

Breda University of Applied Sciences

Academy: Tourism

Program:

Address:

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This program is built around Project-Based Learning (PBL), a dynamic, hands-on approach that puts you at the center of your own education.

Most of your time will be spent working on real, meaningful projects that challenge you to think creatively and collaborate directly with others. Rather than traditional classes, you will benefit from targeted workshops and inspiring (guest) lectures designed to directly fuel your tourism-oriented project work. Your progress is recognized through scores on Intended Learning Outcomes (ILOs): a transparent and competency-driven way of showcasing what you've truly learned. You can find more details on this at the end of this document.

To make the most of this exciting learning experience, we recommend bringing your own laptop.

1. Important dates (subject to change)

20 August 2026	International kick-off
24 – 28 August 2026	Introduction week
31 August 2026	Start Academic year / semester 1
29 January 2027	Official end of Semester 1
1 February 2027	Start semester 2
9 July 2027	Official end of Semester 2

Please note dates can be subject to change, depending on the year planning

2. Program

Code	Title	ECTS	Block
Year 2 Semester 3			
CTE2.TMO-1	Travel Mobility	15	A
CTE2.THO-1	Tourism Hospitality	15	B
Year 2 Semester 4			
CTE2.TED-1	Travel Experience Design	15	C
CTE2.DDE-1	Destination Development	15	D

Note: codes and course names are subject to change. There is a slight chance that the order of the themes changes before you start.

3 2026-2027 Overview of Academic year

Tourism Academy: Project Based Learning - Project descriptions	
Study period	2026-2027
Language of instruction	English
AUCOM level	2
Short description of the projects accessible for exchange students	
<p>Travel Mobility: Focuses on how travel logistics, infrastructure, and mobility solutions can enhance the overall visitor experience. In this project, students explore the evolving field of travel mobility with a strong focus on sustainability. Topics include eco-friendly transportation options and the integration of mobility solutions for seamless travel. Students examine the impact of sustainable travel modes on urban planning, infrastructure, and environmental preservation, preparing them to design innovative, efficient, and green travel solutions for future transportation systems.</p> <p>Tourism Hospitality: This focus area delves into the seamless integration of tourism services with hospitality management to enhance guest experiences. This project covers the principles and practices of hospitality management, focusing on creating exceptional customer experiences in tourism-related businesses. Students explore the key elements of hospitality service, including guest relations, quality standards, and service innovation. Emphasis is placed on understanding customer expectations and managing diverse hospitality environments. The course prepares students for leadership roles in hotels, resorts, restaurants, and other tourism-oriented hospitality sectors.</p> <p>Travel Experience Design: Focuses on creating and enhancing travel experiences that are meaningful and sustainable. This project is designed to help students create immersive and meaningful travel experiences with an emphasis on sustainability. Topics include the integration of cultural, environmental, and social elements into travel design, with a focus on creating authentic, memorable journeys for travelers. Students explore sustainable practices in destination planning, tourism activities, and the use of local resources to create experiences that are both enjoyable and responsible. The course equips students with the skills to design travel experiences that resonate with the values of modern, conscious travelers.</p> <p>Destination Development: Emphasizes strategic planning and management to develop and improve tourism destinations. This project focuses on the development and management of travel destinations, emphasizing the importance of strategic planning for sustainable growth. Students learn how to assess a destination's potential, create long-term development plans, and manage resources effectively. Key topics include market research, destination branding, community involvement, and the integration of sustainability principles into tourism planning. The course prepares students to lead initiatives that enhance a destination's appeal while balancing the needs of tourists, local communities, and the environment.</p>	

Within these themes, students work on specific learning outcomes designed to foster comprehensive skill development and industry readiness.

Intended learning outcomes (ILO's)

ILO 1 (Digital Skills) The student responsibly uses information technology and sourcing techniques on a small scale, to collect and share data and content.

ILO 2 (Sustainability skills) The student thinks and works in a sustainable way within the work and living environment.

ILO 3 (Social / cultural skills) The student learns and applies hospitality and inclusivity principles in a limited complex context and shows personal leadership by determining his/her own position regarding ethics and social- cultural responsibility. **ILO 4**

(Resilience skills) The student shows personal leadership by acting resilient and agile, reflects on one's own behavior and has the attitude to take up challenges in a personal- and intercultural team context.

ILO 5 (Research skills) The student recognizes and analyzes simple problems in an international professional practice, performs research by making use of relevant (international) data sources and delivers a substantiated contribution to resolve these problems.

ILO 6 of core task 1 (initiating and creating) The student improves or develops tourism or business products or services in a dynamic environment that create value on social, ecological, and/or economic levels.

ILO 7 of core task 1 (initiating and creating) The student analyzes the broad international context and makes a first step for financial and legal feasibility for an improved tourist or business product.

ILO 8 of core task 2 (marketing and advising) The student determines at a tactical level how a product, service, policy or destination, can be marketed, taking into account the consumer and international market and societal developments.

ILO 9 of core task 3 (realizing and implementing) The student advises on the tactical business processes involved in the realization and/or implementation and/or marketing of new or renewed products, services, or destinations, ensuring alignment with internal conditions and involving the given stakeholders.

ILO 10 of core task 3 (realizing and implementing) The student can explain the key aspects for decision-making for the realization and implementation and/or marketing and sales of new or renewed products, services, and destinations.

ILO 11 of core task 4 (managing and entrepreneurship) The student knows how to effectively plan, coordinate, and monitor internal work processes to achieve efficient collaboration and employee satisfaction.

ILO 12 of core task 4 (managing and entrepreneurship) The student demonstrates entrepreneurship by developing tactical proposals -for a simple case with a limited number

of variables- that contribute to the growth and positioning of the organization, responding to current trends and opportunities in the tourism sector.

With each theme 3 ILO's are addressed, so for one semester student will address a total of 6 ILO's.

Teaching methods

- Theoretical sessions
- Work sessions
- Feedback sessions
- Fieldtrips
- Real-life cases

Learning approach at the Academy for Tourism

Our education model centers around **learning outcomes** and is designed to equip students with practical, hands-on experience. Rather than following a traditional lecture-based approach, we emphasize **project-based learning**, where students actively engage in solving real-world problems directly related to their future careers in tourism, leisure, and hospitality. This approach ensures that students not only acquire theoretical knowledge but also develop critical skills needed to thrive in their chosen fields.

Structure of the exchange program

The academic year is divided into semesters: Semester 1 starts in September, Semester 2 in February. Each semester consists of **two blocks**, each worth **15 credits**. This block system allows students to delve deeply into subjects, providing an intensive and focused learning experience. Students earn credits upon successful completion of each block. They are assessed individually based on their performance, understanding, and engagement in the course material.

Group work and individual assessment

Students in the exchange program work collaboratively in groups, fostering teamwork, communication, and leadership skills. While group work is a central element of our learning approach, each student's contribution and progress are **individually evaluated** to ensure fair and accurate assessment of their personal growth and understanding.

Continuous monitoring and support

Throughout the program, students receive personalized feedback on content, skills and attitude. Moreover, the students' progress is monitored thoroughly. This continuous monitoring process helps in identifying strengths and areas for improvement, ensuring that students receive the support they need to succeed. Our dedicated staff provide guidance and mentorship, enabling students to overcome challenges and achieve their academic and professional goals.

Close ties with the work field

We pride ourselves on providing an education that is closely aligned with the needs and dynamics of the tourism, leisure, and hospitality industries and society. Students benefit from a learning environment that mirrors the realities of these sectors, gaining valuable insights and experiences that prepare them for a successful career.

By participating in our exchange program, students gain access to a network of industry professionals and real-world projects that enhance their practical knowledge and employability.

Learning outcomes (ILO's): Building skills for the future

The tourism program is designed around well-defined learning outcomes. These outcomes are built upon four core tasks:

Core task 1: Initiating and Creating: Developing innovative concepts and solutions in tourism and hospitality.

Core task 2: Marketing and Advising: Enhancing skills in market research, strategy, and customer engagement.

Core task 3: Realizing and Implementing: Practical application of ideas and strategies to achieve desired outcomes.

Core task 4: Managing and Entrepreneurship: Focusing on leadership, business management, and entrepreneurial skills.

These tasks are further enhanced by integrating essential skills in **digitization, sustainability, social/cultural awareness, resilience** and **research**. Each student has the opportunity to grow in these areas, preparing them for dynamic roles in the global tourism and hospitality sectors.

3 levels of complexity and independency

The program is built with learning outcomes that can be achieved at three distinct levels. The educational levels at BUAs reflect the complexity of challenges and the level of independency of students (AUtonomyCOMplexity three-level system). Our approach helps to progressively develop a student's ability to handle complex challenges and work independently.

The level at which exchange students engage is level 2:

- **Level 2:** For those with intermediate knowledge, providing opportunities for deeper exploration of complex topics and advanced projects and challenges. *Complexity of assignments is low and study autonomy is high* OR *Complexity of assignments is high and study autonomy is low.*