



Stenden Hogeschool
NHL Hogeschool
Hogeschool Van Hall Larenstein

International Business and Management Studies

Limited Study Programme Assessment

Introduction

This is the assessment report of the bachelor degree programme International Business and Management Studies, IBandMS Top of Holland. This IBandMS is a joint venture between NHL Hogeschool, Stenden Hogeschool and Hogeschool Van Hall Larenstein in Leeuwarden. The assessment was conducted by an audit panel compiled by NQA commissioned by Stenden Hogeschool. The panel has been compiled in consultation with the study programme and has been approved prior to the assessment process by NVAO. In this report Netherlands Quality Agency (NQA) gives account of its findings, considerations and conclusions. The assessment was undertaken according to the *Assessment frameworks for the higher education system* of NVAO (22 November 2011) and the *NQA Protocol 2013 for limited programme assessment*.

The site visit took place on June 12 and 13, 2013.

The audit panel consisted of:

Mr drs. R.B.P. de Brouwer (chairperson, representative profession/discipline)

Mr F.A.A. De Decker MA (representative profession/discipline)

Mr ir. W.T. Fokkema (representative profession/discipline)

Mr J.J.J.W.G. Moors MA (representative profession/discipline)

Mr mr. J. Marty (student member)

Ms drs. P. Göbel, NQA-auditor, acted as secretary of the panel.

Prior to the site visit the study programme offered a critical reflection and other documentation; form and content according to the requirements of the appropriate NVAO assessment framework and according to the requirements of the *NQA Protocol 2013*. The panel studied the critical reflection and visited the study programme. The critical reflection and all other (oral and written) information have enabled the panel to reach a deliberate judgement. Because the panel could not establish whether the new protocol for writing the final thesis would be an improvement, it was decided to check all additional theses (seven) that were handed in in the course of June 2013.

The panel declares the assessment of the study programme was carried out independently.

Utrecht, October 7, 2013

Panel chairman



Mr drs. R.B.P. de Brouwer

Panel secretary



Ms drs. P. Göbel

Summary

International Business and Management Studies Top of Holland (IBandMS) is a collaboration of three Universities of Applied Sciences: Stenden University of Applied Sciences, Van Hall Larenstein University of Applied Sciences and NHL University of Applied Sciences. IbandMS aims to educate students to become international business managers. Graduates operate in the fields of international marketing, finance, supply chain management, HRM and general management. The panel thinks IbandMS is a well organised programme. The structure with three mother institutes is an interesting one but needs more fine tuning in the execution, especially where the final theses are concerned. The panel assesses the quality of this full time programme as satisfactory.

Standard 1: intended learning outcomes

The intended learning outcomes are based on the national competency profile in the National Framework Competencies IbandMS (2004 and 2010). The panel agrees that these competencies are profession-related and generic, and are relevant for graduates to succeed in their careers. This set of competencies is based on the Dublin descriptors and on the general Bachelor of Business Administration standards. They therefore comply with the intended bachelor level. The learning outcomes and the programme itself were validated by the Business Advisory Board.

The programme of IbandMS Top of Holland distinguishes itself by its specialisations offered by the three institutes involved and which show the different expertises of these institutes, the choice for a second language and its key values, authentic, responsible and entrepreneurial. As to the key values the panel concludes that they are not explicitly and widely recognized yet. In daily operations teaching staff and students seem to be aware of the existence of these values. The panel appreciates the key values and thinks more attention can however be paid to explaining how they function as fundamental stepping stones for the faculty overall and curriculum more in particular.

The programme made a comparison in an international benchmark with Finnish and French programmes. Although there are some small differences, the programmes are comparable which indicates that the profile of IbandMS is adequate from an international perspective. The panel assesses Standard 1 as **good**.

Standard 2: teaching-learning environment

The programme is well structured and consists of sixteen modules with several submodules. The modules offer topics relevant to an IbandMS programme. Almost all the competencies are assessed at level three before a student can start with the specialisation. The panel advises the programme to reconsider the levels attached to the competencies because it seems strange to achieve the necessary level after 2,5 years of study. Examples of modules are: Going global: the international entrepreneur, Accountability in international business, Leading people: international people management, Staying in control: research, information and quality management.

Current trends find their way into the programme, e.g. risk analysis in relation to the valuation of real estate, social media as a marketing tool, concepts as lean manufacturing. Next to English, students can choose one or two foreign languages.

After two and a half years students choose one of the four specialisations. Stenden University of Applied Sciences and Van Hall University of Applied Sciences each offer one specialisation (Small Business and Retail Management, International Sustainability Management in the Food & Agribusiness), NHL University of Applied Sciences offers two (Business to Business, Innovation and Leadership). In the specialisation students deepen their research skills. In the fourth year students go on an internship or for a study abroad and finally they write a thesis. For the final thesis students do research in an international company or a Dutch company doing a lot of international business, for practical implementation. The routing and possible choices in the last one and a half years was not clear to all the students and could be improved on.

The panel has spoken to lecturers who are enthusiastic and involved. They are very capable to teach and to guide the students, although only twenty percent has an international background. The drop out rates are rather high but the panel understands that the intake procedures are constantly adapted and improved on. The panel would like to advise the programme to monitor this closely.

The panel is convinced that the collaboration of the three universities of applied sciences indeed offers the students the best of three worlds. This is especially visible in the four specialisation that are offered, but also in the contents and structure of the programme. However special attention should be paid to the cohesion between the three institutes and especially in tuning the setup of the specialisations. The panel assesses Standard 2 as **satisfactory**.

Standard 3: Assessment and achieved learning outcomes

The Examination Committee IBandMS is responsible for the quality of the testing and the contents of the whole programme. Local Examination Committees of the three institutes deal with the execution of the programme in the specialisation phase that is offered by that institute. As of the academic year 2013-2014 the IBandMS Examination Committee officially mandates the local Examination Committees and Test Committees of the specialisations.

The panel is convinced that the recently implemented assessment system of IBandMS is an improvement and will guarantee more thoroughly the quality of assessments. The *Graduation Project Handbook IBandMS* (academic year 2012-2013) shows that the programme has adapted the procedures and criteria of the graduation project. The new thesis criteria are a significant sign of improvement into the right direction and will lead, if implemented correctly, to higher quality. The panel considers the new procedure an improvement.

The panel has studied 22 theses of which it considers three as not sufficient. The three theses that were not up to standard show that in the execution some supervisors were too mild. These theses concerned two of the specialisations.

According to the panel this shows that the management of IBandMS should keep a closer watch on how procedures are followed up. The panel recommends to have one Examination Committee that is responsible for the whole IBandMS programme and the assessments, including the graduation project, instead of one overseeing the four year programme and its contents and three local committees for the specialisation phase. After the audit visit the panel was informed that IBandMS will have one Thesis Committee to guarantee the graduation project. Two of the three theses that were judged to be not up to standard, were conceived in specific circumstances, which had plausible explanations. The programme also convinced the panel that everything is now in place to avoid the reoccurrence of such a situation. Hence, the panel judges the current state of affairs regarding the final assessment to be acceptable.

The Examination Committees should take further responsibility by having the quality of all final theses checked. Now the programme has a sample of theses checked by an external expert. The panel appreciates the intention to have all theses checked by a third independent examiner/assessor/expert from another university of applied sciences and encourages the programme to further implement this.

The panel is convinced that the programme has good procedures and criteria for assessing the students. The panel is also confident that the lecturers and supervisors can work as one team, so that in the near future the weaknesses in the final theses and in grading these theses can be overcome.

The panel assesses Standard 3 as **satisfactory**.

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1 Basic data of the study programme

Administrative data of the study programme

1. Name study programme as in CROHO	IBandMS, International Business and Management Studies
2. Registration number in CROHO	34936 Stenden University of Applied Sciences 34936 NHL University of Applied Sciences 34936 Van Hall Larenstein University of Applied Sciences
3. Orientation and level study programme	Hbo-bachelor
4. Number of study credits	240 ECTS
5. Graduation specialisations	Business to Business Innovation and Leadership International Sustainability Management in the Food & Agribusiness Small Business and Retail Management
6. Variant(s)	Fulltime
7. Location(s)	Leeuwarden
8. AD study programme*	-
9. Registration number AD in CROHO	-
10. Previous year of audit visit and date decision NVAO	Previous visit: October 4 and 12, 2007, October 10, 2008 Decision NVAO: December 15, 2008
11. Code of conduct	Subscribed to by all three universities

*) Associate Degree, if applicable

Administratieve institutionale data

12. Name institute	Stenden University of Applied Sciences Van Hall Larenstein University of Applied Sciences NHL University of Applied Sciences
13. Status institute	Publicly funded
14. Result institute audit	Currently unknown

Quantitative data regarding the study programme

Intake, throughput and exit data

Table 1 Intake figures per cohort (incl. february intakes)

Year	0708	0809	0910	1011	1112	1213
Number of registered students at Stenden (per 1 oct.)	64	116	192	259	314	327
Number of registered students at NHL(per 1 oct.)	79	50	38	30	21	◇
Number of registered students at VHL (per 1 oct.)	34	25	22	10	6	◇
Intake figures						
Total intake (September and february intake)	78	75	135	111	148	115
-Of which first time registration at HBO	77	72	132	110	142	71
% of intake first time registration HBO with HAVO education	33.3	23.6	15	30.6	24.6	◇
% of intake first time registration HBO with MBO education	11.5	12.5	9.8	10.8	14.1	◇
% % of intake first time registration HBO with VWO education	3.8	5.6	5.3	2.7	2.1	◇
% of intake first time registration HBO with other previous education	50	58.3	69.2	55	59.2	◇
Intake in Propedeutic phase total (first registration HBO and others)	78	72	133	111	142	◇
Intake in main phase	0	3	2	0	6	◇
% national students	61%	47%	31%	50%	45%	◇
% international students	39%	53%	69%	50%	55%	◇
- EER	26%	33%	36%	32%	36%	◇
- non-EER	13%	20%	33%	18%	18%	◇

Table 2 Yields per cohort (incl. february intakes)¹

	0607	0708	0809	0910	1011	1112
Drop out rates per cohort						
Drop out after 1 year, in % of the cohort	25,7	25	30	31	34.7	47.5
Drop out from Bachelor in % of the cohort	*	16.7	34.3	28.6	16.3	--
Propedeuse yield						
Propedeusediploma in 1 year in % of the cohort	*	12.8	2.8	7.5	12.6	6.3
Propedeusediploma in 2 years in % of the cohort	*	15.4	44.4	42.9	47.7	-
Programme yield						
Diploma <= 5 jaar in % of students that re-enroll after 1 year	45	55.6	◇	◇	◇	◇

*Not available

◇Not yet available

¹ According to definitions NVAO 2012

Table 1: Dropouts within the first year

Cohort	2006	2007	2008	2009	2010	2011
Dropouts	26 %	25 %	30 %	31 %	35 %	48 %

Table 2: Total dropouts

Cohort	2006	2007	2008	2009
Dropouts		17 %	34 %	29 %

Table 3: Rendement

Cohort	2006	2007
Efficiency	45 %	56 %

Table 4: Quality of teachers

Grade	Core		VHL spec		NHL spec		STN spec	
	MA	PhD	MA	PhD	MA	PhD	MA	PhD
Percentage	63	3	88	0	92	0	87	0

Table 5: Staff-student ratio

Year	Staff – student ratio			
	Core programme	VHL specialisation	NHL specialisation	Stenden specialisation
IBandMS standard	1:25	Staff-student ratio VHL: 1:20	Staff-student ratio NHL: 1:25	Staff-student ratio Stenden: 1:29

Tabel 6: Student-teacherratio

	Core prog	VHL spec	NHL spec	STN spec
Ratio	25:1	1:20	1:25	1:29

Tabel 6: Contact hours

year	1	2	3	4
Contact hours	13	12	10	nvt

Contact hours IbandMS

Table 7: Contact hours per study year (2009-2010) ² (old curriculum)

Study year	Total contact hours per year	Internship & graduation project supervision	Selfstudy (incl. assignments)	Contact hours per week ³
1	413	--	1267	11.5
2	360	--	1320	10
3	348	--	1332	9.7
4	--	13	1666	--
<i>Total</i>	<i>1121</i>	<i>13</i>	<i>5585</i>	

Table 8: Contact hours per year (2011-2012) (new curriculum)

Study year	Total contact hours per year	Internship & graduation project	Selfstudy (incl. assignments)	Contact hours per week ⁴
1	474	--	1206	13.2
2	405	--	1275	11.8
3	366	--	1275	10.2
4	IP and Thesis	IP and Thesis	1275	--
<i>Total</i>	<i>1245</i>		<i>5031</i>	

** In the first term the available information on the contact hours for year three are 8.2 contact hours per week. The hours for the Internal Placements and Thesis are individual in the fourth year.

² Reported for the 'Onderzoek Onderwijstijd 2010' of the ministry of education

³ Based on 9 weeks per module, 4 modules per year

⁴ Based on 9 weeks per module, 4 modules per year

2 Assessment

International Business and Management Studies Top of Holland (IBandMS) is a collaboration of three universities of applied sciences: Stenden University of Applied Sciences, Van Hall Larenstein University of Applied Sciences and NHL University of Applied Sciences. The programme manager is responsible for the day-to-day management. The IbandMS Board of Directors and the IbandMS Executive Board consist of representatives of all three partners.

The panel describes the findings, considerations and conclusions of each standard of the NVAO assessment framework. The final judgement concerning the study programme will be presented in chapter 3. All recommendations are summarised in chapter 4.

Standard 1 Intended learning outcomes

The intended learning outcomes of the programme have been concretised with regard to content, level and orientation; they meet international requirements.

Findings

IBandMS Top of Holland aims to educate its students to become responsible, entrepreneurial and authentic international business managers that are able as starting professionals to contribute to today's business challenges anywhere in the world (*Better together, Critical Reflection for the limited programme assessment of the International Business and Management Studies*, Leeuwarden 2013). Graduates from IbandMS operate in the fields of international marketing, finance, supply chain management, HRM and general management.

The *Framework Competencies IBMS* (National Platform IbandMS, 2004 and 2010) are leading for the competencies (ref. Appendix 1) used in the programme and the intended learning outcomes that are derived from these competencies. At the time of the audit visit the programme is in transition: year 3 and 4 use the framework of 2004 and the renewed curriculum of year 1 and 2 is based the 2010 framework. In both frameworks the competencies are based on the Dublin descriptors and on the general Bachelor of Business Administration standards. The frameworks are supported and validated by the business advisory boards of the different IbandMS programmes in the Netherlands, including the one for IbandMS Top of Holland. For the foreign languages the programmes uses the CEFR (Common European Framework of Reference for Languages). The panel considers the competencies relevant to the domain of the study programme and of bachelor level.

All IbandMS programmes use the same competency profile but can distinguish themselves by certain accents in the programme. IbandMS Top of Holland distinguishes itself in three aspects. Firstly it offers four specialisations that reflect the expertise of the three universities of applied sciences. Secondly students take a second foreign language to equip themselves with language and cultural skills relevant for international business.

Furthermore the programme has formulated key values: authentic, responsible and entrepreneurial. This profile is adequate and reflects the agreed competencies of all IBandMS's nationally. The panel was able to check and confirm the first two aspects. The third aspect, the key values, was not widely recognized by the participants in the interviews although in the *IBandMS Work field Questionnaires 2010-2011* these were marked as important characteristics of an IBandMS student. Moreover it was not clear what exactly is meant with the value 'authentic'. The panel suggests emphasizing these key values more in the programme and explicitly explaining the contents of 'authentic'.

Two other aspects from the competencies are integrated into the whole programme: research and internationalisation. In the research track (ref. Standard 2) students are prepared for writing a thesis and they are also offered scientific insights and current professional trends in the different modules. Within IBandMS internationalisation is at the core of the programme (ref. Standard 2). The student population consists of almost forty per cent of foreign students. All Dutch students have to spend part of their studies abroad. The panel advises the programme to formulate a specific vision and strategy on internationalisation for IBandMS following the recommendations in *IBandMS International all the way. Improvement Plan Internationalisation IBandMS*.

To ensure that the learning outcomes are the right ones for an IBandMS programme the programme benchmarked itself with a polytechnic in Finland and an Institut Universitaire de Technologie in France. Compared to the Finnish programme IBandMS seems to have a broader programme with a focus on the thesis. In France there is more attention for law and finance. Overall the programmes are comparable, indicating IBandMS has an adequate profile from an international perspective.

IBandMS has an active Business Advisory Board (BAB). At regular moments they discuss developments in the field and its implications for the programme. The BAB validates the intended learning outcomes as well as the profile of the programme. Two years ago the BAB has studied several theses. The comments of the BAB on finance and argumentation were input for improvements by IBandMS.

Considerations and conclusion

The panel has seen that the intended learning outcomes are based on the national competency profile in the National Framework Competencies IBandMS (2004 and 2010). The panel agrees that these competencies are profession-related and generic, and are relevant for graduates to succeed in their careers. This set of competencies is based on the Dublin descriptors and on the general Bachelor of Business Administration standards. They therefore comply with the intended bachelor level.

The programme of IBandMS Top of Holland distinguishes itself by its specialisations that reflect the expertise of the three institutes, the choice for a second language and its key values, authentic, responsible and entrepreneurial. As to the key values the panel concludes that they are not explicitly and widely recognized yet. In daily operations teaching staff and students seem to be aware of the existence of these values.

More attention can however be paid to explaining how they function as fundamental stepping stones for the faculty overall and curriculum more in particular.

The panel is positive about the comparison the programme made in an international benchmark with Finnish and French programmes. There are some small differences but overall the programmes are comparable. The profile of IBandMS is adequate from an international perspective.

The panel is very pleased with the active involvement of the Business Advisory Board. The Board not only validates the learning outcomes and the programme, but also checked the quality of a sample of theses (ref. Standard 3).

Based on above-mentioned considerations the audit team comes to the judgement **good**.

Standard 2 Teaching-learning environment

The curriculum, staff and programme-specific services and facilities enable the incoming students to achieve the intended learning outcomes.

Findings

The programme consists of sixteen modules with several sub modules (ref. Appendix 2). The first ten modules cover most competencies on level three. After two and a half years the students choose a specialisation that offers a deepening or broadening of the study profile. The specialisation involves one semester of specialisation courses, one semester of internship or study abroad, and in the last semester the graduation project. There are four specialisations to choose from:

- International Sustainability Management in the Food & Agribusiness, offered by Van Hall Larenstein University of applied sciences;
- Business to Business, offered by NHL University of applied sciences;
- Innovation & leadership, offered by NHL University of applied sciences⁵;
- Small Business & Retail Management, offered by Stenden University of applied sciences.

Some subjects are addressed throughout the year: English Business Communication, PDP (Personal Development Programme), second foreign language (Spanish, Chinese or Dutch) and faculty activities (ref Appendix 2).

⁵ This specialisation started in 2012. Before that IBandMS Top of Holland knew three specialisations.

Contents of the curriculum

A module is designed around a central theme. The ten modules cover the following themes:

1. This is international business and management
2. Going global: the international entrepreneur
3. Marketing, sales & research
4. Accountability in international business
5. Staying ahead: innovation and project management
6. Leading people: international people management
7. Export management and logistics
8. Staying in control: research, information and quality management
9. International strategic management & HRM
10. International business plan

According to the panel, the key topics relevant for an IBandMS-programme, are addressed in these ten modules. Each module involves a set of competencies at a certain level. This is shown in a matrix in the *Critical Reflection* and is worked out in more detail in the *Course document* (June 2013). In the module books the structure, subjects, objectives and competencies are made explicit. In an overview the programme shows which competencies are addressed in the specialisation courses.

In each module several subjects are addressed and students work on a professional product or task in which the content of these subject is used. In the *Course document* (2013) module 2 'Going global: the international entrepreneur' is described as follows:

"The aim of this module is to introduce students to the economic, cultural and legal aspects of doing business abroad and entering new markets. Students learn about the International Business Environment and intercultural setting in which they will be doing their jobs as professionals. They work on exploring a foreign market: what do you need to take into account if you want to do business abroad?"

The module focuses on the macro-analysis of the business environment of a company. Students will work on economic, cultural and legal aspects involved in entering a new market. A practical research assignment will be given which will cover all topics in this module." (Course document, 2013, p. 45)

During a module, students learn to handle knowledge and skills they need for the practical assignment. The panel is satisfied that this integrated approach works well for the students.

The panel has seen that the literature that is used is relevant and covers the international approach of the programme. Current trends find their way into the programme, e.g. risk analysis in relation to the valuation of real estate, social media as a marketing tool, concepts as lean manufacturing, Six Sigma and business spirituality, and the use of the CEFR. Lecturers introduce actual issues on a case by case basis.

Students take one (at an intermediate level: B1, CEFR) or two (at a basic level: A1-A2, CEFR) foreign languages, next to English. English is the language of instruction and every student that enters the programme should master English at IELTS level 6.

Students who fail the test can do a prep course in the language centre of Stenden University of Applied Sciences. In the first year Dutch students take Spanish as a second foreign language, while international students take Dutch. In the second year, students can choose to continue with this language at intermediate level, to take Chinese or to switch from Dutch to Spanish. From the students the panel learned that on an individual basis there is the possibility to take other languages as part of or outside the study programme, e.g. a special project like a mission to Russia. Recently the programme introduced Chinese. Chinese students are involved in this and can receive 'faculty points'. These are a positive developments, the panel is however of the opinion that possibilities for students to select a foreign language training of their choice can be communicated in a more transparent way. From the Critical Reflection and the course document it seems as if students can only opt for Spanish and Chinese.

Just like for the language skills students are trained in professional skills, first in separate training courses but more and more integrated in performances, as well as in research skills. In the first year students focus on formulating a problem definition and doing a simple quantitative and qualitative research. In the second year they do a larger research, using SPSS. In the specialisation students deepen their research skills. For the final thesis students do research in an international company or a Dutch company that does a lot of international business, for practical implementation. Research is part of other modules and subjects as well. The method of Problem Based Learning helps students to acquire a methodical way to approach a problem. When asked the students said they feel prepared for the research part of the thesis.

The international character of the programme is not only found in the subjects but also in the fact that Dutch students must go abroad for either an internship, graduation project or study abroad period (e.g. at an international campus of Stenden or at an ERASMUS-partner institution). For foreign students this is not obligatory because coming to the Netherlands already is an international experience, but is supported. During the first two years there is one international excursion per year of three to five days during which several companies are visited abroad. In the fourth year students can choose between an internship and a study abroad. The panel would like the students to have a confrontation with at least two different cultures during the course of study. Foreign students should be stimulated and supported to go for an internship or period of study abroad as well.

Structure of the curriculum

The programme is based on a social-constructivist vision on education. According to IBandMS the education is competency driven and designed to stimulate students to show concrete professional behaviour, to deliver professional products, to develop a professional attitude and to acquire the characteristic knowledge and skills (*Critical Reflection*, p.34).

This vision is worked out in four learning tracks:

- Integration: making a professional product or service in a realistic setting;
- Conceptual learning track: knowing and using theories in working models;
- Skills: both training and testing of skill competencies and the reflection on these skills;
- Reflection learning track: reflecting on day-to-day practice and study in order to develop yourself.

The reflection learning track is operationalized in the Personal Development Programme (PDP) with three goals: personal development, study career coaching and orientation on the professional career. According to the students PDP is especially helpful for foreign students in getting to know the surroundings, facilities and other students. The meetings were interesting from an intercultural perspective. But also individual counselling for instance when choosing a specialisation is much appreciated by the students (of Dutch origin).

During the modules students work on real life professional cases in groups of students with different nationalities. For each new assignment the groups are mixed anew. From the alumni the panel learned that they could use the business and managerial skills learned during projects quite effectively in their current jobs. Very helpful was what they had learned about intercultural communication.

The panel is somewhat concerned about the drop out rate of students. Over the past year this rate has increased from 25 per cent in 2008 to 47,5 per cent in 2012. In 2010 the Quality Board IBMS investigated the reasons why students drop out (Annelies Bon, *Rapport studievertraging en studie-uitval*, December 2010). Important reasons that were mentioned are motivational problems, inadequate proficiency in English, problems of adaption and workload. Some of the measurements advised were implemented, like more individual testing, stricter check on the proficiency in English, some were postponed, e.g. stopping with intake of students in February. In 2011 and 2012 the drop out rate has again increased. The panel advises IBandMS to look further into the causes for this high percentage. As a probable cause non-realistic expectations are mentioned. When asked the students mentioned that the workload was not too high: between 20 and 30 hours per week. Some fourth year students indicated that the workload increased significantly when they entered their specialisation. The panel recommends to try and spread the workload for students. The panel also suggests to do some research as to the causes of the drop out rate and to try to find ways and means to solve this problem, at least partly. Organising intake conversations and tests and advising candidates beforehand might be a solution.

The panel was shown around the facilities of Stenden and has seen two films to get impressions of the facilities at Van Hall Larenstein and NHL University of Applied Sciences. The panel is satisfied that the facilities for IBandMS are sufficient. The panel is pleased with the possibilities for students, like the language centre, the IT-service and the Stiltecentrum. Facilities meet the required standards and daily needs of the student population.

Staff quality

The teaching staff of IBandMS work for both educational programmes of their own institute and for IBandMS. They bring in the varied experiences and expertise from the three institutes. They introduce best practices from other programmes, for example first year assessment (Van Hall Larenstein), Problem Based Learning (Stenden) and the finetuning of the application of CEFR in language testing (NHL). Around 42 lecturers are involved in the IBandMS programme, but there is a team of seven core lecturers. The panel was pleased with the enthusiasm and dedication of the core lecturers.

The panel has studied the list of the lecturers. Around seventy per cent of the teaching staff has a Master degree. The programme aims at eighty per cent in 2016 and offers lecturers the possibility to study for a Master degree. All lecturers hold a relevant degree or have relevant backgrounds. Except for some senior lecturers, experienced through practice, all lecturers have the pedagogical didactic qualification. If necessary lecturers are trained in e.g. English (at several proficiency levels), PBL-coaching and intercultural classroom skills.

The international background of the lecturers is not a reflection of the student population. Eight lecturers of the 42 are from abroad. According to the students most lecturers have practical (international) work experience. Guest lecturers bring in work experience as well. Students had some comments on the level of English of the lecturers. It is however good to know that this issue has been tackled by the management and additional English training is now being provided.

Quality guarantees

There is a curriculum committee that collects information on the programme from evaluations and surveys. It can ask module teams to redesign parts of the curriculum. The module team prepares a blue print that includes the professional product or task, educational methods, testing etc. Based on the blueprint the contents are developed, resulting in a module book. The changes are mentioned in the new module book.

The programme committee (opleidingscommissie) plays an active role in the quality circle. For instance discrepancies in workload in the specialisations or the level of English are discussed with the programme manager. The results are published on Blackboard. The programme committee also advises on changes in the Teaching and Examination Rules (TER). All students are involved in quality assurance: at the end of a module period the module is evaluated.

According to the panel the programme employs a good system of internal auditing.

Considerations and conclusion

The panel concludes that the programme is well structured. The modules offer topics relevant to an IBandMS programme. According to the matrix *Assessment of achieved learning outcomes* almost all the competencies are assessed at level three before starting the specialisation.

The panel has some trouble understanding that on the one hand the programme is competence based so students should be competent as a starting professional after being assessed on level three, while on the other hand students then (after 2,5 years) have to choose a specialisation to deepen and/or broaden their knowledge and skills. The panel would like the programme to reconsider the levels attached to the competencies in the earlier stages of the curriculum.

After two and a half years students choose one of the four specialisations. In the fourth year students go on an internship or for a study abroad and finally they write a thesis, which also serves as an advisory report for a company. From the different interviews the panel got a mixed idea of how this part of the programme is organised and presented to students. A specialisation combined with a study abroad appears to be a contradiction in terms and therefore a difficult combination. The panel is convinced that both elements, specialisation and study abroad, are important learning experiences for students but feels that it might be more logical to not treat the study abroad as part of the specialisation. The panel recommends IBandMS to present the programme in such a way that the routing and the possible choices are clear to everyone

The panel has spoken to lecturers who are enthusiastic and involved. They are very capable to teach and to guide the students. The drop out rates are rather high but the panel understands that the intake procedures are constantly adapted and improved on. The panel would like to advise the programme to monitor this closely.

The panel is convinced that the collaboration of the three universities of applied sciences indeed offers the students the best of three worlds. This is especially visible in the four specialisation that are offered, but also in the contents and structure of the programme. However special attention should be paid to the cohesion between the three institutes and especially in tuning the setup of the specialisations. The panel thinks it could help to give the programme manager more responsibilities.

Based on above-mentioned considerations the audit team comes to the judgement **satisfactory**.

Standard 3 Assessment and achieved learning outcomes

<p><i>The programme has an adequate assessment system in place and demonstrates that the intended learning outcomes are achieved..</i></p>
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Findings

Assessment system

The assessment policy of IBandMS is described in *IBMS Assessment Policy* (2012) and its implementation in *IBMS Assessment Plan* (2012).

IBandMS is a collaboration of three institutes. The IBandMS Examination Committee is responsible for the contents of the whole programme. Local Examination Committees of the three institutes deal with the execution of the programme in the specialisation phase that is offered by that institute. As of the academic year 2013-2014 the IBandMS Examination Committee officially mandates the local Examination Committees and Test Committees of the specialisations.

The Examination Committees are responsible for the quality of the testing and for appointing examiners. The IBandMS Examination Committee has mandated a Test Committee with the actual quality control of the tests. The Test Committee reviews all tests and answer models up front. Like the Examination Committee the Test Committee can advise the Curriculum Committee and the programme manager on improving the test programme and the tests.

Tests are assessed by one or more assessors using an answer model (written tests) or an appraisal sheet (oral tests, assignments). Students know beforehand on what criteria they are assessed, because the appraisal sheets are included in the module books. The programme uses a great variety of test forms, such as multiple choice, written test with essay questions, professional product, portfolio assessment, group discussion and simulation. Students work in groups of mixed nationalities on professional products or tasks and have to take different roles. At the end of the first year all students are assessed individually. The panel has seen several tests and is satisfied that they are of good quality.

The last three semesters students are prepared for a professional career. After the specialisation courses where students work for a real company, they perform their internship and the graduation project within a professional environment. Instead of the internship students can also choose a study abroad. Before going on internship or study abroad students have to get the approval of the internship or study abroad coordinator of the specialisation. The Examination Committee checks whether a student has achieved the required ECTS. In case of a study abroad the study abroad coordinator checks the level and the contents of that programme. In other than standard situations the exam committee needs to approve the contents as well.

In the *Graduation Project Handbook IBMS* (Academic year 2012-2013) students can find all the requirements for the graduation project and for writing the thesis. The present version is a refinement of the previous one. The panel is very pleased with the appraisal sheet in the form of rubrics. This will certainly help examiners in their assessment of theses. In the formerly used appraisal sheet of the theses the panel found a number of inconsistencies and even counting errors. Hence, the panel is pleased to have been informed that from now on an Excel-sheet will be used preventing these mistakes.

The students as well as the alumni are pleased with the guidance they get during internships and the graduation project. Every few weeks they make an appointment with their supervisors (from the school and from the company) to discuss the progress. This can also be done by using Skype for students doing their internship and/or project abroad.

Realisation of the intended learning outcomes

In order to be allowed to do the presentation the thesis and the professional portfolio should both be assessed with at least 5.5. Up till now the examiner and the tutor are doing the assessment. The company coach gives an advice.

Before and during the audit visit the panel has studied 15 theses of graduates from 2011 and 2012. Four were selected by IBandMS to be studied before the audit visit, the panel selected the other eleven. The panel concludes that two of the theses do not meet the bachelor standard. In both theses the problem definition was not adequate and apparently the company was not very suitable for doing the graduation project for various reasons. These theses were discussed with the supervisors. One of the students had difficult personal circumstances that caused considerable delay in finishing the thesis which was rejected once and accepted after rewriting. The company where this student did his project would probably not be acceptable according to the new Graduation Project Handbook and the standards currently used by the Examination Committee. The other thesis was done in a company that required confidentiality in the thesis. The examiners did not accept this thesis but it was decided that the student could give the presentation. According to the supervisor she did quite well in the presentation and could elaborate on issues that could not be included in the report because of confidentiality. The examiners therefore gave the student a pass. In addition the panel requested to see some examples of graded theses from June/July 2013 that were written under the new Graduation Handbook. Of these seven theses it found one that is unsatisfactory. This thesis was graded satisfactory, grade 5.6, by the programme.

Two years ago the BAB has studied several theses and discussed the findings with the management. In November 2012 IBandMS had an external expert review five theses (*Moderatie Bachelor Scripties Stenden Hogeschool uitgevoerd door Vincent Pieterse, Concept versie – November 2012*). His conclusions confirm the findings of the panel that some of the students were graded too mildly, but none of the theses was judged to be insufficient. In view of the fact that the three institutes each offer specialisations, the panel could backtrack the theses which it found unsatisfactory to two of the specialisations. In the theses of the other specialisations the same weaknesses with problem statement, references and with the connection between theory-empirical data-conclusion occur, but these theses were graded more in line with the findings of the panel.

Considerations and conclusion

The panel thinks IBandMS is a well organised programme. The structure with three mother institutes is an interesting one but needs more fine tuning in the execution, especially where the final theses are concerned. According to the *Strategic Plan 2013-2016* the integration of the three institutes should be finished by now, but the panel would like to point out some issues that still need attention.

The panel is convinced that the recently implemented assessment system of IBandMS is an improvement and will guarantee more thoroughly the quality of assessments. The *Graduation Project Handbook IBMS (academic year 2012-2013)* shows that the programme has adapted the procedures and criteria of the graduation project. The new thesis criteria are a significant sign of improvement into the right direction and will lead, if implemented correctly, to higher quality. The panel considers the new procedure an improvement.

The panel has studied 22 theses of which it considers three as not sufficient. It also found inconsistencies in another thesis.

The three theses that were not up to standard show that in the execution some supervisors were too mild. Two of these three theses were conceived in specific circumstances, which had plausible explanations. These theses concerned two of the specialisations. According to the panel this shows that the management of IBandMS should keep a closer watch on how procedures are followed up. The panel recommends to have one Examination Committee that is responsible for the whole IBandMS programme and the assessments, including the graduation project, instead of one overseeing the four year programme and its contents and three local committees for the specialisation phase. After the audit visit the panel was informed that IBandMS has one Thesis Committee to guarantee the graduation project. The programme also convinced the panel that everything is now in place to avoid the reoccurrence of such a situation. Hence, the panel judges the current state of affairs regarding the final assessment to be acceptable.

The Examination Committees does not integrally check the quality of all final theses, but the programme has a sample of theses checked by an external expert. The panel appreciates the intention to have all theses checked by a third independent examiner/assessor/expert from another university of applied sciences and encourages the programme to further implement this. The panel recommends not to work with (mandate for) local exam committees but only with the IBandMS Examination Committee.

The panel is convinced that the programme has good procedures and criteria for assessing the students. The panel is also confident that the lecturers and supervisors can work as one team, so that in the near future the weaknesses in the final theses and in grading these theses can be overcome.

Based on above-mentioned considerations the audit team comes to the judgement **satisfactory**.

3 Final judgement of the study programme

Assessments of the standards

The audit team comes to the following judgements with regard to the standards:

Standard	Assessment
<i>1 Intended learning outcomes</i>	Good
<i>2 Teaching-learning environment</i>	Satisfactory
<i>3 Assessment and achieved learning outcomes</i>	Satisfactory

Considerations

Weighing of the judgements with regard to the three standards based on the justification for the standards and according to the assessment rules of NVAO:

- The final conclusion regarding a programme will always be “unsatisfactory” if standard 3 is judged “unsatisfactory”. In case of an “unsatisfactory” score on standard 1, NVAO cannot grant a recovery period;
- The final conclusion regarding a programme can only be “good” if at least two standards are judged “good”; one of these must be standard 3;
- The final conclusion regarding a programme can only be “excellent” if at least two standards are judged “excellent”; one of these must be standard 3.

Conclusion

The audit panel assesses the quality of the hbo-bachelor programme IBandMS of Stenden University of Applied Sciences, NHL University of Applied Sciences and Van Hall Larenstein University of Applied Sciences as **satisfactory**.

4 Recommendations

Standard 1

- IBandMS has agreed on three key values, authentic, responsible and entrepreneurial, for the programme. These key values are not yet widely recognised although on an operational level staff and students are aware of these values. The panel advises the programme to give a key role to the key values;
- The panel advises the programme to formulate a specific vision on internationalisation for IBandMS following the recommendations in *IBandMS International all the way. Improvement Plan Internationalisation IBandMS*.

Standard 2

- Students are assessed on level three after two and a half years of study, while on the other hand students then (after 2,5 years) have to choose a specialisation to deepen and/or broaden their knowledge and skills. The panel would like the programme to reconsider the levels attached to the competencies in the earlier stages of the curriculum;
- The panel would like suggest to do some research into the causes of the drop out rate and to try to find ways and means to solve this problem.

Standard 3

- The panel recommends the programme to make one Examination Committee responsible for the whole programme of IBandMS, including the graduation project;
- The panel advises the management to keep a closer watch on the execution of procedures, especially where different institutes are involved.

5 Annexes

Annex 1: Final qualifications of the study programme

Competency matrix IBMS programme

	M1	M2	M3	M4	Ass.	PDP	EBC1	FP	2FL	M5	M6	M7	M8	PDP	EBC2	FPs	2FL	M9	M10	PDP	EBC3	SUM
	yr.1		yr1		yr1		yr1		yr2		yr2		yr2		yr3		yr3		yr3		M1-M10	
Profession-related competencies																						
I. International Business competencies																						
1. International business awareness		1/2	1		1						1	2							3			3
2. Intercultural competence		1/2				1					2	2		2				3	3	3		3
II. General Management Competencies																						
3. International strategic vision development	1		1		1							2						2	3			3
4. business processes & change management	1				1						2		2					3				3
5. Entrepreneurial management	1	1		1	1/2					2		(2)	1						3			3
III. Functional key-areas competencies																						
6. International marketing and sales management		1/2	1		1							2						3	3			3
7. international supply chain management	1											2	2									2
8. international finance and accounting				2	1							2(3)							3			3
9. International human resource management (HRM)	1				1					1+2								3				3
Generic competencies																						
IV Interpersonal competencies																						
1. Leadership	1					1					2(3)	1	2	2				3	2	3		3
2. Co-operation	1	1	1	1		1		1			2	2	2	2		2			2	3		3
3. Business Communication	1				1	1	1	1	1		2	2		2	2	2	2	2	3	3	3	3
V. Task oriented competencies																						
4. Business Research methods	1		1	1	1					2	2	2	2									2
5. Planning and organising	1			1	1	1		1		2	2	2	2	2		2			2	3		3
VI. Intra-personal competencies																						
6. Learning and self-development						1		1						2		2		2	2	3		3
7. Ethical and corporate responsibility	1	1		1		1				2	2		2	2				2	1	3		3

Notes:

Ass. Yr. 1 = First year assessment.

This is an individual, integrated test (written + oral presentation & defense)

at the end of the first study year

x = addressed and tested

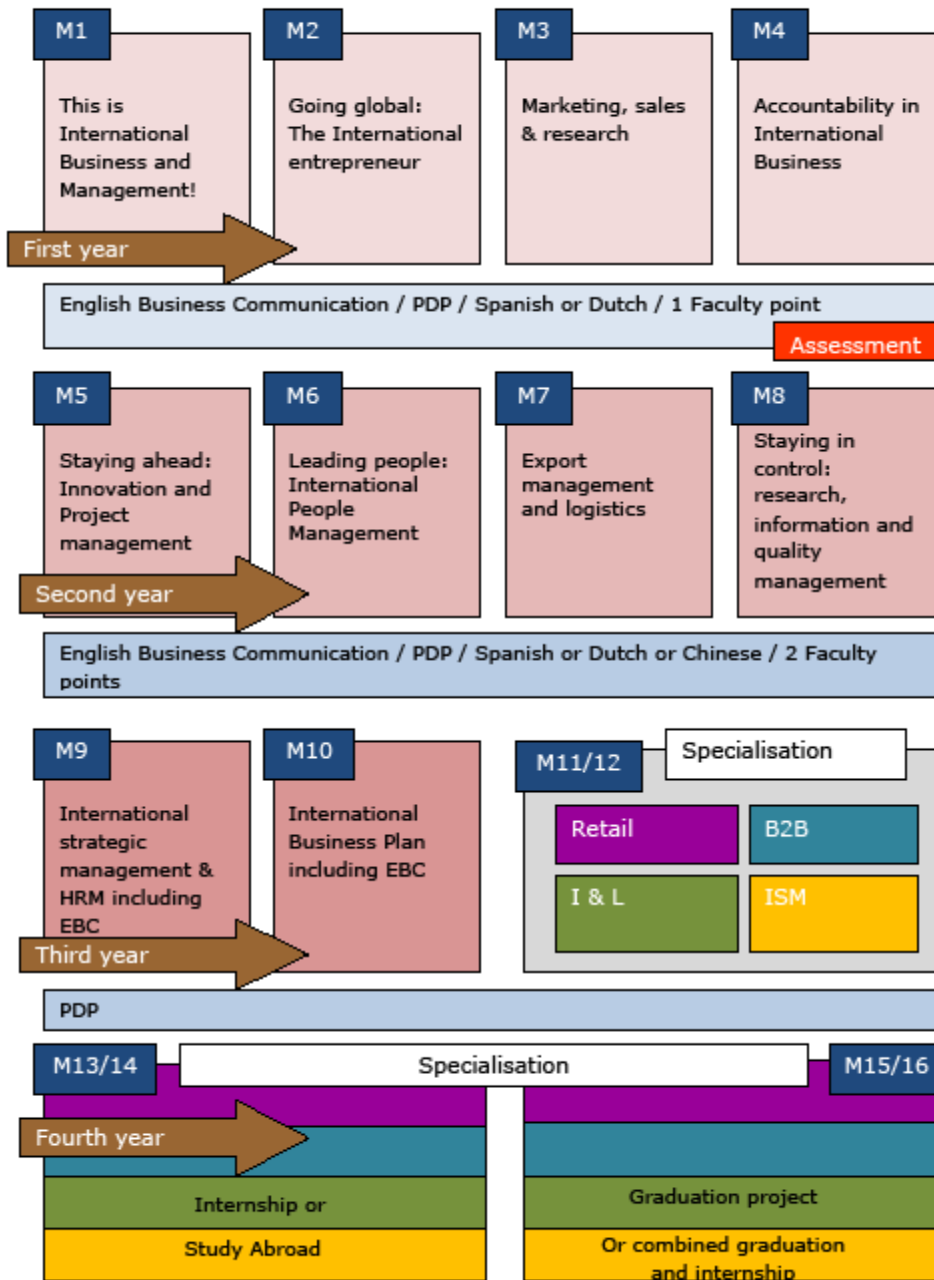
italics = elements are addressed, not tested

(x) = addressed, not tested

Thesis	NHL - B2B		NHL - I&L		STN-Retail							VHL			IBMS	
	Spec. 30EC	Spec. 30EC	Spec. 30EC	Spec. 30EC	Spec. 30EC							Spec. 30EC	Spec. EC	Spec.		
	Int. Bus.	internship	I&L	internship	E-bus.	Mark. Com.	Branding	SCM	Performance mgt	Retail concept development	internship	ISM	internship	study abroad **		total
3	2+3	3		3	3			2				3	2	3		3
3	2+3	3		3		3	2		2	3		3		3	3	3
	3		3			3		2		3						3
			3					3	3			3				3
			3		3	3	3		3	2						3
at least one is addressed	3				3	3	3	2		2						3
	3							3				3				2 or 3
	3								3							2 or 3
																3
			3			2	2	2								3
	3	3	3	3	3	3	2	2	2	3		3		3		3
3	3				3	3	2	2	2	2					3	3
3	2+3		3		2		2		3	2		3	3	3		3
3		3		3	2	3	2	3	3	3		3	2+3	3	3	3
	3	3	3	3	2	2	2	2	3	2		3		3	3	3
					2		2	2		3			3			3
							2	2					3			3

Annex 2: Survey study programme

Curriculum 2012-2013



Annex 3: Expertise members auditpanel and secretary

Additional information concerning panel members and secretary:

Mr drs. R.B.P. de Brouwer, chairman

Mr De Brouwer has primarily been asked due to his expertise in the domain of economics, his work experience in business and government, and because of his teaching expertise and audit expertise. He has experience as an economics lecturer at Fontys International School of Economics, where he is a member of the Advisory Board and where he is involved in the research group Innovation Management in International Perspective. Also Mr De Brouwer is a visiting lecturer and external examiner at Fontys School for Marketing Management. In 2006 and 2007 he participated in a committee improving the curriculum of the three courses at this School. Mr De Brouwer has written several publications: (*Volkscrant* about the baby boom generation) and publications for NVOG (National Association of Organizations of Pensioners) and VOHM (Hoogovens Association of Former Employees). In the past two years Mr De Brouwer participated in about ten audit visits. He also has experience as an auditor and has been visiting party in ISO-9000-9004 (quality management and improvement) and ISO-14000 (environmental management) in an international surrounding. He has international expertise through his membership of numerous international organizations. He is familiar and has extensive experience with the accreditation system. Mr De Brouwer has been individually briefed on the audit visit process, accreditation in higher education and NQA's working method.

Education:

1977	Master of Economics, Erasmus University Rotterdam
1972	<i>MO-Economics</i>
1964	HBS-B, St. Franciscuscollege Rotterdam

Work experience:

2005 – present	Managing partner Leijdal Consultancy BV. Active as interim manager, consultant and lecturer
2005 – 2007	Executive Director Corus Yasan, Turkey
1987 – 2005	Hoogovens/Corus, various positions at board level, as Director of External Relations, Director of Marketing and Sales, Managing Director Tubes, Managing Director Corus Consulting & Technical Services and Managing Director Corus Special Strip
1984 – 1987	Director of Economic Affairs Province <i>Noord-Brabant</i>
1971 – 1984	Ministry of Economic Affairs, various positions in industrial policy and policy planning. Representative of the Netherlands in numerous international organizations, among others in de ECSC and the UN. From 1978-1979 chairman Steel Committee United Nations
1969 – 1971	<i>Internationale Bouw Compagnie</i> Best, buyer
1967 – 1969	Philips Eindhoven, logistics and production planning desk equipment

Main professional offices and positions:

2007 – present	Assessor for audit visits; specialization Marketing, Finance, General and Business Economics, Business Administration, Public Administration
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- 2007 – present Business Leader Breda Photo, an international photography festival met exhibitions at more than ten locations, both inside and outside; also an extensive side program with a conference, workshops, open studio tour, an amateur program, a youth program and a book fair, participation of about 40 professional photographers from home and abroad.
- 2006 – present Visiting lecturer, part-time lecturer and committed *Fontys Hogeschool Eindhoven* and *Venlo*, disciplines IBMS, CE and Small Business; member of Advisory Board IBMS Eindhoven and Venlo
- 2006 – 2008 Consultant/ project manager/coach Regional Developing Company REWIN Breda
- 1994 – 2000 Member of the jury of the Tilburg Modern Industrial City Award
- 1991 – 1999 Chairman *Sportfondsenbad* Beverwijk
- 1991 – 1992 Chairman of the Negotiating Delegation for Covenant Base Metal
- 1988 – 1993 Member of the Packaging Commission of VNO/NCW charged with preparing a Packaging Covenant
- 1988 – 1993 Member of the European Recovery and Recycling Association
- 1985 – 1988 Member of the Advisory Committee of the ECSC (tri-partite representation)
- 1984 – 1986 Secretary of the Commission Economic Development *Noord-Brabant* (Commission Bosman)
- 1983 – 1984 Secretary of the Elan Industrial Commission (Commission Wagner)
- 1982 – 1984 Member of the jury of the *Koning Willem I* Award
- 1978 – 1979 Chairman of the Steel Committee of the United Nations
- 1978 – 1982 Chairman of the Steel Committee of the Benelux
- 1977 – 1982 Member of the Industry Committee of the Organization of Economic Cooperation and Development (OECD)

Key Supervisory and Board Memberships:

- 2001 – 2005 Corus Deutschland GmbH (Vorsitzender Geschäftsführung)
- 2001 – 2005 Rafferty Brown, Waterbury, Connecticut USA (chairman)
- 2001 – 2005 Apollo Metals, Bethlehem, Pennsylvania USA (chairman)
- 2001 – 2005 Thomas Steel Strip, Warren, Ohio USA (chairman)
- 2001 – 2004 Laminacion y Derivados, Durango, Spain (chairman)
- 2001 – 2003 DanieliCorus B.V. Beverwijk (chairman)
- 2001 – 2003 Biostar B.V. Balk
- 2001 – 2002 IMD, Paris, France
- 1995 – 1998 Boa Yi Metal Packaging Shanghai China
- 1993 – present Corporate Communication Center B.V. Rotterdam
- 1986 – 1997 Jongen B.V. Heerlen

Other

- Several additional positions in politics (leader D66 regional council The Hague, chairman D66 department The Hague)
- Currently active as a commissioner at the Corporate Communication Centre of Erasmus University
- Chairman of the Association of Former Employees Hoogovens
- Member of the Advisory Board of Fontys International School of Economics in Venlo

Mr ir. W.T. Fokkema

Mr Fokkema has primarily been asked due to his professional area of expertise in the domain of international business and management studies. Mr Fokkema is business developer at University of Amsterdam and general manager of Bibiz. From his position at the University of Amsterdam he organizes and gives workshops to familiarize researches with the requirements and wishes of companies. Each year Mr Fokkema organizes the competition 'Amsterdam Science Innovation Award', for innovative, original and applicable ideas of students and researchers from Amsterdam knowledge institutions. Mr Fokkema has extensive experience in quality systems and accreditation and has been individually briefed on the audit visit process, accreditation in higher education and NQA's working method.

Education:

1976 – 1984 Agricultural engineer - Wageningen University and Research centre

Work Experience:

2008 – present Business Developer – University of Amsterdam
2003 – present General Manager - Bibiz, business development in food and life sciences
2003 – 2008 General Manager - Lactive
1997 – 2003 Commercial Manager - Nizo food research
1990 – 1997 Plantmanager - Friesland Dairy Foods
1986 – 1990 Production Manager - International Brasserie S.A. Douala Cameroon
1984 – 1986 Heineken Nederland

Other:

- Organizer Amsterdam Science Innovation Award

Mr J.J.J.W.G. Moors MA

Mr Moors has primarily been asked due to his expertise in the field of international business and language associated with the context of entrepreneurship and business culture. He has international expertise through his experience in international companies and as a consultant Euro region / International Affairs at the Chamber of Commerce Limburg. He has recently been involved in designing the export minor in International Business. He has audit expertise because of his participations in previous audits and has been individually briefed on the audit visit process, accreditation in higher education and NQA's working method.

Education:

MBA module Management Consultancy
Prince II Foundation project management (course)
2006 – 2007 Master European Studies, University Maastricht
2005 – 2006 Faculty of Economics, Meiji Gakuin University Tokyo (Japan)
2003 – 2006 Bachelor European Studies, University Maastricht

Work Experience:

2010 – present Consultant Euro region / International Affairs, Chamber of Commerce Limburg
2008 – 2010 Key Account Manager Belgium, Berlitz International SA Brussels
2007 – 2008 Assistant Manager, Teikyo Europe BV Maastricht

Other:

- Guest Lecturer at *Zuyd Hogeschool* and NIB congress
- Guest Lecturer Haute Ecole Libre Mosane (Belgium)
- Secretary General - Maastricht Institute for Central & Eastern Europe
- Board Secretary – Dutch-Walloon Business Club

Mr F.A.A. De Decker MA

Mr De Decker has primarily been placed due to his expertise in the domain of internationalisation. He was chair of the audit committee of NVAO pilot “distinctive (quality) feature for internationalisation”. He works as executive education at Ghent University Association, the umbrella organisation of the University of Ghent, Ghent University, Arteveldehogeschool and Hogeschool West-Vlaanderen. He is familiar with the accreditation system based on previous audit visits, has international knowledge of higher education and educational processes based on his qualifications and work experience. He has been individually briefed on the audit visit process, accreditation in higher education and NQA’s working method.

Education:

- 1992 – 1993 Aggregation for higher secondary education (Training for Teacher) at University Ghent and Radboud University Nijmegen
- 1989 – 1993 Licentiate (Master) in Language and Literature: Germanic Languages (Dutch and English) at University Ghent and Radboud University Nijmegen

Work Experience:

- 2006 – present Executive education at Ghent University Association, the umbrella organization of the University of Ghent, Ghent University, Arteveldehogeschool and Hogeschool West-Vlaanderen
- 2004 – 2006 Department of Educational Development and Internationalisation
Arteveldehogeschool
- 1997 – 2004 Coordinator Internationalisation Service Arteveldehogeschool (one of the merger of colleges: Catholic College of Health East-Flanders)
- 1994 – 1997 Scientific Assistant Department of International Relations of University of Ghent
- 1993 – 1994 Various assignments in secondary schools, as a translator, at *Koning Boudewijnstichting*, et cetera

Other:

- Guest lectures / participation in debates about internationalisation, intercultural communication, ECTS and credit systems, Tuning-methodology, RPL (recognition of prior learning), renewing education (flexibility, competence based learning, et cetera) in organizations such as VLHORA (*Vlaamse Hogescholen Raad*), VLOR (*Vlaamse Onderwijsraad*), VVKHO (*Vlaamse Koepel van Katholieke Hogescholen*), EAIE (de European Association for International Education), Dutch-Flemish Rendezvous, COHEHRE (Consortium of Higher Education Institutes in Health Care and Rehabilitation), Santander Group of Universities, et cetera;
- Expert trainer on internationalization and intercultural communication in such as NUFFIC (Dutch organisation for internationalization in Higher Education), EAIE (European Association for International Education), EURASHE (European association of Higher Education Institutions, VLHORA (*Vlaamse Hogescholen Raad*);

- Current or former member of various regional, national and international boards: workgroups VLOR (*Vlaamse Onderwijsraad* – a.o. Commission Diversity, Workgroup Student Centred Learning, Workgroup Professional Bachelor's Integration), Steering Committee of the Dutch-Flemish Rendezvous (NVOD), Council of COHEHRE (Consortium of Higher Education Institutes in Health Care and Rehabilitation), Flemish ERASMUS Committee, het Committee ADINSA (Advisory Council on International Cooperation of VLHORA), et cetera;

Publications:

- Articles in NVAO magazine Q&A: “e-HBO: First Aid Education Cooperation” en “Learning two point zero”
- Contribution to “The SAGE Handbook of International Higher Education” (spring 2012).
- EUA Bologna Handbook: “Tensions between the Bologna process and Directive 2005/36/EC for nursing education: the Flemish case”

Mr J. Marty

Mr Marty is deployed as student. He is studying International Business and Management Studies (IBMS) at Hogeschool Utrecht. Mr Marty is vice-president Faculty Participation Council, ambassador of the Education Committee at Faculty of Economics and Management, chair of the education Committee wide and co-organizer of events, company visits, open days and taster days for IBMS. Because of his study in France and United Kingdom he is familiar with international education. He represents the students' view on teaching methods, facilities and quality of field work. He has been given additional individual briefing about audit visit procedures and NQA's working method.

Education:

2012	Training Cross Cultural Negotiations (France)
2009 – 2014	International Business and Management Studies - Hogeschool Utrecht
2005 – 2008	Foundation Degree in Hospitality Management - Ecole Supérieure Internationale de Savignac, Stratford Upon Avon College and Thames Valley University (France and United Kingdom)

Work experience

2011	Trainee marketing and communication - Hogeschool Utrecht
2008	Resourcer - Staffpoint Agency (recruitment agency in United Kingdom)
2007 – 2008	Bar employee - MacDonaldis Swans Nest Hotel*** (United Kingdom)

Other:

2010 – present	Vice-president and member Faculty Participation Council - Faculty Economics and Management
2011	Student-assistent - Hogeschool Utrecht

Ms drs. P. Göbel

Ms Göbel is deployed as NQA auditor. Apart from more than ten years' experience with audit visits in almost all sections of HBO [higher professional education], her auditor qualities are based on many years of assessment experience as well as having attended auditor courses at Lloyd's Register. She has worked in higher professional education for twenty years. Ms Göbel participated in the NVAO training for certified audit secretary.

Education:

1976 – 1979	Utrecht University, Dutch Language and Literature
1971 – 1976	Grade two teacher training: Dutch and English.

Work Experience:

2004 – present NQA Auditor

2000 – 2004 Policy advisor of Quality Assurance at HBO-raad [Netherlands Association of Professional Universities]

1997 – 2000 Project leader at Saxion Hogeschool Enschede

1994 – 1997 Director at Saxion Hogeschool Enschede

1987 – 1995 Student counsellor at Saxion Hogeschool Enschede

1980 – 1993 Lecturer of linguistic competence at Saxion Hogeschool Enschede:

Other:

2006 – 2011 Boardmember VVAO

Annex 4: Program for the site visit

Day 1, Wednesday June 12th 2013

Time	Activity	Who
10.00 – 10.30	Arrival and Check in	
10.30 – 11.00	Welcome and explanation visitation areas	
11.00 – 11.30	Presentation IBandMS: General introduction	Marjolein Tijpens
11.30 – 12.00	Presentation Specialisation	Erik Prins
12.00 – 13.00	Lunch	
13.00 – 17.00	Preparation Panel	
16.30 – 17.00	Consultation + Tour	Eelco Galama/Tom van Woerkom
17.00 – 17.15	Presentation alumnus	
17.15 – 17.30	Internal Consultation	
17.30 – 18.15	Discussion Final Stage 1 (Alumni & Students year 4)	
18.15 – 18.30	Internal Consultation	
18.30 – 19.15	Discussion Final Stage 2 (In- and External internship supervisors)	
19.15	Dinner	

Day 2, Thursday June 13th 2013

Time	Activity	Who
08.45 – 09.00	Welcome and internal consultation	
09.00 – 10.00	Presentation IBandMS: Foundation year and main phase	Eelco Galama
10.00 – 10.45	Discussion with students (year 1, 2 and 3)	
10.45 – 11.00	Break	
11.00 – 11.45	Discussion with lectures	
11.45- 12.30	Discussion with management	
12.30 – 13.15	Lunch	
13.15 – 14.00	Discussion with members of educational committees	
14.00 – 15.15	Additional conversations	
15.15- 15.30	Break	
15.30 – 16.30	Evaluation	
16.30 – 17.00	Feedback to management	
17.00 – 17.30	Feedback to all interested	
17.30	Closure	

Annex 5: Documents examin

Bron vd norm	Norm / document	Documentnaam opleiding	Digitaal	Hardcopy
Standaard 1 Beoogde eindkwalificaties				
NVAO-BOB	<u>Domeinspecifiek referentiekader en eindkwalificaties van de opleiding⁶</u>			
	<u>Domeincompetentieprofiel</u>	<ul style="list-style-type: none"> - <u>Domein business administration</u> - <u>Dublin Descriptoren NVAO document</u> 	J	
	<u>Beroepscompetentieprofiel</u>	<ul style="list-style-type: none"> - <u>Boks business administration</u> 	J	
	<u>Landelijk opleidingsprofiel</u>	<ul style="list-style-type: none"> - <u>Framework competencies IBandMS 2011</u> - <u>Framework Competencies IBandMS 2004</u> - <u>Zie bijlage KR: Appendix F. page 59</u> - <u>Standard Bachelor of BusinessAdministration 2011</u> - <u>brief HBO raad vaststellen IBMS competentieprofiel 2011</u> 	J	
	<u>Internationalisatie</u>	<ul style="list-style-type: none"> - <u>Improvementplan internationalisation IBandMS</u> - <u>Appendix A</u> - <u>Appendix B</u> - <u>Appendix C</u> - <u>Appendix D</u> - <u>Internationalisation SB</u> 	J J	

⁶ De bold, cursieve tekst geeft de norm/eis aan vanuit de NVAO en/of NQA (zie kolom 1 voor de bron). De eisen eronder in normale tekst is de Stenden vertaling van deze norm. Vervolgens kan een opleiding in de kolom ernaast aangeven in welk opleidingsdocument aan de norm wordt voldaan (vertaling van de opleiding).

Bron vd norm	Norm / document	Documentnaam opleiding	Digitaal	Hardcopy
	<u>Benchmarks nationaal en internationaal</u>	<ul style="list-style-type: none"> - <u>Benchmark IBandMS on content in the Netherlands 2011</u> - <u>Benchmark IBandMS on content in the Netherlands 2012</u> - <u>Benchmark IBandMS appendix B</u> - <u>Benchmark IBandMS Top of Holland Europe</u> - <u>Reviews International partner universities IbandMS</u> 	J	
	<u>Artikelen benoemd in CR</u>	<ul style="list-style-type: none"> - <u>Kwaliteit in verscheidenheid, HBO raad 2011</u> - <u>Scholen voor Ambities Sectorplan HBO Noord-Nederland 2010-2015</u> - <u>Competences in Education and Recognition Europe, 2020</u> - <u>Tienduizenden IBandMS studenten is gewoon teveel</u> - <u>Guidebook Limited Programma Assesement 2013, NVAO (including new definitions)</u> - <u>New University: Journey to the future</u> - <u>Onderzoek Onderwijstijd 2010</u> 	J	
<u>Standaard 2.1 Programma</u>				
NVAO-BOB	<u>Teaching and Exam Regulation</u>			
	TER (part 2 2) De Teaching and Exam Regulation (TER) is de nieuwe term voor de studiegids 2012-2013	<ul style="list-style-type: none"> - <u>TER International business and management studies 2012-2013</u> - <u>Memorandum on exemptions policy IBandMS Qatar 12-13</u> 	J	
NVAO-BOB	<ul style="list-style-type: none"> - <u>Schematisch programma overzicht</u> - <u>Inhoudsbeschrijving van de programmaonderdelen, met vermelding van eindkwalificaties.</u> 			

Bron vd norm	Norm / document	Documentnaam opleiding	Digitaal	Hardcopy
	<u>leerdoelen, werkvormen, wijze van toetsing, literatuur, docent en studenten</u>			
	<u>Studiegidsen</u>	<u>2011-2012</u> - <u>Study Guide IBandMS 2011-2012</u> - <u>EER 2011-2012</u> <u>2010-2011</u> - <u>Study guide IBandMS 2010-2011</u> - <u>EER 2010-2011</u> <u>2009-2010</u> - <u>Study guide IBandMS 2009-2010</u> - <u>EER 2009-2010</u>	J	
	<u>Literatuurlijst</u>	- <u>Collectieoverzicht IBandMS</u> - <u>Literature list 2009 -2013</u>	J	
	<u>Course documents</u>	- <u>Course document 2013</u> - <u>Course document 2007</u> -	J	J
	<u>Studentenstatuut</u>	- <u>Students Charter 2012-2013</u> - <u>Students Charter 2011-2012</u> - <u>Students Charter 2010-2011</u> - <u>Students Charter 2009-2010</u>	J J	
	<u>afstudeerhandboeken</u>	- <u>Assessment forms IBMS graduation thesis until sept 2012</u> <u>2012-2013</u> - <u>Handbook Graduation project IBandMS 2012-2013</u> In effect: November 2012	J	J

Bron vd norm	Norm / document	Documentnaam opleiding	Digitaal	Hardcopy
		<u>2011-2012</u> - <u>NHL Graduation project handbook</u> - <u>VHL Graduation project handbook</u> - <u>RBS used the handbook of NHL</u> <u>2010-2011</u> - <u>NHL Graduation project handbook</u> - <u>VHL Graduation project handbook</u> - <u>RBS used the handbook of NHL</u>		
	<u>Stage handboeken</u>	- <u>Study abroad 2012-2013</u> <u>2012-2013</u> - <u>RBS Handbook Project placements</u> - <u>NHL Handbook Project placements</u> - <u>VHL Handbook Project placements</u> <u>2011-2012</u> - <u>NHL Handbook Project placements</u> - <u>VHL Handbook Project placements</u> - <u>RBS used the handbook of NHL</u> <u>2010-2011</u> - <u>NHL Handbook Project placements</u> - <u>VHL Handbook Project placements</u> - <u>RBS used the handbook of NHL</u>	J	
	<u>Informatie specialisaties</u>	- <u>Zie bijlage KR: Appendix N. page 75</u> - <u>brochure specialisations 2012</u> - <u>Brochure specialisations 2011</u> - <u>Brochure specialisations 2010</u>	J	

Bron vd norm	Norm / document	Documentnaam opleiding	Digitaal	Hardcopy
	<u>Blueprints</u>	<u>2012-2013</u> (as included in the TER) <ul style="list-style-type: none"> - <u>Blueprints modules 1 till 10</u> - <u>Blueprint PDP</u> - <u>Blueprints specialisations</u> - <u>Blueprint Chinese language and culture</u> - <u>Blueprint combined graduation internship</u> - <u>Blueprint Dutch language and culture basis</u> - <u>Blueprint Dutch language and culture intermediate</u> - <u>Blueprint Spanish language and culture basic</u> - <u>Blueprint Spanish Language and Culture Intermediate</u> - <u>Blueprint study abroad</u> - <u>Blueprint EBC: English Business Communication</u> - <u>Blueprint graduation project</u> - <u>Blueprint internship</u> <u>Blueprints of 2011-2012 2010-2011 2009-2010 are included in the studyguide.</u>	J	
	<u>Curriculum overzicht</u>	<ul style="list-style-type: none"> - <u>IBandMS Curriculum</u> - <u>Competency matrix or toetsmatrijs IBMS 12-13</u> 	J	
NVAO-BOB	<u>Handboeken en studiemateriaal</u>			
NQA BOB en UOB	Representatieve selectie van het studiemateriaal: <u>Moduleboeken en handboeken</u>	<u>2012-2013</u> <ul style="list-style-type: none"> - <u>Module books 1 till 10</u> - <u>EBC (included in module books M1 till M10)</u> - <u>Dutch</u> - <u>Specialisations</u> - <u>NHL: I&L (Assessment form & module book)</u> - <u>NHL: B2B</u> - <u>Stenden: Retail</u> <ul style="list-style-type: none"> - <u>Module book E-business</u> - <u>Module book Retail Concept development</u> - <u>Module book Branding</u> - <u>Module book Performance management</u> - <u>Module book Marketing communications</u> 	J	J

Bron vd norm	Norm / document	Documentnaam opleiding	Digitaal	Hardcopy
		<ul style="list-style-type: none"> - <u>VHL: ISM</u> <ul style="list-style-type: none"> - <u>CSR manual</u> - <u>Research manual</u> - <u>Management game manual</u> - <u>SCM manual</u> - <u>Project ISM manual</u> - <u>PDP (year 1 till 3)</u> <p><u>2011-2012</u></p> <ul style="list-style-type: none"> - <u>Module books 1 till 10</u> - <u>EBC (included in module books M1 till M10)</u> - <u>Dutch</u> - <u>Specialisations</u> - <u>NHL: B2B</u> - <u>NHL: I&L</u> - <u>Stenden: Retail</u> <ul style="list-style-type: none"> - <u>Module book E-business</u> - <u>Module book Branding</u> - <u>Module book Supply Chain Management</u> - <u>VHL: ISM</u> <ul style="list-style-type: none"> - <u>CSR manual</u> - <u>Research manual</u> - <u>Management game manual</u> - <u>SCM manual</u> - <u>Project ISM manual</u> - <u>PDP (year 1 till 3)</u> <p><u>2010-2011</u></p> <ul style="list-style-type: none"> - <u>Module books 1 till 10</u> - <u>EBC (included in module books M1 till M10)</u> - <u>Dutch</u> - <u>specialisations</u> - <u>NHL: B2B</u> - <u>Stenden: Retail</u> <ul style="list-style-type: none"> - <u>Module book E-business</u> 		

Bron vd norm	Norm / document	Documentnaam opleiding	Digitaal	Hardcopy
		<ul style="list-style-type: none"> - <u>Module book Branding</u> - <u>Module book Marketing communications</u> - <u>Module Book Supply Chain Management</u> - <u>VHL: ISM</u> <ul style="list-style-type: none"> - <u>CSR manual</u> - <u>Research manual</u> - <u>Management game manual</u> - <u>SCM manual</u> - <u>Project ISM</u> - <u>PDP (year 1 till 3)</u> 		
NQA-BOB en UOB	<u>Onderwijsbeleidsplan opleidingsspecifiek</u>			
	<u>Visie document en/of onderwijsbeleidsplan</u>	<ul style="list-style-type: none"> - <u>Mission and Vision IbandMS 2012</u> - <u>the making of the mission</u> - <u>Feedback Year 2 students IbandMS on IbandMS profile</u> - <u>See course document IbandMS</u> 	J	
	Inrichtingsplan School	n.v.t.		
	Beleidsplan leerbedrijf (indien van toepassing)	n.v.t.		
	<u>Onderzoek</u>			
	Overzicht lectoraten school	See Critical Reflection: Appendix B Professorships IbandMS is co-operating with, page 79	J	
	Jaarplan lectoraten + verslag	n.v.t.		
	<u>Beleidsplan onderzoek / onderzoeksleerlijn</u>	<ul style="list-style-type: none"> - <u>Summary of the research track in IbandMS</u> - <u>Onderzoeksleerlijnen binnen de SB</u> 	J	

Bron vd norm	Norm / document	Documentnaam opleiding	Digitaal	Hardcopy
NVAO-BOB	Kwantitatieve gegevens			
	In-, door- en uitstroomgegevens van - zo mogelijk - de laatste 6 cohorten;	- See <u>Critical Reflection: 0.6.1 Intake, throughput and exit data</u> , page 16	J	
	Gerealiseerde docent-student ratio per jaar;	- See <u>Critical Reflection: 0.6.2 Staff-student ratio</u> , page 17	J	
	Gemiddeld aantal contacturen per fase van de studie (een fase kan bijvoorbeeld aangegeven worden in reguliere studiejaren, de stage en de afstudeerperiode) .	- See <u>Critical Reflection: 0.6.3 Contact hours IBandMS</u> , page 17	J	
Standaard 2.2 Personeel				
NVAO-BOB en UOB	Een samenvattend overzicht van de docenten met informatie over: <ul style="list-style-type: none"> - Naam, functie, omvang aanstelling - Opleidingsachtergrond en graad - Vakspecifieke kennis - Onderwijskundige en didactische kwalificaties - Kennis van, ervaring in en relaties met de beroepspraktijk. 	<ul style="list-style-type: none"> - See <u>Critical Reflection: Appendix I Employees in service & appendix J Teaching staff information</u>, page 90 - <u>Elaborate overview staff</u> - Upon request hard copy CV's can be shown 	J	
NQA-UOB	<u>Documentatie over docenttevredenheid: MTO en</u>	<ul style="list-style-type: none"> - <u>MTO 2009 rapportage Stenden hogeschool</u> - <u>MTO 2012 Deelrapport School of Business</u> 	J	

Bron vd norm	Norm / document	Documentnaam opleiding	Digitaal	Hardcopy
	verbeterplannen opleiding			
NQA-UOB	<u>HRM plan</u>	- <u>HRM plan IbandMS 2011</u>	J	
	<u>Overzicht publicaties en presentaties door docenten met verslagen</u>	- <u>Masterclass Piet van Elswijk</u> - <u>theorie EoM</u> - <u>Elaborate overview staff</u> - <u>Masterclass Jelle Dijkstra</u>	J	
NQA	<u>Gastdocenten</u>	- <u>Overview guest lecturers and excursions IbandMS core programme 2011-2012</u> <i>Representative example</i>	J	
	<u>Richtlijnen overheid</u>	- <u>Hoofdpijnenakkoord ministerie OCW - HBO-raad - najaar 2011 tot en met 2015</u>	J	
Standaard 2.3 Voorzieningen				
	<u>Opleidingsspecifiek beleidsplan / onderzoek / analyse gericht op voorzieningen waaruit blijkt dat de ruimtelijke en materiële infrastructuur passend is bij de opleiding</u>	- <u>Beleidsplan Library Knowledge concept</u> - <u>Academic year calender Stenden 2011-2012</u> - <u>Academic year calender Stenden 2012-2013</u> - <u>Guide to Stenden</u> - <u>Year planning IbandMS 2011-2012 Students</u> - <u>Year planning IbandMS 2011-2012 Staff</u> - <u>Year planing IbandMS 2012-2013 Students</u> - <u>Year planning IbandMS 2012-2013 Staff</u> - <u>Hoofdstuk voorzieningen uit KR VHL</u> - <u>Facilities KR 2011 NHL</u>	J	
	<u>Beleid op opleidingsniveau gericht op Handicap en Studie</u>	- <u>Regeling Studie handicap</u> - <u>Beleidsplan studie en handicap 2007-2010</u> - <u>Bijlagen beleidsplan studie en handicap 2007-2010</u> - <u>Dyslexieprotocol 2006</u> - <u>Graduate or drop out</u> - <u>Assistance by student coueseling</u> - <u>Gebruikerstoets studeren met een handicap 2010</u> - <u>Stenden internship incentive</u> - <u>Studentenbrochure</u> -	J	

Bron vd norm	Norm / document	Documentnaam opleiding	Digitaal	Hardcopy
	<u>Notitie / beleid waaruit blijkt dat studiebegeleiding integraal onderdeel is van het programma</u> , gericht op begeleiding van student door docent, werkveld en decanaat.	<ul style="list-style-type: none"> - See Critical Reflection: and student counseling, page 36 - <u>Example study counseling in programme: Module book PDP year 1 20122013</u> 	J	
Standaard 2.4 Kwaliteitszorg				
NQA-UOB	<u>Beleid</u>			
	<u>Annual Quality Report</u>	<ul style="list-style-type: none"> - <u>AQR School of Business – Kwaliteitskompas nov.2012</u> - <u>AQR Opleidingen School of Business 2010-2011</u> - <u>AQR 2009-2010 IBandMS</u> - 	J	
	<u>Management & organisatie</u>	<ul style="list-style-type: none"> - <u>M and O IBandMS 2013</u> - <u>Systematiek PDCA Business-IbandMS</u> 	J	J
	<u>Strategic plan</u>	<ul style="list-style-type: none"> - <u>Strategic plan IBandMS 2013-2016</u> - <u>Vijfjarenplan IbandMS 2007-2012</u> 	J	J
	<u>Gemeenschappelijke regeling</u>	- <u>Gemeenschappelijke regeling 21-05-2013</u>	J	
NQA-BOB en UOB	<u>Overzicht van evaluatie instrumenten + uitkomsten, analyses en verbeteractiviteiten</u>			
	<u>Overzichtsbestand opleiding / evaluatie agenda = AQR</u>	<ul style="list-style-type: none"> - <u>Kwaliteitsagenda School of Business (v2.2)</u> - <u>See M and O IbandMS 2013: Chapter 3</u> 	J	
	<u>NSE rapportage en analyses</u>	<u>2013</u> <ul style="list-style-type: none"> - <u>Update actionplan NSE 2011 en 2010</u> 	J	

Bron vd norm	Norm / document	Documentnaam opleiding	Digitaal	Hardcopy
		<u>2012</u> <ul style="list-style-type: none"> - <u>Stenden specifieke vragen NSE 2012</u> - <u>IBandMS NSE 2012 2011 and 2010</u> - <u>IBandMS vs. Opleiding landelijk</u> - <u>School of business vs. Landelijk</u> - <u>NSE 2012 open vraag per school</u> <u>2010/2011</u> <ul style="list-style-type: none"> - <u>IBandMS NSE 2011</u> - <u>IBandMS NSE 2010 and 2011</u> - <u>Actionplan NSE 2010 and 2011</u> - <u>Report on the IBMS Student panel meeting about the NSE 2010 results</u> 		
	<u>Moduulevaluaties</u>	<u>Evaluation calenders</u> <ul style="list-style-type: none"> - <u>Evaluation calender 2012-2013</u> - <u>Evaluation calender 2011-2012</u> - <u>Evaluation calender 2010-2011</u> <u>Evaluation & revision plans core programme</u> <ul style="list-style-type: none"> - <u>2012-2013</u> - <u>2011-2012</u> - <u>2010-2011</u> <u>Examples evaluation results & revision plans specialisations</u> <ul style="list-style-type: none"> - <u>2010-2011 (retail)</u> - <u>2011-2012 (B2B, ISM, Retail)</u> - <u>2012-2013 (B2B)</u> <u>Feedback Year 2 students IBandMS on IBandMS profile</u>	J	
	Stage evaluaties	- Added to student file	J	
	Afstudeer evaluaties	- Added to student file	J	

Bron vd norm	Norm / document	Documentnaam opleiding	Digitaal	Hardcopy
	<u>HBO-monitor</u>	<ul style="list-style-type: none"> - <u>Rapport HBO monitor 2011 Stenden Man. samenvatting Business</u> - <u>Rapport HBO monitor NHL 2011 HBO B International Business and Management Studies</u> - <u>Rapport HBO monitor VHL 2011 B International Business and Management Studies</u> - <u>HBO monitor 2010 NHL cohorten.</u> - <u>Analyse HBO-monitor Stenden 2009 verschenen 2010</u> - <u>Feiten en Cijfers; HBO-Monitor 2011 De arbeidsmarktpositie van afgestudeerden van het HBOP</u> 	J	
	<u>Keuzegids (Elsevier)</u>	<ul style="list-style-type: none"> - <u>De beste hogescholen Elsevier 2012</u> - <u>keuzegids 2012 IbandMS</u> - <u>ESO QA Analyse Resultaten Elsevier 2010 Stenden</u> - <u>Elsevier onderzoek arbeidsmarkt 2011</u> 	J	
	<u>Alumni/workfield</u>	<ul style="list-style-type: none"> - <u>Workfield Inquiry IbandMS 2011</u> - <u>Appendices workfield Inquiry IbandMS 2011</u> - <u>Alumni survey 2012</u> 	J	
	<u>(Midterm) audits</u>	<ul style="list-style-type: none"> - <u>Midterm Audit IbandMS</u> - <u>Audit and quality cycle 2011</u> - <u>Moderation Bachelor Theses. Pieterse, 2012</u> - <u>Audit theses IbandMS NHL Wempe 2012</u> - <u>Audit School of Business studentdossier 2011</u> 	J	
	<u>Aansluitingsmonitor</u>	<ul style="list-style-type: none"> - <u>Maatwerkrapportage bij aansluitingsmonitor 2010-2011</u> - <u>Eindrapportage aansluitingsmonitor 2010-2011</u> - <u>Aansluitingsmonitor 2008-2009</u> 	J	
	<u>Instroomenquête &</u>	<ul style="list-style-type: none"> - <u>Instroomenquête Stenden september 2011 Leeuwarden</u> 	J	

Bron vd norm	Norm / document	Documentnaam opleiding	Digitaal	Hardcopy
	<u>instroomgegevens</u>	<ul style="list-style-type: none"> - <u>Rapportage Instroomenquête IBandMS 2010</u> - <u>Instroomenquête feb 2012</u> - <u>Grafieken aanmeldingen en instroom september 2012</u> - <u>Grafieken aanmeldingen en instroom februari 2012</u> - <u>Grafieken aanmeldingen en instroom september 2011</u> 		
	<u>Uitval reductie</u>	<ul style="list-style-type: none"> - <u>Results IBandMS Exit Enquete 2010-2012</u> - <u>Rapport studievertraging en uitval 2011</u> - <u>bijlage A Rendementscijfers cohorten 2002-2011</u> - <u>bijlage B Overzicht rendementen en uitval andere IBandMSen</u> 	J	
	<u>Rapport vbi vorige visitatie</u>	<ul style="list-style-type: none"> - <u>Rapport CHN-NHL-VHL HBO-ba International Business and Management Studie 2007</u> - <u>Besluit NHL HBO-ba International Business and Management Studies</u> 	J	
	<u>Actieplan natraject</u>	<ul style="list-style-type: none"> - <u>Action Plan in response to the Trial Visitation IBandMS</u> - <u>Rapport op basis van Quick scan IBandMS versie 3</u> - <u>Actieplan Natraject Accreditatie 2009</u> - <u>projectplan IBandMS CvB</u> 	J	
NQA-BOB en UOB	<u>Samenvatting en analyse van recente evaluatieresultaten en relevante managementinformatie</u>			
	<u>Evaluatierapport opleiding</u>	<ul style="list-style-type: none"> - <u>zelfevaluatie rapport IBandMS Engelse versie 2007</u> 	J	
NQA-UOB	<u>Streefcijfers</u>			
	<u>Jaarplannen opleiding</u>	<ul style="list-style-type: none"> - <u>Jaarplan IBandMS 2010</u> - <u>Jaarplan IBandMS 2011</u> 	J	

Bron vd norm	Norm / document	Documentnaam opleiding	Digitaal	Hardcopy
		<ul style="list-style-type: none"> - <u>Jaarplan IbandMS 2012</u> - <u>Jaarplan IbandMS 2013</u> - <u>Jaarplan School of Business 2012</u> - <u>Jaarplanning SB 2011-2012</u> - <u>vijfjarenplan IBMS 2007-2012</u> 		
	<u>Kwartaalrapportages opleiding</u>	<ul style="list-style-type: none"> - <u>2010 (Q1 till Q4)</u> - <u>2011 (Q1 till Q4)</u> - <u>2012 (T1 & T2)</u> 	J	
	<u>Streefcijfers</u>	- <u>Target figures IbandMS</u>	J	
NVAO-BOB	<u>Overzicht van de contacten met het werkveld (indien relevant)</u>			
	Overzicht van de contacten	- See <u>Critical Reflection: Appendix C Business Advisory Board IbandMS</u> , page 56	J	
	<u>Business Advisory Board</u>	<u>Business advisory board</u> <ul style="list-style-type: none"> - <u>2012-2013</u> - <u>2011-2012</u> - <u>2010-2011</u> 	J	
	Alumni verslagen / notulen waaruit blijkt welke contacten de opleiding heeft met alumni	<ul style="list-style-type: none"> - Facebook groep: http://www.facebook.com/pages/IBANDMS-Top-of-Holland/280275528662084 - LinkedIn groep: http://www.linkedin.com/groups/IBANDMS-Top-Holland-3867443 	J	
	<u>Alumni beleid</u>	- <u>Visiedocument Alumnibeleid 1 april 2007</u>	J	

Bron vd norm	Norm / document	Documentnaam opleiding	Digitaal	Hardcopy
NQA	<u>Overzicht stage instellingen</u>	- <u>Overview placements companies 2010-2013</u>	J	
NVAO-BOB	<u>Samenstelling, reglementen en verslagen van overleg in relevante commissies / organen</u>			
	<u>Overzicht commissies</u>	- <u>School of Business committees 2012-2014</u> - <u>Overzicht van vergaderingen commissies IBandMS</u>	J	
	<u>Curriculumcommissie</u>	- <u>2012-2013</u> - <u>2011-2012</u> <i>2010-2012: workgroup new curriculum: There were several meetings with module teams. There aren't minutes of every meeting. Besides this, there were kerndocentenvergaderingen. Since June 2012: Curriculum committee consisting of Core teachers</i>	J	
	<u>Opleidingscommissie</u>	- <u>Minutes</u> - <u>regulations</u>	J	
	<u>Examencommissie</u>	- <u>2012-2013</u> (minutes and year report) - <u>2011-2012</u> (minutes and year report)	J	
	<u>Toetscommissie</u>	- <u>2012-2013</u> - <u>2011-2012</u>	J	
	<u>diverse overleggen afstuderenden IBMS</u>	- <u>Various minutes</u>	J	
	<u>Directieraad</u>	- <u>2012-2013</u> - <u>2011-2012</u>	J	

Bron vd norm	Norm / document	Documentnaam opleiding	Digitaal	Hardcopy
	<u>Bestuursraad</u>	<ul style="list-style-type: none"> - <u>2012- 2013</u> - <u>2011-2012</u> 	J	
<u>Standaard 3 Toetsing en gerealiseerde eindkwalificaties</u>				
NVAO-BOB	<u>Toetsopgaven met bijbehorende beoordelingscriteria en normering (antwoordmodellen) en een representatieve selectie van feitelijk gemaakte toetsen (zoals presentaties, stages, assessments of portfolio's) en beoordelingen;</u>			
	<u>Toetsopgaven met antwoordmodellen</u>	<ul style="list-style-type: none"> - Representative overview of tests and assignments of the specialisation programmes - Representative overview of tests and assignments of module 9, 10, PDP - <u>Assessment of achieved learning outcomes</u> 		J
	Representatieve selectie van feitelijk gemaakte toetsen en beoordelingen	<ul style="list-style-type: none"> - Representative overview of tests and assignments of the specialisation programmes - Representative overview of tests and assignments of module 9, 10 		J
	Beoordelingscriteria van toetsen en afstudeerwerkstukken	<ul style="list-style-type: none"> - Cria are explained in the <u>module books</u>, <u>intern handbooks</u> and <u>graduation handbooks</u> - Representative overview of tests and assignments of the specialisation programmes - Representative overview of tests and assignments of module 9 and 10 		J
NQA-BOB en UOB	<u>Documenten waaruit blijkt: op welke wijze de kwaliteit van de toetsen en</u>			

Bron vd norm	Norm / document	Documentnaam opleiding	Digitaal	Hardcopy
	<u>beoordeling wordt geborgd en dat toetsen en beoordeling valide en betrouwbaar is</u>			
	Toetsbeleidsplan opleidingsspecifiek	<ul style="list-style-type: none"> - <u>Assessment plan IbandMS 2012-2013</u> - <u>Assessment policy IbandMS 2012</u> - <u>Toetsbeleid IbandMS 2007</u> - <u>Toetsplan IbandMS 2007-2008</u> - <u>Framework integral policy on testing Stenden 2008</u> - <u>Testing and Assessment (concretization) Stenden 2010</u> 	J	
	Toetsmatrijs	<ul style="list-style-type: none"> - <u>Competency matrix 12-13</u> - <u>Competency matrix IbandMS programme - simplified overview</u> - <u>Competencies addressed in the specialisations</u> 	J	
	Borging	- <u>Mandatering examen en toetscommissies specialisaties</u>	J	
NVAO-BOB	<i>Overzichtslijst van de afstudeerwerken van de laatste twee jaar (of van portfolio's / werkstukken waaruit het door de student bereikte eindniveau kan worden afgeleid)</i>			
	Overzichtslijst van de afstudeerwerken	- See <u>Critical Reflection: Appendix M List of graduation assignments</u> , page 99	J	
NVAO-BOB	<u>Door het visitatiepanel bepaalde representatieve selectie van afstudeerwerken van de afgelopen twee jaar met</u>			

Bron vd norm	Norm / document	Documentnaam opleiding	Digitaal	Hardcopy
	<u>bijbehorende beoordelingscriteria en normering</u>			
		<p><u>Horia Cernusca</u></p> <ul style="list-style-type: none"> - <u>Thesis</u> - <u>Thesis evaluation</u> - <u>Internship report</u> - <u>Internship evaluation</u> <p><u>Bas Doodeman</u></p> <ul style="list-style-type: none"> - <u>Thesis</u> - <u>Thesis evaluation</u> - <u>Internship report</u> - <u>Internship evaluation</u> <p><u>Michka Heidema</u></p> <ul style="list-style-type: none"> - <u>Thesis</u> - <u>Thesis evaluation</u> - <u>Study abroad: grade list</u> <p><u>Daniel Jaetsch</u></p> <ul style="list-style-type: none"> - <u>Thesis</u> - <u>Thesis evaluation</u> - <u>Internship report</u> - <u>Internship evaluation (statement)</u> <p><u>Minte de Jong</u></p> <ul style="list-style-type: none"> - <u>Thesis</u> - <u>Thesis evaluation</u> - <u>Internship report</u> - <u>Internship evaluation</u> <p><u>Mamadou Kone</u></p> <ul style="list-style-type: none"> - <u>Thesis</u> - <u>Thesis evaluation</u> - <u>Internship report</u> 	J	J

Bron vd norm	Norm / document	Documentnaam opleiding	Digitaal	Hardcopy
		<ul style="list-style-type: none"> - <u>Internship evaluation</u> <u>Garrett Koolman</u> <ul style="list-style-type: none"> - <u>Thesis</u> - <u>Thesis evaluation</u> - <u>Internship report</u> - <u>Internship evaluation</u> <u>Deborah Miltz</u> <ul style="list-style-type: none"> - <u>Thesis</u> - <u>Thesis evaluation</u> - <u>Exemption internship</u> <u>Rene Niepold</u> <ul style="list-style-type: none"> - <u>Thesis</u> - <u>Thesis evaluation</u> - <u>Internship report (statement)</u> - <u>Internship evaluation</u> <u>Stela Raykova</u> <ul style="list-style-type: none"> - <u>Thesis</u> - <u>Thesis evaluation</u> - <u>Internship report</u> - <u>Internship evaluation (statement)</u> <u>Christina Ruiters</u> <ul style="list-style-type: none"> - <u>Thesis</u> - <u>Thesis evaluation</u> - <u>Internship report</u> - <u>Internship evaluation</u> <u>Joni Schuurman</u> <ul style="list-style-type: none"> - <u>Thesis</u> - <u>Thesis evaluation</u> - <u>Internship report</u> - <u>Internship evaluation (statement)</u> <u>Angelina Stasia</u> 		

Bron vd norm	Norm / document	Documentnaam opleiding	Digitaal	Hardcopy
		<ul style="list-style-type: none"> - <u>Thesis</u> - <u>Thesis evaluation</u> - <u>Internship report</u> - <u>Internship evaluation</u> <u>Florian Wagner</u> - <u>Thesis</u> - <u>Thesis evaluation</u> - <u>Internship report</u> - <u>Internship evaluation</u> <u>Dana Wohnhas</u> - <u>Thesis</u> - <u>Thesis evaluation</u> - <u>Internship report</u> - <u>Internship evaluation</u> 		
Overig				
	<u>KR en vragen NQA</u>	<ul style="list-style-type: none"> - <u>Critical reflection IbandMS</u> - <u>Antwoorden op vragen NQA</u> - <u>Errata</u> - <u>Appendix H Competency matrix IbandMS programme - simplified overview 210513</u> - <u>Appendix O competencies addressed in the specialisations 21-5-2013</u> - <u>IBMS EC en TC Tekst en schema</u> 	J	

Annex 6: Summary theses

Below a summary of the students whose theses have been examined by the panel.
According to NVAO's rules only studentnumbers are included.

80021
81420
72782
77695
72783
70934
81585
76274
72862
77115
72785
65019
75728
72618
81420
107328
98973
106496
94862
105805
88374
102512

Annex 7: Declaration of Comprehensiveness and Accuracy

Netherlands Quality Agency



Declaration of completeness and accuracy of the information

Concerning the assessment of study programme:
International Business and Management Studies

Organisation: Stenden Hogeschool

Date of visit: the 12th and 13th of June 2013

Undersigned: Ann Mannen, Egon van der Veer en Jan van der Valk
representing the management of the above mentioned study programme,
in the position of: Board of Directors IBMS

declares that all information on behalf of the accreditation of the above mentioned study programme is made available completely and accurately, *including information on alternative graduation routes that exist currently and/or have existed in the past 6 years*, so the visitation panel can form a properly fact-based judgement.

Signature:


Head School of
Business

Date: 23 mei 2013