

Rotterdam University of Applied Sciences

International Business and Languages

Limited Programme Assessment

Summary

In November 2017, an NQA assessment panel conducted a limited programme assessment of the existing bachelor programme in International Business and Languages (IBL) of Rotterdam University of Applied Sciences (RUAS). The panel assesses the quality of the programme as **satisfactory**. It expects that the judgement unsatisfactory for standard 4 can be changed to a positive judgement within a two-year improvement period.

Standard 1: Intended learning outcomes

The International Business and Languages programme prepares students for a wide range of positions in the field of international business. The curriculum that is currently running in years 2-4 is based on the eleven competencies defined in the national professional profile *IBL bekenet kleur* ('IBL 2010'). The new curriculum, which has just been introduced in year 1, takes the eight programme learning outcomes (PLO's) of the newly established profile for International Business ('IB 2016') as its starting point. The intended learning outcomes of both profiles meet the international requirements with regard to content, level and orientation and have been validated by the professional field. The national professional profiles for IBL and IB offer individual programmes the opportunity to determine their own priorities within the larger framework. IBL Rotterdam makes good use of this option. The programme sets itself apart from other IBL programmes by making a number of ambitious profiling choices that place emphasis on research skills, internationalisation, sustainability and language proficiency. The ambitious objectives on these themes are generally laudable. In the case of language proficiency they are perhaps a little overambitious. The programme should be careful not to let its ambitions outrun its abilities. The panel appreciates the clear involvement of the professional field in the development of the programme specific profile. IBL Rotterdam has an actively engaged Advisory Board, which consists of representatives from relevant companies from the Rotterdam region. Their suggestions have been taken on board, leading to a profile that is clearly practice-oriented.

The panel assesses standard 1 as **satisfactory**.

Standard 2: Teaching-learning environment

The teaching-learning environment at IBL Rotterdam is increasingly science- and practice-driven, student-centred and internationally oriented. To keep up with continuous changes in the professional field, the latest insights on teaching and learning and a rapidly growing and ever more international student population, the programme has recently launched an ambitious new curriculum. Teaching and learning are more and more based on authentic professional tasks. Students work jointly on real-life cases that help develop their collaborative and problem-solving skills. A particular strength of the new curriculum is the integrated way in which different types of content are delivered. This ensures that students recognise the links between various components of the programme and it prepares them for professional practice.

IBL Rotterdam offers both a regular, full-time four year programme (240 EC) and a three year fast-track programme (180 EC) for students with a vwo-diploma. Both are identical in terms of the competencies that students realise. The existing curriculum and the new curriculum both start from clear educational principles and are well structured, with attention to horizontal coherence between components within an educational period, and vertical coherence across different years. Material from representative sample courses - both from the languages and the business track - is appropriate in terms of content and level. Also, there is sufficient attention for subject-specific innovation, in the form of courses on e-commerce and CSR. A good next step would be to structurally embed these topics in the curriculum and to give a more prominent place to subjects such as finance and management. Internationalisation is an important spearhead, which is well reflected in the curriculum content and - increasingly - in the student population. The attention for research skills is also growing, which has resulted in a well designed research track, but it is broadly acknowledged that there are still some challenges. Getting the Business Innovation Research Centre at RBS involved and increasing the number of research active lecturers may help deal with those challenges. The team of lecturers is sufficiently qualified and motivated to help carry the programme to the next level. In order to facilitate this, it is advisable to pay more attention to teacher professionalization and to closely monitor the work load of staff.

The panel assesses standard 2 as **satisfactory**.

Standard 3: Assessment

The programme has an adequate system of assessment, which is based on the RUAS-wide vision on assessment. The programme specific principles are laid out in the *IBL Assessment plan 2016-2017*. Within the assessment procedures there is sufficient attention for the validity, reliability and transparency of tests. The programme employs a varied mix of tests that match the intended learning outcomes and teaching methods. While it is not part of the formal assessment policy, calibration takes place at a number of levels. Studied sample tests match the content of the modules and are of an adequate level. The associated assessment forms are functional and contain assessment criteria that match the competencies. The administrative burden for written assignments, especially the thesis, is high, with supervisors having to fill out numerous protocols. It would be advisable to make their task easier. In recent years, the RBS-wide Board of Examiners has mandated the testing committee to examine a sample of tests (2015-2016) and a sample of final projects (2016-2017). As far as the panel is concerned, these studies should be repeated on an annual basis in order to meet the statutory responsibilities with regard to quality assurance. The programme would also do well to explore further possibilities for external validation.

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

Standard 4: Achieved learning outcomes

To demonstrate that they have achieved the bachelor's level, students complete a number of final products. The most notable are the theses, which students write during a graduation placement at a company of their own choice. Prior to the site visit, the panel studied a sample of fifteen

theses from the last two graduation cohorts (2015-2016 and 2016-2017). Some of these are works of quality, in which students deal with topics that are highly relevant to the profile of the programme and to professional practice. However, the panel also encountered three theses that do not meet the required level, and another two in a second batch of ten theses. Weaknesses can often be traced back to a lack of focus in the research questions, insufficient depth of analysis and a failure to substantiate methodological choices. In some cases evidence suggests that students found it difficult to navigate the divergent expectations of the graduation company on the one hand, and the supervisors on the other. When approving graduation placements it is therefore important to make sure that there is a good match between the student and the company. It also seems advisable to set more stringent conditions for placement assignments and to communicate clear assessment criteria to the companies involved. In terms of research training, a lot of promising steps have been taken already. The panel believes that the next cohorts of students to graduate will be better equipped for their individual research projects than the graduates from former cohorts. It should therefore be possible for the programme to remedy the outlined shortcomings within a two-year period.

The panel assesses standard 4 as **unsatisfactory**.

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Introduction

This report contains the assessment of the existing study programme in International Business and Languages (IBL) that is offered by Rotterdam University of Applied Sciences (RUAS). The assessment was conducted by an audit panel compiled by NQA on behalf of RUAS and in consultation with the IBL programme. Prior to the assessment, the audit panel had been approved by the NVAO.

The report describes the panel's findings, considerations and conclusions. It also contains some recommendations for the study programme. The report has been prepared in accordance with the *Assessment framework for the higher education accreditation system of the Netherlands* (NVAO, 2016) and the *NQA Protocol 2017 for limited programme assessment*.

The site visit took place on 2 November 2017.

The audit panel consisted of:

D.J.N.M. Rijnders MSc (panel chair)

Dr A.G.M. Koet (domain expert)

V.J.M. Guyt MSc (domain expert)

L. Ubachs BBA (student member)

Dr F. Meijer, external NQA-auditor, acted as secretary of the panel.

The assessment is part of a cluster assessment. To ensure alignment between separate audit panels, all panel members have received a similar instruction with regard to the assessment framework. Part of this instruction are the calibrated assessment criteria. Alignment is further guaranteed by creating sufficient overlap between different panels. Furthermore, also taking into account that every audit has an individual programme as starting point, the panel members that take part in several audits within an audit group can reflect on former and upcoming audit visits within the same audit group if this is relevant. Finally, alignment between panels is secured by employing, whenever possible, the same secretary and by the use of panel chairs that had been trained by Hobéon and NQA.

The study programme has provided the panel with a self-evaluation report. Its form and content comply with the requirements of the appropriate NVAO assessment framework and the NQA protocol. The panel studied the self-evaluation report as well as a sample of fifteen theses completed in 2015-2016 and 2016-2017. Because the panel was concerned about three of the sample theses, it added ten theses to the sample. Of these additional theses the panel found two to be of an insufficient level, bringing the total of insufficient theses to five. During the site visit the thesis quality was discussed with the programme management, staff members involved in thesis supervision and the Board of Examiners.

The self-evaluation report and other materials have enabled the panel to reach a well-considered judgement.

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

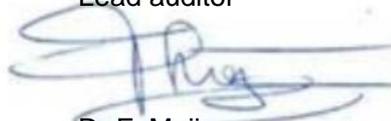
Utrecht, 18 January 2017

Panel chair



D.J.N.M. Rijnders MSc

Lead auditor



Dr F. Meijer

Short outline of the programme

The full-time bachelor's programme in International Business and Languages (IBL) of Rotterdam University of Applied Sciences (RUAS) is one of thirteen IBL programmes in the Netherlands. IBL is a broad-based study programme in the economic domain that offers students a wide perspective on international business. A defining feature is that the programme places strong emphasis on the role of communication and language. In addition to a wide range of business-related subjects, students study three modern foreign languages and are structurally brought into contact with other cultures. This helps them to respond flexibly to new situations and move across barriers of language and culture. Graduates receive the title of bachelor of business administration (BBA).

In the period since its last assessment, in 2010, IBL Rotterdam has changed considerably, especially in terms of size. There has been a rapid growth in the number of students, from three first-year's classes in 2009-2010 to ten classes in 2016-2017. In order to attract more international students, IBL Rotterdam is gradually switching to a fully English-taught programme. Recent changes also concern the educational concept and content of the programme. As of September 1st, 2017, IBL Rotterdam has been introducing a new curriculum, which responds to insights from new research on the learning behaviour of students and to the changing demands of the international business environment. Moreover, the new curriculum reflects significant changes that are taking place in the Dutch portfolio of economic study programmes.

Currently, the number of economic bachelor's programmes is being reduced from over fifty to thirty. As of 1 September 2018, the programmes in IBL, International Business (IB), International Business and Management Studies (IBMS) and Trade Management Asia (TMA) will be merged into a single programme with four underlying differentiations. This programme will be registered in the *Centraal Register Opleidingen Hoger Onderwijs* (CROHO) as the bachelor's programme in International Business (IB). In 2016, a new national framework for IB was completed. This professional profile specifically incorporates 21st century skills that are in great demand within the business community. The new curriculum of IBL Rotterdam is in line with the newly developed IB framework.

IBL Rotterdam is part of the Rotterdam Business School (RBS) of Rotterdam University of Applied Sciences, which hosts over 2500 students enrolled in five bachelor's programmes and three master's programmes. As of 2017-2018, RBS has been housed in a new, state-of-the-art building at the Kralingse Zoom location. The completion of this new building, attached to the existing one, solves some of the logistical problems that the programme had been dealing with for the past few years, when facilities proved too limited for the growing number of students.

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.

In this chapter the audit panel describes the findings, considerations and conclusions on the intended learning outcomes. The panel assesses this standard as **satisfactory**.

Conclusion

IBL Rotterdam is one of the first programmes to adopt the new professional profile for International Business ('IB 2016') as the basis for its new curriculum. Whereas this new curriculum is designed to match the programme learning outcomes (PLO's) of the new IB profile, the old curriculum (still running in years 2-4) is based on the competencies of the 2010 IBL professional profile. Both the 2016 PLO's and the 2010 competencies meet the international requirements for a professional bachelor's programme and have been validated by the professional field. It is positive that IBL Rotterdam is aiming high in terms of its objectives. The programme sets itself apart from other IBL programmes by making a number of very ambitious profiling choices in terms of research skills, sustainability, internationalisation and language proficiency. These are certainly bold and brave, but, with regard to language proficiency, perhaps also a little overambitious. The programme should be careful not to let its ambitions outrun its abilities. The previous years, leading up to the new curriculum, have seen a strong involvement of the professional field. Representatives of relevant employers from the Rotterdam area and alumni were actively engaged in discussions on the programme's profile and intended learning outcomes. Their suggestions have been taken on board, leading to a profile that is clearly practice-oriented.

Substantiation

The study programme in International Business and Languages trains students for a range of positions within international business, mostly in the fields of marketing, marketing communication, account management, sales and export management. IBL differs from other business programmes in that it focuses on the international, intercultural and communication aspects of professional business rather than on economic aspects at the national level. One of the trademarks of an IBL graduate is that he/she operates in various countries and cultures. Consequently, he/she has an understanding of cultural aspects, adapts quickly to different cultures and is able to interpret the behaviour of an international business partner as an expression of a particular cultural trait.

The intended learning outcomes of IBL Rotterdam are derived from the relevant national frameworks. The curriculum that is currently running in years 2-4 follows the professional profile IBL 2010 (*IBL bekennt kleur*, 'IBL shows its colours'), whereas the new curriculum that has just started in year 1 was set up in accordance with the professional profile IB 2016. The professional profile of IBL 2010 (amended in 2012) consists of eleven competencies, subdivided into three domains: *international business* (competencies relating to commercial processes), *international communication* (competencies related to language and communication) and *intercultural*

awareness (competencies concerning international professional skills and self-management). In the new national profile IB 2016 competencies are replaced by programme learning outcomes (PLO's). These are clustered into four domains. The first three domains (*ways of thinking; ways of working; living in the world*) contain PLO's that concern generic skills, applicable to all IB differentiations. The final domain (*tools for working & management*) consists of PLO's that are mainly specific to IBL. The intended learning outcomes and underlying knowledge base of both curricula meet the international requirements with regard to content, level and orientation. The professional profiles (IBL 2010 and IB 2016) have been phrased in accordance with the Dublin descriptors and the four basic standards for higher professional education. Furthermore, they have been validated by the professional field.

The national professional profiles for IBL and IB-offer individual programmes the opportunity to determine their own priorities within the larger framework. IBL Rotterdam makes good use of this option. The programme places particular emphasis on marketing and sales, as graduate surveys show that many alumni find employment on the 'front-end' of international business. Other profiling areas that were highlighted in the written materials and during conversations are research skills, sustainability, intercultural proficiency and language proficiency. On all of these themes the programme has set ambitious - if slightly abstract - objectives. With respect to research internationalisation, for example, IBL Rotterdam intends to outperform other IBL programmes in the four major Dutch cities by attracting large numbers of international students and offering students extensive opportunities for studying abroad. Amongst all stakeholders there appears to be ample support and enthusiasm for such ambitions, which inspires confidence. The goals on internationalisation and research skills are, furthermore, supported by elaborate policy documents.

IBL Rotterdam's ambitions are set particularly high where it comes to language proficiency, which is defined in terms of the Common European Framework of Reference (CEFR). Within the curriculum that runs in years 2-4, students learn three modern languages: English is mandatory for all students and finishes at the C1 level. For the two other languages (students choose from German, Spanish and French) the minimum end level is B2.1, but preferably C1. Students follow one language at an 'intensive' level, which will finish at C1, and a second language at the 'regular' level, which ends at B1. According to the panel, high end levels (C1) for English and German are certainly commendable and feasible. For French and Spanish, however, feasibility is an issue. Evidence suggests that it is not likely for Dutch students to achieve such high end levels for the Romance languages within the available timeframe. The programme would do better to limit its ambitions in this respect.

The intended learning outcomes and profiling choices have been discussed with the professional field, as represented in the Advisory Board of the programme. This Board consists of relevant companies and organisations, mostly small and medium-sized enterprises from the Rotterdam area with a clear International outlook. Graduates of the programme have also taken up seats on the Board, which appears well established, enthusiastic and quite involved. During quarterly meetings the Board provides input on the curriculum as a whole as well as on specific modules. The Board was also actively consulted on the recent curriculum revision, which led to a stronger focus on so-called 21st century skills. At the request of the Board topics such as sustainability, digitalisation and online marketing are also prominently addressed within the new PLO's, resulting in a clearly practice-oriented profile.

Standard 2 Teaching-learning environment

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

In this chapter, the audit panel describes the findings, considerations and conclusions on the teaching-learning environment. The panel assesses this standard as **satisfactory**.

Conclusion

IBL Rotterdam has been through a number of turbulent years, in which the student population grew exponentially and the existing teaching-learning environment was stretched to its limits. It increasingly became clear that not just the material facilities but also the educational concept, the curriculum set-up and the team of lecturers needed to evolve in order to keep up with the new pace. This realisation has instigated a number of considerable changes, the most notable of which is the revision of the existing curriculum. In September 2017 an ambitious new curriculum was launched, which draws on state-of-the-art didactic insights and new trends in the professional field.

While it is obviously too early to spot the effects of the changes that have been set in motion, the first signs are favourable. IBL Rotterdam offers students a teaching-learning environment that is increasingly research- and practice-driven, student-centred and international in orientation. A strong feature of the new curriculum is the more integrated way in which the course content is delivered. Students are required to integrate their knowledge and skills to solve real life cases that are derived from professional practice. The panel also appreciates the growing attention for personal development, intercultural proficiency and subject-specific innovation, especially in the field of digital marketing and sustainability. If all of these new leads are handled well, the programme is headed towards a very positive future.

There are some opportunities for further improvement. During the site visit it was stressed that the very diverse student population offers challenges in terms of study success, motivation and research skills. These obviously need to be addressed. The programme will also have to meet the needs of its staff members. A revised set of didactic principles, new curriculum content and an increasingly international classroom require - to some extent - an updated skill set. While the panel encountered a team of lecturers that is generally well equipped and willing to put in a lot of time and energy to deliver high quality teaching, it is essential that their efforts are supported by opportunities for further professionalisation. And, just as importantly, the management should be careful not to overstretch its staff members. Making sure that their workload stays manageable is of great importance.

Substantiation

Didactic principles

The curriculum that is currently running in years 2-4 is based on the institution wide Rotterdam Educational Model (ROM), which distinguishes between three learning tracks: *knowledge-driven*,

practice-driven and *student-driven* learning. Over the course of the programme, the focus gradually shifts from knowledge-driven modules (language and business tutorials) to practice-driven modules (projects) and student-driven modules (electives, internships, specialisations, study abroad, graduation placement). Students become increasingly responsible for their own learning process as the study programme progresses. The panel found that the work forms that are used within the three learning tracks - lectures, tutorials, individual- and group assignments - match the Rotterdam Educational Model. According to students, there is a satisfying ratio between large-scale and small-scale teaching.

In the new curriculum that has just started in year 1, the programme is taking these institution wide didactic principles a step further by aiming at interdisciplinary learning, the integration of theory and practice and the extension of learning outside the classroom. Central to the new educational model is the international classroom, in which students learn to deal with intercultural differences. Other key features include an emphasis on collaborative and case based learning: students interact with each other in a structured way to develop solutions to real-life cases derived from companies operating within the Rotterdam region. These cases are approached from a multidisciplinary context and students are required to integrate their knowledge and skills to solve a specific problem. The complexity of the cases and the self-guidance that is expected of students increase over the course of the programme. Compared to the existing curriculum, the new curriculum consists of larger modules, which make use of more activating teaching methods.

The panel is very positive about the ambition that is apparent from the new curriculum. In its design, the curriculum clearly aims to do justice to the latest insights on teaching and learning as well as to recent trends in the professional field, most notably the increasing demand for professionals with so-called 'soft skills'. The programme is also sensitive to the needs of students, who especially value the applied part of the curriculum. Students have indicated that they would like to see more (and more 'life-like') projects, as well as an intensified cooperation with the professional field, by increasing the number of company visits and by bringing more people from the outside into the programme. The new curriculum promises to deliver in these areas. It is equally positive that the curriculum revision has been a group effort, which involved the full team of lecturers. During seminar days the team was regularly asked to provide their input on the plans. Students have also been consulted on the changes, but it was pointed out to the panel that student involvement has not yet reached its full potential. The role of class representatives and the Programme Advisory Committee could be enhanced.

Programme structure

IBL Rotterdam offers both a regular, full-time four-year programme (240 EC) and a three year fast-track programme (180 EC). The latter programme is only open to students with a vwo-diploma, who have a higher starting level than other students. The competencies/PLO's for the regular and the fast-track programme are identical. The regular programme is divided into eight semesters of 30 EC each, with each semester consisting of two quarters. Some subjects run for the course of one quarter, others take up an entire semester. The competencies have been translated into levels (1-3), which roughly match the different phases of the programme. Generally speaking, level 1 of the competencies is covered in the first year, level 2 in the second year and level 3 in the third and fourth year. For fast-track students, year 1 consists of a separate, accelerated study programme, which covers the competencies of all the regular modules of year 1 and 2 in one year. After the first year, fast-track students follow the regular curriculum of years

3 and 4, including internship, specialisation, study abroad and thesis. As the panel understood it, the new curriculum will be built-up over the years in a way similar to the existing curriculum, but the exact arrangement of the later years (especially years 3 and 4) is not yet known.

The programme is well structured, with horizontal coherence between components within an educational period or semester, and vertical coherence across different years. To ensure horizontal coherence, the content of the different modules is aligned with the professional products that students are working on in the projects. Vertical coherence is promoted by the use of learning lines that extend across more years. These include separate tracks for the languages and for the business subjects, as well as a track for study career coaching (SCC). In the new curriculum the learning track for the languages has been redesigned and an additional track - *Professional Identity* - has been added.

Over the course of the programme, activities increasingly take place outside of the Rotterdam class rooms. After having acquired a foundation in terms of knowledge and skills in the first two years, students go abroad for a mandatory internship in the first half of the third year (30 EC). In the fourth year they study abroad at a partner institute of RUAS (30 EC), or alternatively complete a minor in Rotterdam, which is followed by a graduation placement. All three major 'external' quarters can be completed abroad, which underscores the international character of the programme. The panel also appreciates that there is quite a bit of flexibility, which enables students to individually shape their study paths. This flexibility applies to the above-mentioned external components, but also to the ample space available for following electives in the first and second year (12 EC in total). Students who are looking for an extra challenge can participate in an Honours Programme (HP), which runs during the third and fourth year. In order to prepare for this programme, students can follow special HP electives in the first and second year.

Content of the programme

A competency covering matrix of the IBL programme shows that all competencies are covered at the intended level. Student evaluations such as the National Student Survey 2017 (NSE) demonstrate that students are generally satisfied with the content of the programme (average score of 3.5 on a five-point scale). In the first three years, students follow a variety of modules in language, business, and professional development. English is mandatory for all students, as are two other foreign European languages. At the beginning of the first year, students are allocated to certain levels for the German, French and Spanish languages on the basis of their prior education. The business modules include subjects aimed at entrepreneurship and trade, such as marketing, economy and communication. In the new curriculum, the topics which are addressed will generally be the same as before, but more attention will be paid to skills. Modules will be larger, and languages, business subjects and skills will be presented in a more integrated way. The language teaching in the revised curriculum distinguishes between an 'intensive' language (C1), which is taught as a business language, and a 'regular' language (B1). English is no longer a separate subject but has become part of the new *Professional Identity* track. This valuable new track consists of lectures, workshops and individual coaching sessions in which students are familiarized with their capabilities and reflect on their personal and professional growth. The development of 21st century skills has also been given a specific place in the *Professional Identity* track.

During the site visit, the panel studied a number of first and second year modules, both from the existing and the new curriculum and both from the regular and the fast track. The content and level of these modules is appropriate. The literature that is used is up-to-date and assignments are well structured and relevant in terms of subjects. The material from the new curriculum clearly highlights the integrated character. In the revised first year's modules a series of themes and issues is explored from five different perspectives: critical thinking, research, international business awareness, marketing and law. The same themes are addressed across different modules (and even across different tracks) to help students recognise the content that is delivered. From the interviews it became clear that students appreciate this new approach, which familiarizes them with the different aspects of business and helps them develop their problem-solving skills. During the site visit it was also stressed that the design of the new curriculum has not started from scratch: highly valued components from the existing curriculum will be retained. A prominent example is the second year's project *Import company*, in which teams of eight students set up their own import company. This is generally seen as a very helpful project, which gives students a thorough understanding of how a real company works and prepares them for the internship in the third year. As of 2017-2018 this project has been extended to cover the full year.

The panel was pleased to learn that the programme consults the Advisory Board regularly to ensure that the curriculum is up-to-date. Even so, the panel agrees with students and alumni that more attention could be paid to new developments in the domain of international business, such as the advance of online marketing techniques, including website analysis, digital promotion channels, online-offline consumer behaviour and big data analysis. For now, this is limited to a module on e-commerce (2 EC) in the third year of the programme. During the site visit it was mentioned that the programme intends to address the latest trends from the professional field more structurally in the new curriculum. Other subjects that could possibly do with more exposure are finance and management. The panel would encourage the programme to make a well-balanced decision in this respect: the importance of these subjects has to be weighed against the importance of other subjects and the programme should be careful not too stretch itself too thin. A welcome addition to the new curriculum is a first-year module on corporate social responsibility (4 EC), which reflects that sustainability is one of the programme's profiling choices. A next step to consider is to structurally embed this theme in all courses, to thoroughly acquaint students with the ethical aspects of international business.

Internationalisation

Internationalisation is an important spearhead within the Rotterdam Business School and within IBL Rotterdam. This is reflected in the fact that the programme does not only aim for a curriculum that is international in terms of content, but also promotes the international exchange of students. In order for students to master the intercultural competencies of the programme, they spend a considerable length of time abroad and also interact and cooperate with students from different backgrounds within the Rotterdam classrooms. Developing intercultural communication skills is given special attention in the *Professional Identity* track, more specifically in the International Business Communication modules. The programme is understandably proud of its increasingly international student population. As a result of the introduction of an English-taught programme in 2010-2011, 24% of the students in the English track are now of non-Dutch background. Diversity amongst Dutch students is also high, which reflects the typical Rotterdam context. A significant development is that from 2017-2018 on, the first year's programme is only offered in English, which means that the Dutch version of the programme will be gradually phased out.

Students clearly appreciate the international outlook of the programme, which, in many cases, is what attracted them to the programme in the first place. In the NSE of 2017 this aspect scores particularly high (4.1 on a five-point scale). During the site visit students spoke favourably about the interaction in class, but also indicated that they would prefer an even greater share of international students and a higher proficiency in English amongst staff. Many students feel that the classrooms are not yet truly international. It was also mentioned that the needs of specific (ethnic or cultural) groups are not always sufficiently addressed in the teaching, which is why the learning environment does not feel entirely safe to all students. The programme would do well to address this issue by devoting more attention to inclusive teaching in the professionalisation of lecturers.

A particular strength is that students can spend up to three semesters abroad: semester 5 (internship), semester 7 (study abroad programme) and semester 8 (graduation placement). As students are expected to find their own placements, and are free to select the partner institution where they complete their study abroad programme, the precise details vary from student to student. A system of quality control is in place, but the documentation points out that more could be done to safeguard the quality of these international curriculum components. During the site visit, it was also mentioned that the study abroad programme is intended for students who are considered 'on track'. Students who are not on track complete a minor in Rotterdam. There is some concern that this limits the international exposure of students who perform less well, and therefore affects the extent to which they realise the intercultural competencies of the programme. The language level that these students reach may equally suffer. In the panel's opinion it would be preferable if all students spent (at least) two semesters abroad.

Research skills

Practice-driven research is one of the profiling areas of IBL Rotterdam. According to a recent benchmark study conducted by the programme, IBL Rotterdam has 'the most applied science driven programme' of all the partner schools that were compared in the study, in terms of the amount of EC for project-based learning, internships, and practical research projects. The focus on research is still quite recent. During the site visit, it was explained that the programme started developing a research track after the mid-term review. This track now includes a number of modules in the first, second and third year (Research training I/II/III). In 2016, research was also integrated in a more systematic way in various other subjects. Materials from the second year's course Research training II that were studied during the site visit, show a good ambition regarding research skills and a clear content and structure.

Students mentioned that they generally feel well prepared for the individual research components of the curriculum, mainly the placement report (semester 5) and the graduation thesis (semester 8). Even so, it was stressed that the programme is aiming to further optimise its research training. It is broadly recognised that a substantial part of the student population struggles to sufficiently substantiate research choices and to reach the required level of in-depth analysis, especially in the written reports. The panel feels that in this respect there may be benefits to expanding the cooperation with the RUAS Research Centres, especially with the Business Innovation Centre at RBS. In order to ensure a good connection between research and education, this Centre could involve IBL staff and students in its ongoing research projects and help shape research education, by phrasing relevant research projects for each year of the programme. Currently, IBL

employs just one research lecturer, whereas other RBS bachelor's programmes have a higher participation of active researchers. It would be advisable to increase the number of staff members who are involved in research.

Feasibility and study guidance

The programme suffers from low success rates for the first year (22%) and final year (25%). The drop out rate currently lies at 38% (10% switch within RBS and 28% actual dropout). It is not entirely clear whether this has to do with the feasibility of the programme or with the motivation of the student population, but the latter is suspected. Although recent NSE results reveal that students are not altogether positive about the distribution of the study load and the scheduling, it seems uncommon for students to spend more than an average of thirty hours per week on the programme. During the site visit, it was mentioned that many students are attracted to IBL because of the languages and the international component of the programme. They are not entirely aware that IBL is first and foremost a business programme, and often stumble on subjects such as finance. The management expects that the new curriculum will solve most of the problems related to study success, as it is based on more activating teaching methods. These will encourage students to take more responsibility for their own progress. The new *Professional Identity* track should also prove helpful in this respect.

The programme provides different forms of study guidance. Part of this guidance is included in the *Study Career Coaching* (SCC) track. Students generally perceive this track as useful, mostly because of the theoretical base that is laid, and because of the personal guidance offered by coaches. The SCC assignments, however, are considered somewhat outdated and could be more challenging. The students would furthermore prefer it if SCC was more integrated in the content-related modules, which seems like a suggestion that fits the principles of the new curriculum. Internship supervision generally seems to function quite well. As a rule, students are visited by the school supervisor during placements abroad, which is positive. Representatives of the professional field also stressed that they have a favourable impression of the level of involvement of school supervisors.

Teaching staff

The IBL team consists of 35 lecturers, with a total of 29 fte (full time equivalent). The lecturers involved are sufficiently qualified in terms of subject specific knowledge and teaching skills: at present 87% possess a master's degree and 11% have obtained a PhD. Most have followed didactic training. Finding lecturers with the right academic qualifications as well as with recent experience in the professional field has proven to be somewhat of a challenge. During the site visit it was noted that there is a slight overrepresentation of staff with a background in the languages. The team would like to welcome more colleagues with a background in business, especially lecturers with recent work experience in the field of international business.

While it is obviously important to keep up with the growing numbers of students by attracting staff with qualifications that match the content and didactic principles of the new curriculum, it is perhaps even more important to actively encourage and facilitate existing staff to keep their knowledge and experience up to date. In at least one respect, a lot is happening already: to increase English language proficiency, all lecturers (apart from those whose mother tongue is English and those who studied English) are required to obtain a Cambridge Advanced (CAE) and a Cambridge proficiency (CPE) certificate. The programme is also looking into offering research

training to staff who act as thesis supervisor. Apart from providing new supervisors with internal guidance from senior colleagues, the programme would like to offer some form of external training. Unfortunately, experiences with external parties have so far been disappointing. The panel believes that the Business Innovation Centre could play a welcome role here.

Students are generally satisfied with their teachers, especially when it comes to the content of their teaching. Not all teachers are perceived as equally inspiring or didactically skilled, but most of them are open to suggestions for improvement. Furthermore students note that the team is diverse and that lecturers complement each other in different ways. They are aware of the different specialties of lecturers and know who to contact when they have specific questions. The team is sufficiently small for students to know most of their teachers personally, but students indicate that staff-student synergy could be further enhanced. During the interviews and in the student chapter of the self-evaluation report it was stressed that not all teachers are equally involved with their students and that a more personal approach would be appreciated.

The work pressure experienced by staff members is a point of attention. The ambitious profiling choices, the rapid growth in student numbers, the ongoing curriculum revision and the tough demands regarding English proficiency have all added to the workload of staff. While the creation of smaller sub teams, led by a year coordinator, has resulted in more efficient cooperation between staff, many lecturers seem to suffer from high peaks in the workload. It is advisable for the management to continue to closely monitor the workload of staff.

Standard 3 Assessment

The programme has an adequate assessment system in place.

In this chapter the audit panel describes the findings, considerations and conclusions on the assessment system. The panel assesses this standard as **satisfactory**.

Conclusion

The programme has an adequate system of assessment. The procedures for designing, checking and grading tests promote validity, reliability and transparency. While it is not part of the formal assessment policy, calibration takes place on a number of levels. Sample tests that were studied during the site visit proved to be of the right level and the associated assessment forms and rubrics are functional. The large number of protocols that are used in the assessment process of written assignments, notable the thesis, seems counterproductive; many of the forms that the panel studied were either empty or had not been filled out properly. It seems advisable to reduce the administrative burden of thesis supervision. The RBS-wide Board of Examiners and Exam Advisory Committee have recently carried out assessments of the quality of examinations (2015-2016) and final products (2016-2017). In the opinion of the panel, these are very useful exercises that should be repeated on a yearly basis. The panel also encourages the programme to explore further possibilities for external validation.

Substantiation

System of assessment

IBL Rotterdam's system of assessment is based on the RUAS-wide vision on assessment. General principles are (1) to administer high-quality, efficient and flexible assessment methods that encourage learning, (2) to test professional skills through competency-based and practical assignments, and (3) to promote formative rather than summative assessment methods in order to stimulate active learning and self-improvement throughout the programme. The assessment procedures are set out in the IBL Assessment plan 2016-2017.

The system of assessment pays sufficient attention to validity, reliability and transparency. Designing a test always starts from a test matrix that relates test items to the module's learning objectives. This ensures the validity of the test as a whole and of the individual questions. Although it is not part of formal policy, it is common that the four eyes principle is applied to test designs. Tests and assessment forms are usually evaluated by at least one colleague of the same section. Calibration is also done when judging students, which promotes the reliability of tests results. The use of rubrics is common for assessing presentations, assessments and written assignments. Divergent results are always investigated and if necessary procedures for calculating grades are adapted. Calibration is also common in the assessment of theses, which always involves two supervisors. Intervision meetings are organised regularly to make sure that all supervisors apply the assessment criteria in a similar fashion. To promote transparency in the testing, the link between module content, learning outcomes and assessment is indicated in the module descriptions. To reduce the risk of free riding in group projects, most group assessments include an individual component.

A curriculum matrix indicates which assessment forms are used for each module and how many credits can be earned. A possible improvement would be the inclusion of the competencies (or PLO's) in this matrix so that it can easily be ascertained that the complete set of tests covers all of the competencies at the right level. The course description for each individual module includes a helpful assessment matrix, which provides an overview of the coverage, distribution and weighing of the various topics and learning outcomes. The programme uses a range of evaluation instruments that is suitable for assessing the intended learning outcomes. These include assignments, assessments, continuous assessment, group assessment, oral exams, presentations, portfolios, presentations, reports and written exams. As the student progresses, the evaluation instruments gradually change from mostly knowledge-driven written exams in the first year to more practice-oriented assignments and presentations in the third and fourth year.

Students are generally quite positive on the quality of assessment. In the NSE 2017, this aspect scores a 3.4 (on a five-point scale). To alleviate the 'test pressure' felt by both staff and students, the programme has recently reduced the number of tests and improved the coherence between different assessments. It is expected that the new curriculum will bring further changes. In line with the RUAS-wide vision on assessment, the programme is currently considering the introduction of formative assessments, which help to coach students towards the summative end assessment. The form of the final product is also under reconsideration, as the programme feels that the current thesis does not do sufficient justice to the integrated character of the revised curriculum. A positive development is that the programme is already making good progress with the introduction of digital testing; a system, which offers exciting new possibilities for assuring the quality of the testing. Possibilities for further improvement that were mentioned by the students include enhanced alignment of the content of classes and exams, clearer communication on the assessment criteria within module descriptions and a higher level of English in test questions.

Tests and assignments studied by the panel

During the site visit the panel studied a limited number of (mostly blank) sample tests from both the language, business and professional identity tracks. These are up to standard in terms of level and content. The associated evaluation forms and rubrics are appropriate. Due to a lack of student work presented during the site visit, it was (initially) hard to assess the quality of language tests.

The panel also studied written assignments, notably the placement report (semester 5) and the final thesis (semester 8). The number of (procedural and assessment) protocols that is associated with these assignments - especially with the final thesis - is somewhat surprising to the panel. While it certainly appreciates the programme's desire to document the assessment process as fully as possible, the panel fears that the sheer number of documents that supervisors have to fill out is counterproductive. Many of the forms that the panel studied are (almost) empty or appear to have been filled out very hastily - which is understandable considering the substantial workload of lecturers. It would be advisable to have (far) fewer forms which are filled out correctly and uniformly. The assessment form itself is adequate and contains relevant criteria.

Quality assurance of assessment

The IBL Assessment plan 2016-2017 outlines the various roles of all parties involved in the assessment. Quality assurance starts with the lecturers who are involved in designing, checking

and grading tests. As of 2016-2017 all examiners are expected to complete a Basic Qualification Examinations (BKE) course in order to be appointed as examiner by the Board of Examiners. So far, fourteen lecturers have enrolled in this course and four have acquired the BKE certificate. The Board of Examiners is ultimately responsible for the assessment quality. It has chosen to mandate the examination of the assessment quality to the Exam Advisory Committee, which reports its findings to the Board of Examiners. To promote uniformity, efficiency and professionalisation, both the Examining Board and the Exam Advisory Committee have - for some years - been organised at the RBS-level.

In 2015-2016, the Exam Advisory Committee first carried out an examination of a large sample of written tests from three RBS bachelor's programmes. In its efforts, the committee was assisted by an external agency that deals with test development (ICE). It was concluded that most tests are of sufficient quality. The panel has established that this study was carried out in a proper manner, using relevant quantitative methods. Rather than occasionally conducting a large-scale study, it would, however, be preferable to continuously assess the quality of examinations, both before and after students take these tests. In order to assess the end level that is realised within the RBS programmes, the Board of Examiners has first examined a sample of final projects in 2016-2017. The results of this study were not yet known at the time of the site visit. The fact that it has taken the Board of Examiners such a long time to exercise its legal responsibilities in safeguarding the end level of the programmes is slightly worrying. At the moment, the Board of Examiners does not seem fully in control with regard to the quality of final products. The panel urges the Board to periodically study thesis samples and to report on its findings in the annual report.

To improve quality assurance, the programme could also explore further possibilities for external validation. Staff members from other RBS programmes are already involved in the supervision of some theses, but this involvement could be expanded. Another valuable way of calibrating results is to exchange final projects with other IBL programmes in the Netherlands. Benchmarking the level of the languages is also advisable. It would be in the interest of both students and the programme itself to determine the final level of students via external tests, preferably tests leading to internationally recognised certificates and diplomas such as Cambridge English: Advanced, Cambridge English Business Higher, Deutsches Sprachdiplom, DELF Pro and possibly DALF.

Standard 4 Achieved learning outcomes

The programme demonstrates that the intended learning outcomes are achieved.

In this chapter the audit panel describes the findings, considerations and conclusions on the achieved learning outcomes. This standard is assessed as **unsatisfactory**.

Conclusion

To demonstrate that they have achieved the bachelor's level, students complete a number of products, most notably a final thesis. The panel studied a selection of theses from the last two graduation cohorts. Some of these are works of good quality, in which students deal with topics that are highly relevant to the profile of the programme and to professional practice.

Unfortunately, the panel also found theses that do not reach the required level. Problems that the panel identified can often be traced back to a lack of focus in the research questions, insufficient depth of analysis and a failure to substantiate methodological choices. In some cases evidence suggests that students found it difficult to navigate the divergent expectations of the graduation company on the one hand, and the programme supervisors on the other. When approving graduation placements it is important to make sure that there is a good match between the student and the company. It seems advisable to set more stringent conditions for placement assignments and to clearly communicate the assessment criteria to the companies involved. In terms of research training, promising steps have already been taken. The panel believes that the next cohorts of graduating students will be better equipped for their individual research projects than those that came before. It should therefore be possible for the programme to remedy the outlined shortcomings within a two-year period.

Substantiation

Products of graduates

IBL Rotterdam's graduation programme consists of several components. The most important is a graduation placement (21 EC, 24 weeks), which takes place at a company chosen by the student. During the placement students write a thesis, which can take the form of, among other things, an export policy plan, an international marketing plan or an international (marketing) communication plan. In the thesis, most of the competencies are assessed at the intended end level. As a rule, the thesis is written in English, but Dutch theses are also accepted under the current curriculum. As of 2017-2018 students are allowed to write in English, French or German. In the new curriculum, IBL Rotterdam considers integrating the languages in the graduation process, but for now the end level of the three foreign languages is assessed with separate written exams and oral assessments. It is allowed to replace the oral assessment for English with a thesis defence in English.

Prior to the site visit, the panel reviewed a sample of fifteen theses from the academic years 2015-2016 and 2016-2017. This sample contained many acceptable theses and even a few very good ones. A number of students offer a fresh perspective on the topics that they studied and reflect carefully on the different steps in the research process. The panel was especially pleased with those theses that tackle non-standard subjects, which require a creative use of research methodology and thereby encourage critical thinking. Across the board, however, the marks

given by the thesis supervisors were higher than the marks that the panel would have given. Three theses at the lower end of the scale did not meet the basic requirements for a professional bachelor's thesis, and should therefore have been assessed as insufficient. In these theses, the level of analysis was found to be very superficial, critical thinking was lacking and substantiation of methodology was (almost) absent. Because of these conclusions the sample was extended with ten additional theses. Amongst these, the panel found another two theses of insufficient quality. During the site visit, the issue of thesis quality was raised with the supervisors of some of the problematic theses, the management and the Board of Examiners.

A positive feature of the theses is that, as a general rule, they address topics that match the profile of IBL Rotterdam and are relevant to the professional field. Conclusions and recommendations by the students are practical and demonstrate insight into the needs of companies. It was repeatedly mentioned during the site visit that placement companies are generally satisfied with the work that students have done. There are, however, some tensions between the preferences of the placement company and the requirements that the programme has set for the thesis. For some students it is hard to navigate these divergent expectations. The panel feels that more could be done to ensure that there is a good match between the student and the placement company. In general it seems advisable to set more stringent conditions for placement assignments and to clearly communicate the assessment criteria to the companies involved.

A general observation is that most of the theses would have benefited from a more focused approach. Research questions are generally very broad and it is common for students to apply a large number of models. Understandably, this limits the possibilities for in-depth analysis. Especially in the weaker thesis, the subject matter is dealt with in a simplistic and often quite superficial manner. This means that conclusions do not add much to existing insights and recommendations to the company are not always useful. In the panel's opinion it is well possible to combine the programme's generalist perspective with theses that zoom in on a particular topic and explore that in detail, in order to find the best possible solutions for the client. More depth is particularly desirable with regard to financial and intercultural analyses. Students could be challenged to provide more solid financial substantiations and to reflect in a more sophisticated manner on the cultural differences that are central to the discipline of IBL.

Another opportunity for improvement is to allow a wider variety of research formats. Rather than having students conform to a certain format (export plan, international marketing plan, international communication plan), which is perceived as somewhat restrictive, it would be preferable to make the company's problem leading in the research choices. This would enable students to demonstrate their ability to think outside-of-the-box. In the panel's opinion, developing problem solving skills and stimulating creativity should explicitly be part of the research training that students receive over the years.

The programme's ambitious objectives in the field of research are not yet fully reflected in the final projects. Students clearly find it difficult to substantiate their methodological choices and do not commonly reflect on the validity and reliability of chosen methods. In many cases, they opt for the 'standard models', even if these do not fit well with the research question. Correct referencing is another point of improvement. Students do not seem familiar with the regulations of the APA style sheet. The level of English is quite satisfactory in most cases, but in the weaker theses

mistakes in the spelling and grammar distract from the content of the thesis or even prevent a correct understanding. The inclusion of management summaries in different languages is commendable. To increase their value, these summaries should give a clear understanding of the research choices that were made, as well as of the conclusions and recommendations that were reached.

In addition to the theses, the panel also studied end level material from the language tracks. This material generally looks good, but does not sufficiently substantiate the programme's ambitions with respect to the intensive level, which is supposed to end at C1.

Reassuringly, the programme is aware of many of the above-mentioned issues. During the interviews it was stressed that the next cohorts to graduate are much better prepared for their individual research projects than was previously the case. The intensified research training should result in theses with a more substantial theoretical base and more in-depth analyses. Because the programme is clearly on the right track, the panel considers it feasible for IBL Rotterdam to demonstrate improvement within the two-year improvement period.

Success of graduates in the professional field

Alumni of IBL Rotterdam usually succeed in finding jobs at the right level shortly after graduating. Surveys show that graduates feel well prepared for their careers in international business. A particular aspect that was mentioned during the site visit is that a number of alumni have started their own internationally operating companies after graduating. The professional field is satisfied with their performance. During the site visit, representatives of the Advisory Board stressed that students have basic knowledge of a number of fields, which makes them versatile and suitable for a wide range of positions. The real added value of IBL graduates, however, is that they are strong communicators, who speak multiple languages and are capable of establishing connections between the company and potential business partners in other countries.

General conclusion of the study programme

Assessment of the standards

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

Standard	Assessment
<i>Standard 1 Intended learning outcomes</i>	Satisfactory
<i>Standard 2 Teaching-learning environment</i>	Satisfactory
<i>Standard 3 Assessment</i>	Satisfactory
<i>Standard 4 Achieved learning outcomes</i>	Unsatisfactory

Considerations and conclusion

IBL Rotterdam currently finds itself at a cross roads. The previous years have seen exponential growth, which in some respects proved a mixed blessing. The influx of large numbers of students has put considerable pressure on the still fairly traditional teaching-learning environment. The conversion to the new IB programme, of which IBL will become part as of September 2018, offered a welcome opportunity to rethink the programme's profile, objectives and curriculum. The drive and ambition that the programme has shown in this crucial transition phase is considerable and commendable. The panel especially appreciates that the new curriculum is much more student-centred and practice driven, and puts increased focus on research and internationalisation. All of these aspects underline that the programme is inherently forward-looking. The panel expects that in years to come, this will help solve some of the issues that still trouble the programme today.

The audit panel assesses the quality of the professional bachelor's programme in International Business and Languages as **satisfactory (with conditions)**.

The panel strongly feels that the programme will be able to remedy all of the observed shortcomings within a two-year improvement period. In order to qualify for reaccreditation after this recovery period, the following improvements are considered necessary:

1. Strengthening the research skills of the students by providing research training that develops their problem-solving skills and stimulates creativity; the effects should be visible in a strong substantiation of the methodology part of the thesis.
2. Equipping supervisors for their role by offering them appropriate opportunities to expand their knowledge of relevant research methods; this will help them to support students in an effective manner.

3. Guaranteeing that the graduation company offers a suitable environment for conducting a high-level research project that is clearly delineated and demonstrates methodological rigour.

Recommendations

The audit panel offers the following recommendations:

Standard 1

- Consider tempering the ambitions with regard to the end level for the Romance languages. Within the available timeframe, it is not likely that most Dutch students can attain C1 for French and Spanish.

Standard 2

- Devote more attention to inclusive teaching, in order to guarantee a truly safe learning environment for all students.
- Improve the system of quality control for international placements and the study abroad programme.
- Allow all students to spend at least two semesters abroad (placement and international study programme).
- Expand the cooperation with the RUAS Research Centers, especially with the Business Innovation Center at RBS, and increase the number of research lecturers.
- Encourage staff members to keep their knowledge and experience in the work field up to date.
- Carefully monitor the workload of staff members.

Standard 3

- Make sure that the Board of Examiners assesses samples of final products and reports on its findings periodically, in order to fulfil its legal obligations with regard to safeguarding the end level of the programme.
- Explore the available options for external validation of the end level of the programme, e.g. involve external supervisors, exchange samples of final products with other IBL programmes and encourage students to take external language tests.

Standard 4

- Make sure that there is a good match between the student and the placement company. In general it seems advisable to set more stringent conditions for placement assignments and to clearly communicate assessment criteria to the companies involved.
- Encourage focus in terms of research questions and the use of models.
- Allow a wider variety of research formats (other than export plans, international marketing plans, international communication plans); topics with a more limited focus should also be welcomed as these encourage in-depth analysis.

Appendices

Appendix 1 Programme for the site visit

PROGRAMMA VISITATIE IBL, 2 november 2017 D6.160		
08.30 – 09.00	Ontvangst	
09.00 – 09.30	Presentatie opleiding: presentatie van maximaal 20 minuten door opleiding waarin zij zich positioneert ten aanzien van gemaakte keuzes, stand van zaken en openstaande wensen & voornemens. Het panel kan toelichtende vragen stellen	
	Docenten: <ul style="list-style-type: none"> • Diana van der Jagt • Nebojsa Jovanov 	Student: <ul style="list-style-type: none"> • Anna van Rossem
09.30 – 11.00	Materiaalbestudering door NQA-panel	
11.00 – 12.00	Gesprek Afstudereren (<i>inclusief Ontwikkelvragen</i>)	
	Examinatoren: <ul style="list-style-type: none"> • Hans van Langerak • André van Iterson • Harry Gorter • Bart Jonkergouw • Sarah Slaghuis 	Alumni <ul style="list-style-type: none"> • Todor Savov • Maarten Boele
		Studenten: <ul style="list-style-type: none"> • Sofia Gomes Dinis
12.00 – 12.45	Lunch	
12.45 – 13.00	Korte rondleiding (door het nieuwe gebouw)	
13.00 – 14.00	Gesprek Onderwijsleeromgeving (<i>inclusief Ontwikkelvragen</i>)	

	Docenten/examinatoren <ul style="list-style-type: none"> • Clemens den Boer • Dave van Beurden • Nebojsa Jovanov • Frans de Swart • Bart van der Flier • Lynn Epping- Welbers • Carolina Egúsquiza 	Studenten <ul style="list-style-type: none"> • Judith Laut (jaar 1) • Dumitru Lopatenco (jaar 1) • Thomas Farahar (jaar 2) • Kirsten Bijl (jaar 2) • Anna van Rossem (jaar 3) • Vaidas Tamasauskas (jaar 4) 		
14.15 – 14.45	Extra gesprek met afstudeerbegeleiders m.b.t cesuur bij scriptiebeoordeling			
	<ul style="list-style-type: none"> • Bart Jonkergouw • Andre van Iterson • Hans van Langerak • Harry Gorter 			
15.00 – 15.45	Gesprek borging			
	Studenten: <ul style="list-style-type: none"> • Anna van Rossem • Thomas Farahar 	Examencommissie Toetscommissie: <ul style="list-style-type: none"> • Jan de Waard 	Opleidingscommissie <ul style="list-style-type: none"> • Bart van der Flier 	Overig: <ul style="list-style-type: none"> • Dave van Beurden (Study/ Internship Abroad) • Peter van Gulik (Quality manager)
15.45 – 16.30	Gesprek functioneren studenten en afgestudeerden in de praktijk			

	Docenten: <ul style="list-style-type: none"> • Hans van Langerak 	Studenten + alumni: <ul style="list-style-type: none"> • Yvette Noorlander, • Erik Heijmans • Jean-Paul de Lange • Niels van Leeuwen 	Lector internationalisering: <ul style="list-style-type: none"> • Leo Klienbannink 	Vertegenwoordigers werkveld: <ul style="list-style-type: none"> • Rob Hilferink • Peter Duin • Julia Striegl
16.45 – 17.30	Gesprek met opleidingsmanagement (inclusief Ontwikkelvragen)			
	MT <ul style="list-style-type: none"> • Mira Ruiken (Dean) • Andrea Boogaard (Course director) 			
17.30 – 18.15	Beoordelingsoverleg panel NQA			
18.15 – 18.30	Laatste gesprek opleidingsmanagement en terugkoppeling			

Appendix 2 Documents examined

Standaard bijlagen

- RBS Study Handbook 2017-2018;
- Overview of graduates 2015-2016 en 2016-2017;
- Overview of staff CV's;
- Thesis Manual IBL 2016-2017;
- Assessment plan IBL 2016-2017 and 2017-2018;
- IBL Module descriptions 2016-2017 and 2017-2018.

Extra documenten ter inzage tijdens bezoek

Minutes Advisory Board 2015-2016;

- Minutes Curriculum Committee 2016-2017;
- Report International Benchmark IBL RBS 2017;
- Visie op praktijkgericht onderzoek en de leerlijn onderzoek IBL 2014-2018;
- Members Advisory Board IBL;
- Internship Guide IBL 2017;
- Onderwijsvisie RBS 2016-2018;
- Overzicht Afstudeerbedrijven;
- Year Report IBL PAC 2016-2017;
- Rotterdams toetsmodel 2.0;
- The assessment cycle 2.0;
- Alumni policy 2012-2017;
- IB BBA Framework;
- Course evaluations 2013-2014/2014-2015/2015-2016/2016-2017;
- Jaarverslag Examencommissie 2014-2015;
- Jaarverslag Examencommissie RBS 2015-2016;
- Jaarverslag Toetscommissie IBL 2014-2015;
- Report de toetscommissie RBS aan zet;
- End level assessment programme IBL 2016-2017;
- Professionaliseringsplan IBL 2017-2018;
- Year plan IBL 2016-2017 and 2017-2018;
- Selection of course materials.