtual exchange, or other internationalisation at home activity per academic year
- 20% influx of ABEL students in 2022 will be from abroad
- 25% of staff is international^{1*} in 2025
- English proficiency: 90% staff have obtained at least C1 level, achieving higher levels of proficiency is encouraged
- Obtain special internationalisation qualification for all degree programmes as of 2022

At the site visit the panel was told that the aims and ambitions of the academy (ABEL) can be translated one on one to the Logistics Engineering programme. Thus, the abovementioned internationalisation goals can be regarded as the LE programme's internationalisation goals. It means in the end that all programmes within ABEL should meet the same standards (which means e.g. a large influx of foreign students in one of ABEL's programmes cannot compensate for a low influx in another).

According to the **Internationalisation Project Plan** (annex 1.3) the following short term objectives were defined for the current year (2022):

- All first-year students and ABEL staff members are invited to complete the Global Mind Monitor and receive information about how to interpret their results.
- Further investment in ABEL's international network to enable students to obtain international experience (with a focus on exchange and placements).
- Welcome European partners for the EFLE (European Forum of Logistics Education) conference in October 2022 and involve ABEL staff in this internationally focused event.
- More than 10 ABEL staff members participate in some form of international experience in 2022 (international conference, staff exchange, expo, course, training, project, etc.)

¹ A BUAs employee is considered 'international' if they meet at least one of the following three conditions: Born outside of the Netherlands and has lived outside of the Netherlands for a minimum of 10 years during the first 20 years of employee's life; and/or have worked in the Netherlands and an international company (including branches abroad) where the official language is not Dutch in an internationally oriented position for at least 5 years, and/or have lived and worked outside the Netherlands for a minimum of 5 years

Conclusion

The panel concludes that objectives have been formulated for the shorter and for the longer term and that these objectives are verifiable. They all have a quantitative element and are provided with a timeframe. The objectives are aimed at creating the conditions needed for students (and staff) to develop cross-cultural attitude and skills and therefore lead to achieving the overarching goal. The objectives allow the systematic monitoring of the achievement of the programme's internationalisation goals. The management convincingly explained how ABEL's verifiable objectives are translated to the LE programme. This, however, could be made more explicit in the documents.

Criterion 1c: Impact on education

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

As is described under 1a, the programme's internationalisation goals are targeted towards fostering an educational and knowledge development climate in which all students and staff develop a cross cultural attitude and develop cross cultural skills. The rationale behind this ambition, is the programme's conviction that having adequate international and intercultural skills and awareness is essential for graduates to be able to be successful on the relevant labour market, given the fact that logistics is a highly internationally-oriented industry that does not know borders (**Abel Academy Plan** (annex 1.2)). Incorporating the development of cross-cultural competencies, a cross cultural attitude and cultural sensitivity, therefore, indisputably contributes to the overall quality of the programme's teaching and learning. The committee fully shares this opinion and feels that students who have acquired these types of skills and attitude are indeed better equipped for the relevant labour market and an increasingly internationally-oriented society. By creating an intercultural classroom (BUAs booklet "**Intercultural classroom, principles and practices**" (Annex 1.4)) and using diversity as a resource (cf. 3c), the right staff composition (cf. 4a) and an international learning environment (cf. 3c, 5b), the programme itself, ABEL and BUAs create the intended educational and knowledge climate which facilitates the acquirement of cross-cultural competencies, a cross cultural attitude and cultural sensitivity.

Conclusion

The panel concludes that the internationalisation goals clearly relate to teaching and learning.

Overall conclusion regarding Standard 1. Intended internationalisation

The panel concludes that the programme has clear internationalisation goals which are well-documented and well-suited to a Logistics Engineering bachelor's programme. The goals are widely shared and supported by stakeholders both within and outside the programme. The panel notes that the goals include measures which indisputably contribute to the quality of teaching and learning. The internationalisation goals are operationalised very well in objectives which are well-chosen and verifiable and that allow the systematic monitoring of the achievement of these goals. The management convincingly explained how ABEL's verifiable objectives are translated to the LE programme. The committee advises the programme to make this more explicit in the documents.

The committee deems all the underlying criteria of this standard to be met and therefore assesses Standard 1. Intended internationalisation as **good**.

Standard 2: International and intercultural learning

Criterion 2a: Intended learning outcomes

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

The programme's intended learning outcomes derive from the Dutch National Profile for Logistics Engineering and consist of a core competence that is elaborated into 14 sub-competencies. Three of these sub-competencies are related to internationalisation (B4, C3 and C4). The programme has concretised these sub-competencies by formulating the following intended international and intercultural learning outcomes (annex 4 "**Intercultural and International Learning Outcomes – ABEL Logistics**"):

1. Apply appropriate tools to perform more effectively within intercultural groups;
2. Identify various ways of developing intercultural competence;
3. Recognise aspects of your own culture that shape the way you view the world and interact with others;
4. Describe the impact of (international) cultures and variety of perspectives on (your) collaboration;
5. Identify various ways of developing intercultural competence;
6. Recognise aspects of your own culture that shape the way you view the world and interact with others;
7. Develop skills and strategies to keep improving English skills
8. Develop skills to bridge intercultural differences
9. Recognise intercultural differences and the influence on communication and behaviour
10. Show appropriate intercultural behaviour (international field trip).
11. Demonstrate (improved) competence in communication skills in intercultural communication contexts.
12. Express your adaptability to the changing (logistics) world around us

The overview distinguishes the following focus areas: Communication, Organisations in an International Context, Personal Development / Reflection, and Working in Intercultural Teams.

The programme is implementing a new curriculum which is based on so-called building blocks: each module contains all building blocks which means that international / intercultural building blocks now have a prominent role in each part of the revised curriculum.

The intercultural and international learning outcomes currently articulated in the programme are spread over all eight semesters in the curriculum. Annex 4 gives a complete overview of the intercultural and international learning outcomes and their accompanying study components / activities.

The international and intercultural learning outcomes have not been explicitly linked to the overall intended learning outcomes of the LE programme, but to the curriculum. Both the competences in the Dutch National Profile for Logistics Engineering and the international and intercultural learning outcomes are covered by the LE programme.

Conclusion and recommendations

The panel concludes that the programme has concretised its overall intended learning outcomes that are geared towards internationalisation, by formulating a distinct and elaborated number of intercultural and international learning outcomes. These intercultural and international learning outcomes are well-chosen and are a clear reflection of the programme's internationalisation goals. The panel recommends that the programme explicitly relate the intercultural and international learning outcomes to the overall intended learning outcomes, thus creating one integrated and coherent whole.

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.

The assessment methods used both in the Dutch-taught and the English-taught track are described in the **Course catalogue Logistics Engineering 2022-2022**. In this catalogue for each course the types of assignment and the weight of each assignment is indicated. Annex 20 of the self evaluation which was written for NVAO contains an overview of all assessments in the first two years of the (new) programme (the 3rd year is still being developed) and this overview shows there is a variety of formative and summative assessment. According to the Cequent application the primary method used in the redesigned Logistics curriculum with regard to assessing intercultural and international learning outcomes is through various assignments of a reflective nature, where students are asked to provide specific examples of insights gained.

Following Darla Deardorff, a renowned expert in the field, who states that it is important to measure intercultural competence for a period of time as opposed to one point in time, the programme uses the **Global Mind Monitor**. This self-assessment tool is offered to students at the start of their studies, and at various points in the curriculum, such as before and after a semester abroad, and just prior to graduation, so they can chart their own progress. The sub-competences multicultural personality, cultural intelligence and ethnocentrism constitute the definition of intercultural competence. The students whom the panel talked to at the site visit were all familiar with the tool.

Another assessment method which is used for measuring international and intercultural competences and skills is the **portfolio**. Portfolios have taken on a prominent role in the new curriculum. They provide a good means of showing progress and development as they incorporate a mix of completed assignments, feedback, and students' reflection on insights gained, obstacles encountered, and points of attention for the future.

In other assessments too, intercultural and international learning outcomes are assessed, for instance as part of the content of various modules (e.g. Cross-border supply chains), in the work placement, etc. During the site visit, students confirmed that intercultural and

international learning outcomes are assessed both in an explicit as well in a more integrated way throughout the curriculum. c

Conclusion and recommendations

The panel appreciates the methods used for the assessment of the intercultural and international learning outcomes, such as the Global Mind Monitor, the portfolio, as well as the other assessment forms. The assessment methods are well-chosen, varied and suitable for measuring the achievement of the intended international and intercultural learning outcomes.

Criterion 2c: Graduate achievement

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

In both the English-taught track as well as the Dutch-taught track, the achievement of the intercultural and international learning outcomes is demonstrated by the sum of the various assessments throughout the curriculum (cf. 2b). In addition, also in the assessment of the thesis attention is paid to intercultural skills. The form includes the criterion “takes account of national and international cultural differences”. At the site visit the panel talked to alumni and representatives from the industry, who both are convinced that graduates have acquired the skills needed to be able to work internationally. In addition, the post-graduation activities of graduates indicate that their degree and experiences gained make them more than capable of starting successful international careers. A couple of years ago a private LinkedIn group with graduates of Logistics Engineering and Logistics Management was set up. Based on the profiles of the 1,136 members, it can be concluded that the majority of graduates work for internationally operating organisations within the Netherlands, but there is also a substantial number of graduates working abroad. The majority of alumni the panel talked to during the site visit also work for international companies. They told the panel that internationalisation always was an integrated part of their study programme and they were very positive about the idea that cultural sensitivity and intercultural competencies are now also part of the programme. After graduation the alumni felt well-prepared to work in an international environment. People from the industry have noticed that especially graduates from the English-taught track feel very comfortable in getting in touch with people from all over the world. Although the achievement of the intended learning outcomes is demonstrable in the Dutch-taught track as well, the level of achievement is somewhat lower than in the English-taught track, as the learning environment is less challenging (no international classroom, cf. 3c). The same applies to the shorter 2 and 3 years tracks, in which students, because of the duration, are less exposed to internationalisation.

A number of students pursue MSc programmes after their studies, and their high acceptance rate indicates that they possess the qualifications necessary to study at other, international and reputable institutions. For instance, ABEL has long-existing ties with Cranfield University in the UK, where, over the years, also LE graduates have entered the Master in Supply Chain Management.

Conclusion and recommendations

Based on the findings related to the assessments, the theses and graduates' careers as well as on the interviews with alumni and industry members at the site visit, the panel concludes

that the graduates demonstrably achieve the intended international and intercultural learning outcomes. The level at which students achieve the international and intercultural learning outcomes is arguably higher for graduates of the English-taught track than for graduates of the Dutch-taught track. The same applies to the shorter 2 and 3 years tracks, in which students, because of the duration, are less exposed to internationalisation.

Overall conclusion regarding Standard 2. International and intercultural learning

The panel is pleased that the programme has concretised its overall intended learning outcomes that are geared towards internationalisation, by formulating a distinct and elaborated list of intercultural and international learning outcomes. These intercultural and international learning outcomes are well-chosen and are a clear reflection of the programme's internationalisation goals. Further improvement can be realised by explicitly relating the intercultural and international learning outcomes to the overall intended learning outcomes, thus creating one integrated and coherent whole. The panel appreciates the assessment methods used. They are varied, well-chosen and well-suited for measuring the achievement of the intended international and intercultural learning outcomes. The achievement of the intercultural and international learning outcomes is convincingly demonstrated by the sum of the various assessments, the theses, the graduates' careers as well as by the information provided by the alumni and industry members during the site visit. The level at which students achieve the international and intercultural learning outcomes is arguably higher for graduates of the English-taught track than for graduates of the Dutch-taught track given the partially different learning environment. The same applies to the shorter 2 and 3 years tracks, in which students, because of the duration, are less exposed to internationalisation.

The committee deems all the underlying criteria of this standard to be systematically met. The committee therefore assesses *Standard 2. International and intercultural learning* as **good**.

Standard 3: Teaching and Learning

Criterion 3a: Curriculum

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

One of the primary aims when developing the new curriculum (which is now running for the 2nd year) was to properly embed international and intercultural elements throughout in a manner which is both more explicit than in the old curriculum as well as relevant and tangible for students. Also, to have the same core elements present in both the English-taught and Dutch-taught programme. The programme has a holistic approach instead of a course-specific construction and is based on so-called building blocks, one of which being an international / intercultural one. As each building block is covered in each part of the curriculum, internationalisation is now an integral part of the whole curriculum.

The English language is one of the elements of internationalisation but certainly not the leading element. It can sometimes be a facilitating element to develop International Learning outcomes. For the Dutch-taught curriculum this means:

- Attention is paid to international cases and knowledge

- Teaching in English in the mandatory parts of the Dutch-taught curriculum
- Attention is paid to intercultural awareness and understanding

This is (among other things) reached by:

- gradual exposure to English literature / other sources and English-speaking lecturers in class (as a medium of instruction).
- Communication or information that is part of education but that will not be assessed can also be in English.
- From the start of the studies, stimulating more contact with students from the English-taught track, in order to help students feel comfortable in an English-speaking environment, to get used to English, and to get in touch with international students and to participate in the BUAs wide community, which is an international community.
- Incorporating active Language skills (writing and speaking) on certain recurring moments during projects or labs to stimulate the learning process and to get students used to English as a communication tool for working in the industry.
- Stimulating students from the start of their studies onwards to pursue dreams and use all options

Annex 4 of the application (**Intercultural and International Learning Outcomes – ABEL Logistics**) contains an overview of the intended intercultural and international learning outcomes and the study components in which they are addressed. This overview shows that all of the intercultural and international intended learning outcomes are covered by the programme (in both the English and the Dutch track) and that they are spread over the first two years. Each of the four semesters in the first two years focuses on one large 10 EC project in which students work in groups on a practical assignment in an international context, applying the theoretical knowledge and skills they have gained in the previous cases and also via just-in-time lectures and workshops.

Apart from the abovementioned study components, the intercultural and international learning outcomes are addressed explicitly in the PPD programme in which students learn to reflect on their own development, including international and intercultural development.

In years 3 and 4, students have the opportunity to go abroad for their placements, or to go on exchange to different foreign universities for their specialisation or minor. Annex 7.1 (**destinations 22/23**) contains a list of universities that ABEL students can go to. The list shows 17 universities in different countries ranging from countries in Europe (like Austria and Finland) to countries outside Europe (like Mexico). Each university can take up 1 or 2 students. In addition there are also foreign students that come to Breda. The new semester structure of the programme offers good opportunities for students to go abroad and for the programme to create more exchange partnerships.

Although students are encouraged to seek opportunities to go abroad for their placements or a semester at another educational institution, achieving intercultural learning outcomes is also possible through effective integration of internationalisation at home activities in the curriculum, defined as “The purposeful integration of international and intercultural dimensions into the formal and informal curriculum for all students within domestic learning environments”.

The curricula for the English-taught programme and the Dutch-taught programme are virtually the same, but special attention has been paid to the most effective means of introducing experiential elements related to developing students' intercultural competence to both groups, and to incorporating English-skill development

In the 2nd year, students from both the English- and Dutch-taught programme are mixed for a one week international study trip and there are possibilities for cross-academy links in the year 3 specialisations that are currently under development. In the 4th year students from both the Dutch- and English-taught programme can complete a minor (in English) at BUAs or at any other higher education institution in the Netherlands, or they can complete a semester abroad at one of BUAs' partner universities (a complete is contained in 7.1). Students from the 2 and 3 year tracks can also participate in the international activities.

Conclusion and recommendations

The panel concludes that the content and the structure of the curriculum provide the necessary means for achieving the intended international and intercultural learning outcomes (in both the English-taught and Dutch-taught track). The programme demonstrably covers all of the intended intercultural and international learning outcomes. As each module is developed around some building blocks and internationalisation being one of them, the issue is systematically addressed throughout the whole programme for both language tracks. The panel is very pleased that within the modules there are many elements in place which stimulate the development of these learning outcomes.

Criterion 3b: Teaching methods

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

Teaching methods are described in the **Course Catalogues** (annex 3.1–3.4). They are similar in all tracks. The majority of sessions in the curriculum are workshops, featuring a mix of (just-in-time) presentations introducing theories, guidelines, and examples, and working time where students can immediately apply what they have learned in an individual or group context, with lecturers present to assist when needed. The small-scale setting allows teaching staff to differentiate where needed in order to meet the learning needs of students from different (educational) backgrounds with different learning styles. The Personal Development Edubook, used in the first- and second-year PPD study components also helps students investigate and pinpoint their own learning styles, making it easier for them to articulate their needs to lecturers and fellow students when necessary.

In each semester students work in groups (5-7 students) on a 10 EC project. These projects enable them to expand their skill and knowledge on the intended intercultural and international learning outcomes. Groups are formed in such a way that each semester students work together with students from different backgrounds. In this way students learn many valuable lessons and concepts with regard to communication and collaborating effectively in cross-cultural teams. Group work is not limited to the 10 EC projects; almost every study component has some form of group work incorporated into its activities.

Conclusion and recommendations

The panel concludes that the teaching methods are highly interactive and therefore are very suitable for achieving the intended international and intercultural learning outcomes. The panel positively evaluates the fact that the new curriculum contains a lot of group work and that specific attention is paid to the diversity of the student groups. By mixing students of the English-taught programme with students from the Dutch-taught programme all students are enabled to develop their international and intercultural competences, not only students in the English-taught programme.

Criterion 3c: Learning environment

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

The booklet entitled ‘**BUas Intercultural Classroom Principles and Practice**’ (annex 1.4) is one of the results of the joint efforts between BUas colleagues across academies (including three from ABEL) which outlines the theoretical framework and general approach throughout BUas programmes to facilitate teaching and learning in an intercultural environment.

Students in the English-taught programme have first-hand experience with working in intercultural teams from the outset. Within the Dutch-taught programme, different regional cultures within the Netherlands are represented, and challenges regarding group collaboration are faced, but in this context the students all communicate in Dutch (their native language) and with students with a similar cultural background and cultural standards. For that reason several curricular elements which feature combined groups are also part of the formal curriculum, as well as additional (voluntary) workshops for students in the Dutch-taught programme who would like to improve their English communication skills.

The programme encourages students of the English- and Dutch-taught programmes to mix as much as possible. Within the Logistics programme, the focus starts on activities within the respective programmes, and after sufficient bonding has been established within the respective groups, students from the two tracks are joined together for small-scale workshops as part of the ‘International Days,’ which are 2.5 day periods in semester 1 and 2. On top of that, students from both tracks converge again for the Service Logistics study component at the end of semester 2.

The campus plays an important role in achieving the intended intercultural and international learning outcomes. The **Internationalisation at Home** report (annex 1.5) also touches on this issue. After familiarising themselves with their own group of students and lecturers between the fifth and sixth weeks of the first semester, students are invited to cooperate with students from the other language track, and they are also gradually introduced to the rest of the BUas community. E.g., ABEL staff collaborate with social innovation ‘Performatory’ students from the Academy for Leisure & Events for team building sessions and cross-cultural workshops, with lecturers and coaches from the Academy for Tourism for Service Logistics and the Crowd Safety minor.

In the English taught programme it is compulsory for both students and lecturers to only speak English. English is the primary language used on the BUas campus, for students of all

programmes, also the Dutch-taught ones. This means not only students in the English-taught programme regularly speak English, but also students in the Dutch-taught programme are required to speak English from time to time. The panel was pleased to learn that ABEL developed a specific language policy regarding the use of English in its Dutch-taught programmes. The usage of English language in the Dutch-taught curriculum” (Annex 8.2 of the application) The students the panel talked to at the site visit were all very much capable of expressing themselves in English.

Conclusion

The panel concludes that the learning environment is suitable for achieving the intended international and intercultural learning outcomes. The learning environment is characterised by many aspects which each facilitate the development of cross-cultural attitude and skills, such as the international campus, community-based working and development, the programme’s small scale, English language on Campus and the international classroom in the English-taught programme. Also for students of the Dutch-taught programme, the learning environment contains enough elements to stimulate the development of intercultural and international skills.

Overall conclusion regarding Standard 3: Teaching and Learning

The panel concludes that the content and the structure of the curriculum provide good means for achieving its international and intercultural intended learning outcomes. All of the intended intercultural and international learning outcomes are covered by the programme and the building block internationalisation is an integral part of all curriculum elements. The campus also provides many opportunities for Internationalisation at home. In addition, the teaching methods are suitable. The new curriculum contains a lot of group work and specific attention is paid to diversity within the student groups. The international learning environment provides ample conditions for achieving the international and intercultural intended learning outcomes. Not only for students of the English-taught programme, but also for students of the Dutch-taught programme the learning environment contains many elements to ensure the development of intercultural and international skills.

The committee deems all the underlying criteria of this standard to be systematically met and therefore assesses Standard 3: Teaching and Learning as **good**.

Standard 4: Staff

Criterion 4a: Composition

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

Annex 8.1 gives an **overview of the staff**. This overview shows that in the 2022-2023 academic year, the Logistics team consists of 37 employees, together representing 29.3 FTE. Colleagues within the Logistics team represent ten nationalities, ten colleagues have an international background, and nine colleagues were not born in the Netherlands, representing eight different countries of origin.

Although the composition of the staff is highly international, the panel thinks the cultural diversity could be improved by e.g. employing more non-European lecturers or more lecturers with experience in companies in non-western countries.

At the site visit the panel talked to the staff about work pressure. Work pressure is experienced as being quite high, but according to the lecturers the panel talked to, the workload is manageable. The panel concludes there is enough staff employed within the programme.

The academy and the programme tie in with BUAs' HRM policy. The HRM policy follows BUAs's strategic ambitions and multi-annual strategy. A number of specific policies and procedures come into play with regard to the hiring and on-boarding of new staff members. Additional criteria are taken into account, but as far as the academy's internationalisation goals are concerned, when hiring new staff members, colleagues with the following skill set and interest areas are desired:

- like to teach in an international, English-taught programme
- genuinely interested in working with staff and students from different cultures and perceptive to the needs and requirements of interculturally diverse groups (with regard to teaching and learning styles)
- good command of the English language and willing to improve if necessary

Conclusion and recommendations

At the site visit, the panel met a very enthusiastic, highly international group of staff members. There is good policy in place to ensure that suitable candidates are employed for new vacancies. The panel concludes that the composition as well as the quantity of staff facilitates the achievement of the intended international and intercultural learning outcomes definitely well. To even further diversify the staff composition, the programme may consider to actively encourage potential applicants with non-Dutch and international work background (preferably non-European) to apply for future job postings.

Criterion 4b: Experience

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

The overview of staff (annex 12 of the self-evaluation for NVAO) contains the international experience of all staff members. The overview shows that the majority of staff worked for international companies in the Netherlands and abroad, mainly in Europe, but also in Asia, the USA and South America. The staff represents different educational and cultural backgrounds. The overview also contains the language skills of the staff. The majority of the staff (24) masters English at level C1 (advanced), 10 staff members at level C2 (Mastery) and three at level B2 (Upper Intermediate).

A small number of lecturers are active members in relevant logistics networks such as the European Forum of Logistics Education (EFLE). In 2022 the logistics team hosted the EFLE's annual conference. This conference provided a good opportunity for ABEL staff to connect and share ideas with EFLE members, who are all professionals working for higher education institutions focusing on logistics education in Europe. BUAs staff joined by more than 40 other conference participants from 22 different universities across Europe. A number of ABEL staff

members work closely with the Middle East College in Oman (MEC Oman), a strategic partner which has introduced and implemented the BUAs Logistics programme at their own university. Eight LE lecturers have actually been to Oman to deliver Train the Trainer programmes.

Given the highly international staff composition, the newly-introduced team-teaching facilitates the further development of cross-cultural attitude and skills among staff.

The annexes of the application contain a BUAs wide booklet called **International Classroom, Principles and practices** (Annex 1.4) which contains information on intercultural teaching competences. These teaching competences are elaborated into subcompetences. The committee thinks the booklet is a very useful instrument to further develop international and cross cultural teaching competences. In addition the committee learned the team has developed ideas on how to bring all the existing knowledge on the intercultural classroom together and how lecturers can take better advantage of all available expertise. In cooperation with the BUAs HR office, a set of concrete activities is going to be executed aiming to ensure continuous sound communication around the topic and to create sustainable and effective support to lecturers.

Conclusion and recommendations

The panel concludes that staff members have ample internationalisation experience, and have the required intercultural competences and language skills. Participation in different international networks helps them develop their international and intercultural skills even further. The panel particularly appreciates the booklet about the Intercultural classroom and feels that it is very useful for identifying further professionalisation possibilities as well as criteria for recruiting new staff.

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.

At BUAs there are several facilities regarding internationalisation which are available for all staff. Staff have access to the **Global Engagement portal** where they are encouraged and inspired to obtain international experience ranging from staff exchange to getting involved in virtual partnerships. Several useful resources are provided with regard to (funding) opportunities and general support.

Bureau Future is an in-house university staff development training centre which offers tailor-made courses focusing on, e.g., classroom English, BKE, SKE, and didactics, depending on the individuals' needs.

BUAs has a **language policy** to bring all academic teaching staff to a C1/C2 level of English fluency according to the Common European Framework of Reference (CEFR). As can be seen in the previous section, the vast majority of staff command English at the required level. BUAs offers different ways to develop English further when required. BUAs also has a Translations team available who help staff with text and editing for all forms of written work, used for both internal and external purposes. In 2021-2022 BUAs offered a series of cultural

sensitivity workshops called 'Intercultural Dialogues'. Each workshop had a different focus area (such as classroom communication, curriculum development, assessing and feedback, etc.), but there was also time allowed for story sharing between colleagues across academies. Next year these dialogues will be offered again.

Internationalisation is part of **staff policy**. During the annual development interviews staff members are asked to express their ambitions regarding participation in internationalisation initiatives. During team meetings, ABEL conference calls, and one-to-one year work plan meetings and development interviews, staff are also actively encouraged to participate and explore opportunities abroad.

At the site visit the panel talked to the staff members about **staff exchange** opportunities and they were told that so far, one or two staff members have actually used the opportunity to go on an exchange programme. Also several visiting lecturers have come to the Netherlands. The switch from trimesters to semester is making it easier for both students and lecturers to go on exchange.

Conclusion and recommendations

The panel is pleased with the services provided to the staff and thinks they are consistent with the staff composition. A variety of opportunities are offered to lecturers to further strengthen their international experience, intercultural competences and language skills. The panel encourages staff members to use these opportunities (like staff exchange) more. Taking the already high workload into account, to the panel's opinion offering staff more dedicated time would be beneficial in this respect.

Overall conclusion regarding Standard 4: Staff

The quantity and quality of staff facilitate the achievement of the intended international and intercultural learning outcomes definitely well. Team members are very enthusiastic and the composition of the team is highly international. Staff members have ample internationalisation experience, participate in various relevant international networks and unambiguously have the required intercultural competences and language skills. Furthermore, there is a good policy in place to ensure that suitable candidates are employed for new vacancies. To even further diversify the staff composition, for future job postings the programme may consider actively encouraging applicants with non-Dutch and international work backgrounds, preferably non-European. The panel appreciates the booklet about the Intercultural classroom as it offers useful guidelines for bringing the Intercultural classroom to the next level.

There are many services available at BUAs for lecturers to enhance their intercultural and international competences. The panel encourages staff members to use these opportunities (like staff exchange) more. Taking the already high workload into account, to the panel's opinion, offering staff more dedicated time would be beneficial in this respect.

The panel deems all the underlying criteria of this standard to be met and therefore assesses *Standard 4: Staff* as **good**.

Standard 5: Students

Criterion 5a: Composition

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

In 2022-2023, the BSc Logistics Engineering English-taught bachelor's programme enrolled 21 international students, 49% of the first-year cohort. In absolute numbers the international student population currently consists of 49 students.

At the site visit the panel was told by the management that the English-taught LE programme now has students from many different countries such as Vietnam, Brasil, Europe and several Asian and African countries. In the 1st year six students are Dutch, six have a double nationality and the rest of the students and the remaining 29 students represent 18 different nationalities. The students in the English-taught programme are generally older than the students in the Dutch-taught programme and have more "life experience". For the influx the programme depends on the BUAs strategy and BUAs focusses on countries outside Europe. However, only 3% of the students originate from outside Europe while 30% are foreign students from Europe.

The Dutch-language Logistics track has consistently been larger than the English-language track. Although students in this track are mainly Dutch, they still have diverse cultural backgrounds (e.g. different regions, international background), which are deliberately used as a resource by the programme.

Conclusion and recommendations

The panel concludes that composition of the student group in the English-taught programme (national and cultural backgrounds) is highly international and in line with the programme's internationalisation goals. This programme contains more than 20 different nationalities. The student group in the Dutch-taught track shows less diversity concerning international and cultural background, but these students get in contact with a diverse student body by participating in many different BUAs-wide activities as well as in parts of the programme in which they are mixed with students in the English-taught programme.

Criterion 5b: Experience

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

In addition to the experiences offered to students that were already mentioned under standard 3, There are many different opportunities for students to develop their intercultural competence and network. The interdisciplinary links as well as international Clubs@BUAs, BELO activities, BEST Training, and other campus-wide social and academic initiatives provide numerous possibilities for students of both the English-taught and the Dutch-taught programme to gain intercultural experience. Social activities outside of the curriculum such as abovementioned BELO activities and sport activities via the BRESS sports facility allow students from both the international and Dutch track to get to know each other as well as students from the Built Environment programmes. Curricular links with the Built Environment

students also occur in the form of an Entrepreneurship community, guest speakers and inspiration sessions.

Although internationalisation@home is most accessible, there are sufficient opportunities for students to gain experience outside the Netherlands, such as the international study trip in the 2nd year, placements abroad, a semester abroad at another HE institution and participation in a short-term study programme such as a week in Gummersbach, Germany in cooperation with Heilbronn. The study component of CIR (Connection to Industry) also provides multiple opportunities for students to gain valuable work and research experience in international companies.

Conclusion and recommendations

The panel concludes that the internationalisation experience gained by students is varied, adequate and corresponds to the programme's internationalisation goals. For students in both the English-taught and the Dutch-taught programme there are plenty of opportunities to gain intercultural and international experience, both inside and outside the Netherlands, as part of the formal curriculum or as a result of the informal curriculum, the programme's pedagogy or the BUAs-wide organisational and strategic frameworks.

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.

At the **BUAs website** potentially interested students can not only find information about the LE programme, like the admission requirements and application procedure, but also a lot of practical information about living in the Netherlands. Students can also request a virtual meeting via the website.

As soon as a foreign student applies for the LE programme, **BUAs Student Office** assists and guides them. During and after the matching process, Student Office will support students in the areas such as credential evaluation and international admissions, immigration procedures, student registration, housing (all international students are assisted in finding suitable accommodation), scholarships (Erasmus+ and non-EU) and crisis management.

Students who have applied are given access to a **pre-student portal**, which contains information and links to on- and off-campus resources, and programme-specific information, such as details about the kick-off and introductory activities.

In 2015 **ESN Breda** was founded (www.esn-breda.nl), a chapter of the European Erasmus student network (ESN) a non-profit international student organisation. The events organised by this organisation include city trips, parties, sports tournaments, introduction days, dinners, movie nights, and so on. ESN also organises a buddy programme for all new students. Every student, foreign or Dutch, is welcome to join. ESN has an office at the BUAs main campus.

In order to make students feel at home at BUAs, many different activities are organised. During the 1st weeks of the semester, the Getting Started soft-landing programme is organised,

during which students get to know their assigned mentor and also get to know their fellow students and second-year buddies. During the Getting Started study component in the 1st three weeks students are introduced to the BUAs facilities and on- and offline systems and get a library training in the form of an interactive, on-site workshop.

ABEL has two in-house student counsellors and a psychologist on the team, in order to provide support to students facing issues relating to their physical or mental well-being, functional limitations, harassment or any other personal issues. Appointments can be made via the Service Desk.

All information is available in English, and all staff members both within the academy and BUAs wide are able to communicate with prospective and current students with at least upper-intermediate level English proficiency.

In line with the European Charter of Higher Education, the Academy for Built Environment & Logistics issues a diploma supplement (annex x) explaining the degree to non-Dutch audiences.

Conclusion and recommendations

The panel concludes that the services provided to the students (e.g. information provision, counselling, guidance, accommodation, Diploma Supplement) are many. They are adequate and correspond to the composition of both student groups (those in the Dutch-taught programme and the English-taught programme).

Overall conclusion regarding Standard 5: Students

The student group of the English-taught programme is very diverse concerning their international and intercultural background. The English-taught group is a more international and an intercultural community on its own. The student group in the Dutch-taught programme – naturally - is less diverse. The influx of international students to the Dutch-taught programme is not so big, since there is an English-taught programme available as well and most international students would choose for the English-taught version. However, both programmes contain many opportunities to gain internationalisation experience, both in the Netherlands and abroad, and extensive services are available for both Dutch and foreign students. With the soft-landing programme and the services for international students the programme is really well organised

The panel thinks for the English-taught group this standard could be judged as excellent and for the Dutch-taught group as good, but as the framework does not allow for different grades between variations within the programme, the panel assesses Standard 5: Students as **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	Good
	1b. Verifiable objectives	
	1c. Impact on education	
2. International and intercultural learning	2a. Intended learning outcomes	Good
	2b. Student assessment	
	2c. Graduate achievement	
3. Teaching and learning	3a. Curriculum	Good
	3b. Teaching methods	
	3c. Learning environment	
4. Staff	4a. Composition	Good
	4b. Experience	
	4c. Services	
5. Students	5a. Composition	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>
• Mariëlle Klerks		X	X	X	
• Mieke Damen	X	X	X	X	
• Jens de Craen	X	X (on the logistics subjects)	X	X	
• Adrienne Stickel	X	X	X	X	
• Jan Verbist	X	X		X	
• Anne van der Rijdt				X	X

Subject: Subject- or discipline-specific expertise;

Internat.: International expertise, preferably expertise in internationalisation;

Educat.: Relevant experience in teaching or educational development;

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

Student: Student with international or internationalisation experience;

Chair: Mariëlle Klerks, Independent educational advisor

Panel chair on behalf of AeQui and CeQuInt certified auditor. Former programme manager International Classroom Project, Rijksuniversiteit Groningen. Prior to that she was a senior auditor and consultant.

Mieke Damen, Owner / consultant Morgownik & Damen B.V

Mieke has worked and lived in the USA and finished her MBA at an American university, Webster University. Her career has been international, working for NIKE, Mexx and Vlisco – with responsibility for teams in Europe, Asia, Middle East and West Africa. In addition to setting up operations and sourcing world wide – she now serves on international boards with teams in China, India, Europe and Africa.

Jens de Craen, Managing director Landstede MBO in Harderwijk, responsible for the technical (including logistics and it) and economic programmes

Master student in Industrial Engineering & Management with different logistics jobs in the wholesale business. Experience as a lecturer Logistics Engineering. Former chairman Landelijk Platform Logistics. Also experienced in assessing study programmes.

Jan Verbist, independent consultant in the field of logistics engineering

Verbist is a seasoned consultant with over 25 years of experience in the field of logistics engineering. He received his MSc degree in this field at KU Leuven, and from his offices in



Antwerp he as an interim logistical manager at several international renowned transporting companies.

Adrienne Stickel, Project Coordinator Erasmus without papers and Mobility Online, Fulda University of Applied Sciences

Adrienne Stickel has so far worked for almost 14 years in higher education. 13 years she served as International Coordinator of the Department of Business at Fulda University of Applied Sciences, coordinating partnerships, advising students and staff on study abroad /teaching abroad options. Since July 22 she is the project coordinator to implement Erasmus without papers and Mobility Online at Fulda UAS. Adrienne also is a adjunct lecturer for Intercultural Communication at the Department of Business at Fulda University.

Anne van der Rijdt, student member

Anne is a student BSc International Development Studies at Wageningen University. She is a student assistant for several courses at WUR and she is a member of the dispute committee of exams at WUR.

Coordinator: René Kloosterman, AeQui

René Kloosterman acts as a coordinator of panel compositions and panel logistics for AeQui since 2010.

Annex 2. Documents reviewed

Self evaluation report

Annex 1

- 1 BUas Strategic Direction 2022-2025
- 1.1 BUas Strategy 2022-2025 Booklet
- 1.2 ABEL Academy Plan 2022-2025
- 1.3 ABEL Internationalisation Project Plan 2022
- 1.4 BUas Intercultural Classroom Principles and Practices
- 1.5 Internationalisation at Home at BUas

Annex 2

- 2. Curriculum Overview of Logistics Engineering

Annex 3

- 3.1 Study Component Catalogue of LG EN (years 1,2) 2022-2023
- 3.2 Course Catalogue of LG Engineering (years 3,4) 2022-2023
- 3.3 Course Catalogue of LG Engineering 2020-2021

Annex 4

- 4. Overview of Intercultural and International LOs in the Logistics Curriculum

Annex 5

- 5.1 ABEL Assessment Policy 2020-2023 of the New Curriculum
- 5.2 ABEL Teaching and Examination Regulations 2020-2023
- 5.3 Student Assessments

Annex 6

- 6. BUas ABEL Diploma Supplement

Annex 7

- 7.1 BUas Partner Overview 2022
- 7.2 Overview Student Mobility

Annex 8

- 8.1 ABEL Logistics Staff Overview
- 8.2 The Usage of English Language in the Dutch Curriculum

Annex 9

- 9.1 Intercultureality Worksheet – ABEL Logistics
- 9.2 ABEL Logistics – Internationalisation Projects

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Annex 3. Site visit programme

Overview

Date: 1st and 2nd December 2022
Institution: Breda University of applied sciences
Programme: Logistics Engineering
Location: Monseigneur Hopmansstraat 2, 4817 JS Breda

Programme

The names of the discussion partners are available upon request.

Thursday 1st December 2022

12.00 - 13.30: Preparatory meeting of the panel
 13.30 - 14.30: Meeting with board and management of the programme

Position

President Executive Board
 Academy Director
 Educational Manager Logistics

14.45 – 15:15 Associate professors & researchers

Module or Course

Associate Professor
 Research and Business Innovation Manager
 Lecturer, DALI project
 Director Logistics Community Brabant
 Lecturer, LCB Programme, Manager Event Logistics

15:30 – 16:30 Alumni & Industry partners

Current position/company

Alumnus / Chair Industry Committee / Global VP Logistics Sandvik
 Alumnus/ Member Industry Committee / Business Partner UC Group)
 Alumnus / Member Industry Committee /Director Logistics & Supply Chain - Interfood Group
 Member Industry Committee - TKI Dynalog
 Alumna/ Member Industry Committee - UPS Europe SPRL/BVBA
 Alumna - International track - MSc Supply Chain Management student
 Alumnus - Dutch track - Logistics Engineer - Logistics Community Brabant
 Alumnus - Dutch track -LOGISTORE / Orbitvu

16.30 – 17:15 Deliberations

19.00 Dinner

Friday 2nd December 2022

08:30 – 08:45 Arrival of the panel, internal meeting and possibility to review additional documentation and student work.

08:45 – 10:00 Campus tour / showcases of projects and products

10:15 – 11:15 Teaching staff

Module or Course

Lecturer, Degree Programme Committee, Curriculum Committee

Lecturer

Lecturer

Lecturer, Placement Coordinator

Lecturer, Placement Coordinator

Lecturer, Academy Participation Council

Lecturer

11:30 – 12:15 Board of Examiners, Testing Committee

Role

Educational Advisor

Chair Board of Examiners

Secretary Board of Examiners

12:15 – 13:30 Lunch

13:30 – 14:00 Open dialogue / Discussion items

14:00 – 14:45 Internationalisation officers

Position

Director of Global Engagement

Lecturer, International Coordinator Logistics

Lecturer, International Coordinator Built Environment

Lecturer /DALI / Middle East College, Oman Project

15:00 – 16:00 Students from years 1, 2, 3 and 4

Student Dutch track – 1st year

Student Int. track- 2nd year

Student Int. track - 3rd year

Student Int. track - 3rd year

Student Int. track – 3rd year

Student Dutch track – 4th year

Student Dutch track – 4th year

Student Int. track – 4th year

16:00 – 17:30 Wrap-up session panel

17:30 – 18:00 Feedback and closure

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