



ASSESSMENT REPORT

Limited programme assessment

Bachelor International Business
Full-time

Fontys Hogescholen

(Fontys Hogeschool Marketing en Management Eindhoven)

**De kracht van
kennis.**

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Croho registration: 30029

Hobéon Certificering

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1. GENERAL AND QUANTITATIVE DATA

Name Institution	Fontys Hogescholen
Status	Funded
Outcomes of Institutional Quality Assessment	Positive (August 30 th 2019, valid until September 4 th 2025)
Name of programme in Central Register of Higher Professional Education (CROHO)	International Business
ISAT code CROHO	30029
Domain/sector CROHO	Economics
Orientation	Higher Vocational Education (In Dutch: <i>hoger beroepsonderwijs</i>)
Level of the programme	Bachelor
Title, grade	Bachelor of Business Administration (BBA)
Number of credits	240
Specialisations	n/a
Locations	<ul style="list-style-type: none"> ▪ Eindhoven (Fontys Hogeschool Marketing en Management) covered in this advisory report ▪ Venlo (Fontys International Business School) covered in a separate advisory report
Variants	<ul style="list-style-type: none"> ▪ Single degree 4 year full-time FHMM programme ▪ Dual degree in collaboration with the Oulu University of Applied Sciences (Finland)
Joint programme	n/a
Language(s)	English
Date site visit	October 10 th 2019

2. SUMMARY

The programme of International Business (IB from now on) aims to deliver graduates in international business who are young business professionals, trained to be as dynamic as the global business environment around them. They are multilingual, interculturally competent and globally oriented. They have acquired a solid generalist understanding of business in the 21st century which has been experienced in practical business contexts, both in the Netherlands and abroad, making them adaptable, flexible and solution oriented.

Graduates are able to evaluate and apply information in order to solve business problems. This fosters skills which are sustainable across multiple environments and contexts. The IB graduate is prepared for jobs in the future which may not yet have been defined today. Their careers typically begin with entry-level positions requiring broad business knowledge, soft skills and a hands-on attitude. An open and flexible attitude plus key skills make them well positioned for strong professional development and lifelong learning. The knowledge acquired and the attitude developed mean that any organisation can benefit from their contribution through innovative thinking, creative problem solving and quickly grasping the core issues of the business.

This profile was translated into the IB National Framework, composed in 2017. Four former programmes (i.e. International Business and Languages, International Business and Management Studies, Trade Management for Asia and an older “version” of International Business) merged into a new IB programme in accordance with the general tendency towards fewer but simultaneously broader programmes.

The National Platform IB (*Landelijk Opleidingsoverleg*) in which all universities of applied sciences offering an IB programme are represented, provided a transition matrix which demonstrates how previous competencies of these four former programmes match the new intended learning outcomes in the national framework.

For Fontys Hogeschool Marketing en Management in Eindhoven, this meant a transition from IBMS to IB. The transition was made through a “fade-in curriculum” (instead of closing the old IBMS programme altogether and opening a completely new IB programme). Graduates up to and including cohort 2017-2018 received an IBMS diploma, graduates from cohort 2018-2019 onwards receive an IB diploma.

Standard 1. Intended Learning Outcomes

The panel found the national framework to be the outcome of a careful and well organised research process. The national framework describes intended learning outcomes (called programme learning outcomes) for a new generation of IB professionals who will be flexible, well equipped to do business research, internationally and interculturally aware and oriented and well prepared for many more changes in business and society to come. The link with the HEO Standard and the Dublin descriptors is transparent as is the choice for using KSAVE and AuCom.

IB Eindhoven added 8 extra intended learning outcomes to the set of the 24 intended learning outcomes of the national framework. These 8 programme learning outcomes make the IB Eindhoven profile different from other IB profiles across the country but do not demonstrably reflect the connection to the Brainport region. The national profile meets the standard in terms of bachelor level and qualifications for a starting professional but a specific Brainport region element would make it better identifiable as the IB Eindhoven profile.

The programme meets standard 1.

Standard 2. Teaching-learning environment

The translation from national programme learning outcomes into FHMM IB's module learning outcomes is adequate. The module learning outcomes make it possible for the student to grow towards an IB graduate in terms of a starting professional.

The programme is coherently built around 6 learning lines (projects, business environment, business domains, business research, business communication and personal development).

The panel has seen a hard-working enthusiastic team of lecturers. Most of them have a background in IB. They all have their students' interests at heart and will go the extra mile for them when necessary. Lecturers have not only created a safe and inspiring learning environment for their students, but also for themselves. Learning from each other by sharing best practices and attending each other's classes is common practice.

The various teaching styles, the brand-new facilities, the extensive range of electives, the two extra options in the graduation phase and the dual degree with OAMK reflect a truly student-centred programme which optimally facilitates professional and personal development through personal learning paths.

The complete programme is taught in English which is the only logical option regarding the jobs the graduates will apply for, regarding the profile of the programme and regarding the diversity of nationalities of staff and students.

The connection between research and education could still grow but is obviously there thanks to the effort made by the researcher within the research group Smart Marketing and Strategy.

The programme meets standard 2.

Standard 3. Student assessment

The test programme is described in detail and a matrix demonstrates clearly how every programme learning outcome is connected to one or more module learning outcomes and subsequently connected to a description of the assessment of the module. The various assessment types used within the programme reflect a clear connection to the learning objective(s) of the module or project.

Relevant changes have been made regarding the examination panel of the graduation assignments which now includes the supervisor as a second assessor.

All assignments conducted by a group also contain an individual component which assures prevention of freeriding and make the outcomes of an exam more reliable.

The EB has a valid and transparent system in place for appointing examiners.

The EB and the TAC both have their own distinctive task and role. These roles and tasks are transparent to everyone involved.

The EB maintains valuable relationships with other EBs within and outside Fontys but could benefit more from this.

The panel also identified shortcomings that should be overcome within a period of two years. These recommendations are therefore qualified as **conditions** that should be met. Most of them require an extra effort of the EB. See the paragraph 'Recommendations and conditions' on the next page. (For more detailed information see chapter 4, paragraph 4.3.)

The programme partially meets standard 3.

Standard 4. Achieved learning outcomes

All final products represented bachelor level and demonstrated that the intended learning outcomes were achieved. Regarding research skills, some of the theses demonstrated more of an academic approach than a practical approach.

The programme is closely linked to the contemporary professional field. The programme aims to further intensify the connection to the field and the alumni which the panel supports.

The programme meets standard 4.

Recommendations and conditions

Recommendations

The most important recommendations of the panel include re-evaluating the 8 added programme learning outcomes against the background of the Brainport region (standard 1), improving communication with students (standard 2), intensifying relations with other Examination Boards inside and outside Fontys and benefit more from these relations (standard 3) and intensify the connection to the field and the alumni (standard 4).

Conditions

The panel identified shortcomings that should be overcome. Recommendations on these matters are therefore qualified as conditions that should be met. Most of them require an extra effort of the Examination Board.

The graduation semester is not linked to any of the intended learning outcomes. This vision should be re-evaluated especially in view of the intended learning outcomes within the domain of Tools for Working and Management and in view of the feasibility of achieving 32 programme learning outcomes within 3.5 years. Either the absence of a link between semester 8 and the intended learning outcomes should be substantiated, or a new approach should be adopted.

The weighting of the two parts of the graduation exam (the thesis and the defence) should perhaps be reconsidered. Although the weighting in itself is defensible, allowing one grade to be compensated with another might be less defensible since different skills are being assessed in these two assessment parts. The choice for this policy should either be substantiated, or the policy should be revised.

The use of the grading forms should be harmonised and the EB should monitor closely that the comment field always contains a sufficiently substantiated judgment.

The percentage of holders of the formal BKE certificate is a subject of debate. Either the BKE training *and* the exam should be compulsory for all examiners or another (preferably measurable) indicator should be introduced to ensure all examiners are qualified. This will also be of added value addressing the other issues identified.

The EB doesn't get hold of enough data and sufficiently detailed information to thoroughly monitor the end level of the programme. The samples of IB graduation products taken by the EB to evaluate the end level are not representative. Either larger samples of IB final works should be taken and evaluated or another valid system of monitoring the end level of the programme should be implemented. This includes closing the PDCA cycle; the EB should document findings and considerations, communicate conclusions and recommendations and evaluate their influence on safeguarding the programme's end level.

Overall conclusion:

The programme meets standard 1, 2 and 4. The programme partially meets standard 3. According to the panel the shortcomings identified can be remedied within a period of two years. Therefore, the panel advises the NVAO to award **conditional accreditation** of the programme.

Upon agreement with the panel members the chair adopted this report on February 24th 2020.

3. INTRODUCTION

The *Fontys Hogeschool Marketing en Management* (FHMM) faculty is part of *Fontys Hogescholen*. The FHMM offers four full-time bachelor programmes: International Business (fully taught in English), Commercial Economics, Commercial Economics Leisure Management and Entrepreneurship & Retail management (all three mainly taught in Dutch). FHMM also offers several associate degrees related to the field of Business and Economics.

The decentralised character of the Institute of *Fontys Hogescholen* means that most strategic and programme related decisions are made at faculty level. In the last academic year, an organisational change was arranged within the Economic Domain in *Fontys Rachelsmolen* location. Four different institutes offering economic programmes (i.e. *Fontys Hogeschool Communicatie*, *Fontys Hogeschool Financieel Management*, *Fontys Hogeschool Marketing en Management* and *Fontys Hogeschool Management Economie en Recht*) have recently been merged together in a new institute. As a result, IB will be part of this new institute called *Fontys School of Business and Communication* (FSBC).

The IB degrees offered in Venlo and Eindhoven stem from the same set of national programme learning outcomes as defined by the National Platform IB, but IB Eindhoven and IB Venlo serve different regions and use different didactical approaches. IB Eindhoven is located in the Brainport region, a region known for its entrepreneurship and strong technology sector. IB Venlo is located at the border between Germany and The Netherlands and is a unique location between the "Randstad" and the "Ruhgebiet", focused on logistics and sustainability and therefore called the Greenport region. Differences between the regions led to differences between the programmes. This advisory report only concerns the IB Eindhoven programme. A separate report is drafted on the IB Venlo programme.

Since 2018 International Business and Management Studies was merged into the IB Croho 30029. In 2013 a Hobéon panel audited the IBMS programme. The panel recommended to focus on a specific profile for the Brainport region, to work on improving the command of English of both students and staff and to provide the option of a second language. According to the panel a lot has been done to intensify the connection with the Brainport region on a practical level: students find their way to the companies and lecturers stimulate and support them as much as possible. The programme is now ready to take it to the next level and focus on a more strategic partnership with the Brainport region. Involving Brainport representatives in evaluating and possibly redrafting the intended learning outcomes will make the profile of the programme better identifiable as the IB Eindhoven programme. The level of English of both students and lecturers has been improved and choosing a second language (Dutch, Spanish, French or Chinese) is now possible. In 2013 the panel strongly recommended the Examination Board to scrutinise and monitor the entire graduation process and its outcomes. In this perspective there is still some work to be done and the panel believes that the Examination Board should now grow in its role as defined in the *Wet op het Hoger onderwijs en Wetenschappelijk onderzoek*.

4. FINDINGS AND JUDGMENTS

4.1. Intended learning outcomes

Standard 1: The intended learning outcomes tie in with the level and orientation of the programme; they are geared to the expectations of the professional field, the discipline, and international requirements.

Explanation: The intended learning outcomes demonstrably describe the level of the programme (Associate Degree, Bachelor's, or Master's) as defined in the Dutch Qualifications Framework, as well as its orientation (professional or academic). In addition, they tie in with the regional, national or international perspective of the requirements currently set by the professional field and the discipline with regard to the contents of the programme. Insofar as is applicable, the intended learning outcomes are in accordance with relevant legislation and regulations.

Findings

The programme of International Business (IB) aims to deliver graduates in international business who are young business professionals, trained to be as dynamic as the global business environment around them. They are multilingual, interculturally competent and globally oriented. They have acquired a solid generalist understanding of business in the 21st century which has been experienced in practical business contexts, both in the Netherlands and abroad, making them adaptable, flexible and solution oriented.

Graduates are able to evaluate and apply information in order to solve business problems. This fosters skills which are sustainable across multiple environments and contexts. The IB graduate is prepared for jobs in the future which may not yet have been defined today. Their careers typically begin with entry-level positions requiring broad business knowledge, soft skills and a hands-on attitude. An open and flexible attitude plus key skills make them well positioned for strong professional development and lifelong learning. The knowledge acquired and the attitude developed mean that any organisation can benefit from their contribution through innovative thinking, creative problem solving and quickly grasping the core issues of the business.

This profile was translated into the IB National Framework, composed in 2017. Four former programmes, International Business and Languages (IBL), International Business and Management Studies (IBMS), Trade Management for Asia (TMA) and an older "version" of International Business (IB) merged into a new IB programme in accordance with the general tendency towards fewer but simultaneously broader programmes. For *Fontys Hogeschool Marketing en Management* in Eindhoven, this meant a transition from IBMS to IB.

The new framework for the IB programmes has been developed with input from more than 140 international companies, 11 partner universities, professors from 4 universities of applied sciences and more than 60 lecturers to assure that current international business practices as well as recent insights from research were represented. An important change in the new framework is that the requirements for an IB graduate are more than before geared towards so-called 21st century skills; generic skills that add value in a broad range of jobs.

The national consultative body (*Landelijk Opleidingsoverleg*) in which all universities of applied sciences offering an IB programme are represented, provided a transition matrix which demonstrates how previous competencies of former programmes (i.e. IBL, IBMS, TMA and the former IB programme) match the new intended learning outcomes in the national framework.

The new framework is derived from Binkley's KSAVE structure (Knowledge, Skills, Attitudes, Values and Ethics) and consists of 4 domains. The 4 domains are divided into 14 themes and each theme is outlined in at least one programme learning outcome (PLO):

Themes in domain 1 Ways of thinking	Nr	PLOs
Critical thinking	WT1	Use the process of thoughtful evaluation to deliberately formulate a reasonable conclusion.
Innovation and creativity	WT2	Create innovative ideas in a changing business environment in a systematic fashion.
International Business Awareness	WT3	Analyse patterns in global macroeconomic factors and policies that drive international trade and business development.
International Business Communication	WW4	Communicate (business) messages effectively and persuasively using advanced English to an (un)informed audience.
	WW5	Optional: Use one or two additional languages to facilitate international business.
Themes in domain 2 Ways of working	Nr	PLOs
Collaboration	WW6	Collaborate effectively with different kinds of stakeholders in different cultural, organisational and political landscapes to contribute to achieving agreed goals.
Management of information as digital citizen	WW7	Produce management information from various data sources in an international business environment.
Themes in domain 3 Living in the world	Nr	PLOs
Personal and professional development	LW8	Express reflections on one's personal development with the aim of personal growth.
	LW9	Respond appropriately to an unfamiliar, or unexpectedly changing, business environment.
Ethical and societal responsibility	LW10	Formulate one's own position concerning ethical and social responsibility in a professional environment.
Intercultural proficiency	LW11	Mitigate the pitfalls of cultural differences in business and social contexts
	LW12	Display willingness to work with people from other cultures and to work in countries with different cultural backgrounds.
	LW13	Use appropriate verbal and non-verbal communication in an intercultural setting.
	LW14	Assess the effect of cultural differences on organisational behaviour and strategic choices.
Themes in domain 4 Tools for working and management	Nr	PLOs
Marketing and sales	TW15	Develop a well-founded marketing plan to support the creation of value for international customers.
	TW16	Use appropriate sales techniques in support of durable customer relationships.
	TW17	Incorporate developments of the digital landscape in a marketing strategy.
Finance and accounting	TW18	Evaluate financial performance of the organisation from different stakeholders' perspectives.
	TW19	Recommend financing possibilities in a dynamic international environment.
Operations and supply chain management	TW20	Evaluate operations processes within and between organisations.
	TW21	Manage operations processes within and between organisations.
Organisation and people	TW22	Draft the strategic cycle of part(s) of the organisation (process and content).
	TW23	Assess the impact of change on the organisation.
Business research	TW24	Analyse a complex business problem in an international business setting with use of adequate research design, resulting in an evidence-based, feasible solution.

Domains and themes in the national framework are linked to the HEO Standard and the Dublin descriptors. The framework uses Bulthuis's AuCom model (AuCom stands for Autonomy and Complexity) to distinguish three competence levels determined by a combination of complexity and autonomy.

IB FHMM adopted the full national framework except for the optional PLO WW5 (second language) *and* added 8 extra PLOs, derived from the former programme:

Themes in domain 1 Ways of thinking	Nr	PLOs
International Business Awareness	WTX1	The ability to make legal statements supported by legal arguments and to be familiar with the different aspects regarding European and International Law
Themes in domain 2 Ways of working	Nr	PLOs
Collaboration	WWX2	Coordinate the activities in a project, focussing on its goals, while maintaining effective and balanced relationships
Management of information as digital citizen	WWX3	Distinguish business IT and high tech trends to enhance business success
Themes in domain 3 Living in the world	Nr	PLOs
Personal and professional development	LWX4	Manage his tasks, even in stressful situations, and modify his behaviour or professional product by valuing feedback while maintaining focus on goals
Ethical and social responsibility	LWX5	Assess the effect of changes in society's ecological and social needs on sustainability of the organisation's business model
Themes in domain 4 Tools for Working and Management	Nr	PLOs
Finance and accounting	TWMX6	Develop forecasts to support strategic and operational financial decision making
Operation and supply chain management	TWMX7	Analyse value change and assess and develop innovative value chain approaches
Organisation and people	TWMX8	Evaluate relevant HR policies and practices for the further development of organisations

IB Fontys Eindhoven serves a region known for its entrepreneurship and technology sector, the Brainport region. The Advisory Board, consisting of seven members, representing companies in the region, i.e. Crowd Capital Brabant, VD HR Consultancy, QarQuest, Brabantse Ontwikkelings Maatschappij (BOM) ERGO Group AGSUMAA College and Connect to Experience. The AB endeavours to strengthen the connection between the programme and companies in the region. AB meetings with FHMM take place two or three times per year. In these meetings the main topic is how to improve the connection between the programme and the companies.

In the institute's strategic plan 'Fontys Focus 2020' three focus areas are described: focus will be put on student-centred learning, on intensifying the connection with the professional field on several levels, including stimulating cross-fertilisation and on innovating the organisation.

Considerations

The panel found the national framework to be the outcome of a careful and well organised research process. The national framework describes intended learning outcomes (called programme learning outcomes) for a new generation of IB professionals who will be flexible, well equipped to do business research, internationally and interculturally aware and oriented and well prepared for many more changes in business and society to come. The link with the HEO Standard and the Dublin descriptors is transparent as is the choice for using KSAVE and AuCom.

IB Eindhoven decided to extend the set of 24 PLOs derived from national framework and included 8 extra PLOs. The panel is very much in favour of differentiation which makes it possible to link the profile to the special identity and needs of the region. But taking a closer look at the 8 extra PLOs the panel was not convinced that they actually do reflect a specific connection to the Brainport region. Some of the extra PLOs do, like WWX3. But other PLOs seem to be derived from the former IBMS profile and do not hold a Brainport-specific element.

This by no means implies that there is not a demonstrable connection between the programme and the region, on the contrary. But the discussions with the programme management and the AB (in which both employers and alumni are represented) and the minutes of the AB meetings gave the panel the impression that the connection between the Brainport region and the programme was more prominently monitored on a practical level than on a strategic level. A lot of effort has been put in intensifying the connection with Brainport on an operational level, for instance by bringing students and companies together (see standard 2). This in itself is very valuable according to the panel but does not necessarily generate input concerning the profile and the possible needs to update the profile.

The panel thinks that the AB should be able to operate on a more strategic level and should brainstorm with the programme management about how the profile can stay tied in with the contemporary and future needs in the IB work field. In other words, the AB should focus more on *intended* learning outcomes and perhaps less on the process of making it possible for students to work on and eventually achieve these intended learning outcomes.

According to the panel the national profile meets the standard in terms of bachelor level and qualifications for a starting professional but there is still some room for improvement when it comes to a specific Brainport region element to make it identifiable as the IB Eindhoven profile.

The intended learning outcomes of the national framework correspond with the focus of *Fontys Hogescholen* described in the strategic plan 'Fontys Focus 2020'. According to the panel the connection with the professional field is good, although somewhat limited to a practical level. The way the programme incorporates the other focus areas mentioned in the strategic plan is described under standard 2.

Judgment

The panel concludes ***the programme meets standard 1.***

4.2. Teaching-learning environment

Standard 2: The curriculum, the teaching-learning environment and the quality of the teaching staff enable the incoming students to achieve the intended learning outcomes.

Explanation: The intended learning outcomes have been adequately translated into educational objectives of (components of) the curriculum. The diversity of the students admitted is taken into account in this respect. The teachers have sufficient expertise in terms of both subject matter and teaching methods to teach the curriculum and provide appropriate guidance. The teaching-learning environment encourages students to play an active role in the design of their own learning process (student-centred approach). If the programme is taught in a language other than Dutch, the programme must justify its choice. This also applies if the programme bears a foreign language name. The teaching staff must have a sufficient command of the language in which they are teaching. Services and facilities are not assessed, unless they have been set up specifically for the programme concerned.

Findings

In designing the new IB curriculum the following principles were used by FHMM:

- Embedding in the Brainport Area (collaboration with companies in the Brainport region, including the 170 companies located in the High Tech Campus)
- Variety in educational approaches to serve different types of students with different backgrounds and different learning styles.
 - Flipping the classroom
 - Real life projects
 - Subject-based modules
 - Dragon's den
- Focus on Business research (business research in every semester)
- Talent oriented student approach including a Talent Academy for students
- Internationalisation
 - Teaching and assessing in English
 - International staff
 - International student population
 - Students spend at least one year in an international environment, i.e. abroad or in an international company in the Netherlands
 - Opportunity to follow a dual degree programme
- Orientation towards the KSAVE model.
- Orientation towards the AuCom model:
 - Year 1 – foundation year, level 1
 - Year 2 – main phase, level 2
 - Year 3 – minor and internship, level 2
 - Year 4 – specialisation and graduation, end level, level 3
- Curriculum structure: each semester is divided in 6 blocks:
 - Block 1: projects
 - Block 2: business environment
 - Block 3: business domains
 - Block 4: business research
 - Block 5: business communication
 - Block 6: personal development
- Translation of all PLOs into learning objectives on the level of the modules (MLOs).
- Module learning Outcomes (MLOs) build up to PLO level in consecutive steps.
- All PLOs in all 4 domains are to be assessed at end level in semester 7 or earlier.
- Connection with the Research Group Smart Marketing and Strategy.

These principles resulted into the following curriculum:

1	<i>Projects</i> Marketing and management (4EC) <i>Business Environment</i> Macro (6EC) Intercultural Proficiency (2EC) <i>Business Domains</i> Marketing and sales (6EC) Management and Business Model (2EC) <i>Business Research</i> Introduction (2EC) <i>Business Communication</i> Business Communication (4EC) <i>Personal leadership</i> Study and IT skills (4EC)		2	<i>Projects</i> Business planning (4EC) <i>Business Environment</i> Law and ethics (4EC) <i>Business Domains</i> Finance and accounting (6EC) Process logistics (6EC) <i>Business Research</i> Business Intelligence (2EC) Business Research (2EC) <i>Business Communication</i> Business Communication (4EC) <i>Personal leadership</i> Career and IT skills (2EC)
3	<i>Projects</i> Marketing/Process (4EC) <i>Business Environment</i> Intercultural Proficiency (2EC) Law and ethics (3EC) Business IT Development (2EC) Elective (2EC) <i>Business Domains</i> Business Process Management (3EC) Finance and accounting (3EC) International marketing and sales (4EC) <i>Business Research</i> Qualitative Research (3EC) <i>Business Communication</i> Business Communication (2EC) <i>Personal leadership</i> Consultancy skills (2EC)		4	<i>Projects</i> Consultancy project (6EC) <i>Business Environment</i> Economics (3EC) <i>Business Domains</i> Supply chain Management (3EC) Financial management (3EC) E-marketing and sales (6EC) Organisational change/HR (3EC) <i>Business Research</i> Quantitative Research (3EC) <i>Business Communication</i> Business Communication (2EC) <i>Personal leadership</i> Career skills (1EC)
5	Work placement or minor		6	Work Placement or minor
7	<i>Graduation preparation</i> Bus Res, English, Pers. Leadership (5EC) Bus Ethics and sustainability (5EC) Business development management (5EC) <i>Business Domains</i> Elective 1 Marketing (15EC) Elective 2 Finance (15EC) Elective 3 HR/Lean (15EC) <i>Business Research</i> In project preparation <i>Business Communication</i> In project preparation <i>Personal leadership</i> In project preparation		8	Graduation Execution (26EC) Personal behaviour (4EC)

The complete programme is taught in English. The main reason for this is to prepare students for the international labour market where English is the most commonly used language. Besides the demands of the professional field, English is the language in which students have to communicate with each other and with their lecturers since only two thirds of the students speak Dutch and mixing nationalities in groupwork assignments is compulsory.

The IB teaching staff consists of 27 lecturers, 25 with a master's degree, 2 with a PhD. 18 of them obtained a BKO certificate, 2 are in the process of obtaining this certificate and the other 7 have an exemption based on another certificate in the educational field or on didactical experience. Almost all of them speak English on at least level C1 of the Common European Framework of Reference for Languages and 30% is native speaker English (level C2). Lecturers visit each other's lectures sometimes to learn from each other and share best practices during meetings. Every two or three weeks there is a meeting for all lecturers. In these meetings curriculum topics are discussed and this sometimes leads to changes in the programme. Overall the contemporary curriculum puts more stress on IT skills, career skills and soft skills and is more focused on projects than on reports. Other changes that have been made as a result of these lecturer meetings are an improved balance between quantitative and qualitative research and the implementation of a wider range of in-depth electives in semester 7 serving as steppingstones for the graduation project. The graduation project itself has been changed as well. In the new curriculum they have two extra options besides the business research thesis: a consultancy project or an operational project. For the future the lecturers expect Artificial Intelligence to gain importance in its broadest sense. The lecturers stated that the programme will have to keep up with this fast-developing field of expertise.

FHMM has its own Research Group. There are four active participants from IB in the Research Group Smart Marketing and Strategy. The agenda of the Research Group (called 'Smart Marketing and Strategy') is concentrated in two layers: an ethical layer and a circular layer. Researchers from IB are active in giving body to both layers. According to the lecturers the relation between the programme and the research group is growing. Smart Marketing and Strategy hosts one of the electives of the programme and one of the lecturers is also supervisor in graduation projects.

Students are very positive about the programme, the atmosphere, the lecturers and the facilities. They emphasise that there is a friendly non-hierarchical environment and that the programme offers a lot of choices (especially regarding projects) and stimulates developing one's own professional and personal identity. As one of the students stated: "Becoming a young entrepreneur is really facilitated and actively stimulated here."

Another distinctive feature the students mention is the variety of didactical styles. According to students the lecturers are qualified in terms of using these different didactical styles and in terms of preserving their knowledge of and connection to the professional field, including the Brainport region. Furthermore, they characterise their lecturers as approachable, engaged and genuinely interested in their students. They tend to go out of their way to help students find a truly internationally oriented company for their work placement, which can be difficult sometimes for a foreign student coming from a country with a culture that is very different from the western European cultures.

Freeriding in group projects is not possible according to the students. A strict protocol is followed (first trying to solve the problem within the group, then involve a superior) when a group member doesn't participate appropriately. Sometimes this ends up in kicking out someone.

Students mention they feel their voice is being heard, for instance regarding changing the didactical approach of a difficult subject. Other examples they mention is the study skills course which has been adjusted after their feedback and the implementation of the optional course Dutch. (A second language is not compulsory, see the not-adopted PLO WW5, standard 1.)

Facilities are brand-new and very good according to the students, especially according to the foreign students. The library offers a good selection of books and technical equipment and there is ample space to work together on a project or to study solo in a quiet area.

Students have some recommendations too. According to them there's still room for improving the communication. Sometimes information about courses is not correct or published rather late. Furthermore, they hope that efforts to intensify the Brainport connection will include inviting employers to the FHMM more often.

Guest lectures given by (future) employers are considered to be very inspiring. The programme management and the FHMM lecturers agree and identified this as one of the main focus points for the near future.

FHMM fosters a long relationship with *Oulun ammattikorkeakoulu* (OAMK, in English: Oulu University of Applied Sciences in Finland) and since August 2018 IB FHMM offers a dual degree programme with this partner in Finland.

Students from FHMM will get the chance to experience a highly multidisciplinary environment at the OAMK “labs” in their third year. The third-year lab at OAMK is a start-up factory in which the students design their own company. The lab environment is challenging and demands a proactive attitude from students. Therefore, it is considered to be a suitable replacement for the work placement in the Netherlands according to management and lecturers.

The programme management of both programmes meet annually and compare their intended learning outcomes, subjects, didactical systems and ways of assessing. One of the differences between OAMK and IB FHMM relates to the didactical approach; FHMM uses various didactical approaches whereas OAMK is more focussed on project and problem-based learning. Another difference is related to the assessment policy; at OAMK it is possible – under certain conditions – to take an alternative exam (for instance an oral exam instead of a written exam) when such an alternative exam is more suitable to one’s individual needs and learning path. According to management and lecturers both of these differences do not negatively affect the achievability of the intended learning outcomes of the Dutch programme.

Summarising the DD programme, FHMM students go to Finland in their third year, OAMK students come to the Netherlands in their fourth year:

	FHMM Eindhoven (The Netherlands)		OAMK Oulu (Finland)	
	Single degree	Dual degree	Single degree	Dual degree
Year 1	Regular year 1 60 EC	Regular year 1 60 EC	Regular year 1 60 EC	Regular year 1 60 EC
Year 2	Regular year 2 60 EC	Regular year 2 60 EC	Regular year 2 60 EC	Regular year 2 60 EC
Year 3	Regular year 3 60 EC	1 year OAMK “labs” 60 EC	Regular year 3 60 EC	Regular year 3 60 EC
Year 4	Regular year 4 60 EC	Regular year 4 60 EC	Regular year 4 30 EC	1 year at FHMM 60 EC
Total duration	4 years	4 years	3.5 years	4 years

Up to now 5 students from FHMM went to OAMK. They just started at OAMK and will return for their graduation year at FHMM in September 2020. One student from OAMK is now studying at FHMM and is expected to graduate in July 2020.

In the institute’s strategic plan ‘Fontys Focus 2020’ three focus areas are described: focus will be put on student-centred learning, on intensifying the connection with the professional field on several levels, including stimulating cross-fertilisation and on innovating the organisation.

Considerations

According to the panel the translation from national PLOs into FHMM IB’s MLOs is adequate. The panel has seen a detailed document containing a matrix in which PLOs, AuCom levels and MLOs are interconnected. The MLOs make it possible for the student to grow – in steps – from level 1 to level 3 (AuCom) and develop their knowledge, skills, attitude, values and ethics (KSAVE) towards an IB graduate in terms of a starting professional. The connection to modules, subjects and projects and the ways of teaching (and assessing) are transparently described in the same matrix.

The programme is coherently built around 6 learning lines (projects, business environment, business domains, business research, business communication and personal development).

The panel has seen a hard-working enthusiastic team of lecturers still in the middle of a transition process, not avoiding discussions. Most of the lecturers have a background in IB. All lecturers have their students' interests at heart and will go the extra mile for them. Lecturers have not only created a safe and inspiring learning environment for their students, but also for themselves. Learning from each other by sharing best practices and attending each other's classes is common practice.

The various didactical approaches are very much appreciated by the students. This indicates that favouring one singular didactical model is not necessarily preferable to working with different teaching styles. The panel believes that the various teaching styles, the extensive range of electives, the two extra options in the graduation phase and the dual degree with OAMK reflect a truly student-centred programme. A programme which offers as many different options as possible within the limitation of working towards the intended learning outcomes.

The complete programme is taught in English. According to the panel this is the only logical choice regarding the jobs the graduates will apply for and regarding the diversity of nationalities of the lecturers and students.

Facilities are above average and well designed to serve different teaching and learning styles.

The connection between research and education could still grow but is obviously there thanks to the effort made by the researcher within the research group Smart Marketing and Strategy who uses outcomes of his research in his lectures in law and ethics.

The three focus areas described in the institute's strategic plan are all three addressed properly. Firstly, the programme of IB Eindhoven with all its choices, options and different didactical approaches is a showcase of a student-centred programme. Secondly, intensifying the connection with the professional field is a main priority of programme management, advisory board and lecturers. And thirdly, the organisation has recently significantly been restructured and innovated.

The panel has some recommendations which are aimed at reinforcement of the programme and do by no means detract from the panels' positive opinion on the learning environment. According to the panel communication with students should be improved. With so many students from different countries, unambiguous information is of vital importance. Furthermore, the panel encourages the programme to continue strengthening the connection to the Brainport region.

According to the panel investigating the need for implementing more content and/or projects concerning artificial intelligence (as one of the lecturers suggested) is advisable and should also thoroughly be discussed with the AB.

Finally, the panel advises to enhance the visibility of the dual degree. A dual degree obtained in two different countries can be of great added value for an IB graduate and should therefore be advertised more prominently.

Judgment

The panel concludes ***the programme meets standard 2.***

4.3. Student assessment

Standard 3: The programme has an adequate system of student assessment in place.

Explanation: The student assessments are valid, reliable and sufficiently independent. The requirements are transparent to the students. The quality of interim and final examinations is sufficiently safeguarded and meets the statutory quality standards. The tests support the students' own learning processes.

Findings

For IB a test programme has been developed in accordance with FHMM's assessment policy. This test programme is described in detail in the same document in which the connection between PLOs and MLOs is demonstrated (see the paragraph 'Considerations' under standard 2 for more information about this matrix). In this matrix the PLOs and MLOs are described for semester 1 up to and including 7, not for the graduation semester (semester 8). The EB explained that all PLOs and MLOs are covered in the semesters prior to semester 8. The test programme has been formalised in the Teaching and Examination Regulations (TER).

A varied set of assessment types is being used, consisting of reports, exams, coursework, presentations, defending assessments etc. Some assessments are individually executed, other assessments are group assignments. Every group assignment also includes an individually assessed component.

Information about the assessments includes details on the MLOs and on timing, structure and grading criteria of the exam. This information is published on FHMM's IB student portal.

The graduation semester has been redesigned. Nowadays the IB students are offered three options for their graduation project: consultancy, operational or business research. The final grade for the graduation is based on the grade given for the thesis (90%) and the grade given for the defence (10%).

Several changes have been made in the graduation examination panel. The most significant change was the inclusion of the academic supervisor as the second assessor (the former protocol excluded the supervisor entirely from the assessment), and an appointed chair to be the first assessor. An external expert is appointed to observe the defence session.

Other changes were related to process procedures, assessment forms and rubrics and to proposal and report specifications. A roadmap is designed to harmonise the process, guidelines and templates have been adjusted and reports and grades are all being automated archived today using two specialised computer applications – EIFFEL and GradeWork.

The panel saw grading forms for graduation projects used in year 2017/2018 and forms used in 2018/2019. The forms used in 2017/2018 all contained detailed information in the 'comment field'. Some of the 2018/2019 forms lacked this information. Students mentioned that not all lecturers judged and graded in the same way and that using the rubrics does not demonstrably lead to more consistency.

Four lecturers hold a BKE certificate. Completing the BKE trajectory is mandatory for new lecturers. Other lecturers follow BKE workshops but are not obliged to take the CITO exam.

The Test and Assessment Committee (TAC) has the task of monitoring the quality of the assessments. All TAC members hold a BKE certificate. The TAC checks and evaluates tests, rubrics, grading criteria and forms before and after examination. The TAC operates under the authority of the programme director.

The Examination Board (EB) monitors the process of formulating the TER content, formulates policy (for example to prevent fraud and plagiarism) and monitors the end level of the programme by taking samples of graduation products. Every six months a sample of one or two graduation products including the grading forms is examined by the EB. This thesis is not necessarily an IB thesis.

The sample can also consist of one or two theses of one of the other FHMM bachelor programmes (Commercial Economics, Commercial Economics Leisure Management or Entrepreneurship & Retail management). Up to now one IB thesis ended up in a sample to be evaluated by the EB.

Twice a year the EB draws up a list of qualified examiners. They then take part in an examination schedule in accordance with their expertise. New examiners get the role of second assessor for one year. They are qualified as 'examiner in training'. During this year they have to obtain their BKE certificate.

The EB maintains relationships with other EBs within and outside Fontys in order to share best practices. The FHMM EB attends calibration sessions with representatives of the IB programme in Venlo (Fontys International Business School). In this peer review sessions thesis scripts have been analysed and graduation processes have been compared. Every six months the FHMM EB has a meeting which is attended by the chair of one of Avans' EBs and every six months the chair of FHMM EB attends such a meeting at Avans. The EB and the programme management are also planning on exchanging examiners with HAN and Avans in the future.

The assessment of the dual degree programme is monitored by the programme management and the EB. At OAMK it is possible – under certain conditions including assuring coverage of the same learning objectives – to take an alternative exam (for instance an oral exam instead of a written exam) when such an alternative exam is more suitable to one's individual needs and learning path. According to the EB this does not negatively affect the achievability of the intended learning outcomes of the Dutch programme but demands clear communication on both sides to prevent students from disappointments.

Considerations

The test programme is described in detail and a matrix demonstrates clearly how every PLO is connected to one or more MLOs and subsequently connected to a description of an assessment. The various assessment types used within the programme reflect a clear connection to the learning objective(s) of the module or project. Written assessments are used for assessing writing skills, oral exams for oral skills, group assignments for skills in communicating and collaborating, research assignments for research skills, assignments in an authentic learning environment for professional skills etc. The panel therefore concludes the assessments are valid.

The panel is positive about the changes that have been made in the examination panel of the graduation assignments which now includes the supervisor as a second assessor.

All assignments conducted by a group (mostly used for testing the intended learning outcomes of projects) also contain an individual component which assures prevention of freeriding and make the outcomes of an exam more reliable. (The panel indicates this as an extra safeguarding procedure on top of "kicking-out system" initiated by students themselves, see standard 2.)

The EB has a valid and transparent system in place for appointing examiners. The EB and the TAC both have their own distinctive task and role. The panel noticed that this distribution of roles and tasks was clear to everyone involved.

The panel is enthusiastic about the relationships the EB maintains with other EBs within and outside Fontys. The panel thinks the EB should be able to benefit more from these calibration sessions and encourages the EB to intensify these relationships and to document the outcomes. This will facilitate communication with IB stakeholders within FHMM and contribute to sessions during which comprehensive and thoughtful decisions are taken.

The panel has some recommendations regarding shortcomings that should be overcome. These recommendations are therefore qualified as **conditions** that should be met. The panel believes that it is possible to overcome these shortcomings within a period of two years. Most of the conditions are related to the EB.

Panel members were surprised to find out that semester 8 is not linked to any of the PLOs or MLOs. This vision should be re-evaluated especially in view of the intended learning outcomes within the domain of Tools for Working and Management and in view of the feasibility of achieving 32 programme learning outcomes within 3.5 years. Either the absence of a link between semester 8 and the intended learning outcomes should be substantiated, or a new approach should be adopted.

The weighting of the two parts of the graduation exam (the thesis and the defence) should perhaps be reconsidered. Although the weighting in itself is defensible, allowing one grade to be compensated with another might be less defensible since different skills are being assessed in these two assessment parts. The choice for this policy should either be substantiated, or the policy should be revised.

Grading forms used for graduation projects in 2017/2018 contained more elaborate information than the grading forms used since 2018/2019. The use of the grading forms should be harmonised and the EB should monitor closely that the comment field always contains a sufficiently substantiated judgment.

The percentage of holders of the formal BKE certificate is a subject of debate. There might be a relation between the issues identified in the use of the grading forms and the percentage of holders of the BKE certificate. Making the BKE training and the exam compulsory for all examiners might solve this. Either the BKE training *and* the exam should be compulsory for all examiners or another (preferably measurable) indicator should be introduced to ensure all examiners are qualified. This will also be of added value addressing the other issues identified.

The EB doesn't get hold of enough data and sufficiently detailed information to thoroughly monitor the end level of the programme. The samples of IB graduation products taken by the EB to evaluate the end level are not representative. Either larger samples of IB final works should be taken and evaluated or another valid system of monitoring the end level of the programme should be implemented. This includes closing the PDCA cycle; the EB should document findings and considerations, communicate conclusions and recommendations and evaluate their influence on safeguarding the programme's end level. (In this perspective the panel wishes to emphasise that it is enthusiastic about the relationships the EB maintains with other EBs within and outside Fontys. The panel thinks the EB should be able to benefit more from these relations.)

Judgment

The panel concludes ***the programme partially meets standard 3***. This judgment has been communicated to the FHMM IB stakeholders on the day of the site visit. The programme management has drawn up an improvement plan in Q1 of 2020 which has been added to this advisory report. The improvement plan has been submitted for consultation to the Programme Committee ("*opleidingscommissie*"). The Programme Committee's advisory report on the improvement plan has been added to this report as well.

The panel believes that it is possible to overcome the identified shortcomings and to meet the conditions within a period of two years.

4.4. Achieved learning outcomes

Standard 4: The programme demonstrates that the intended learning outcomes are achieved.

Explanation: The achievement of the intended learning outcomes is demonstrated by the results of tests, the final projects, and the performance of graduates in actual practice or in postgraduate programmes.

Findings

The student has completed the programme when he has passed all the summative exams of the programme.

The graduation project is assessed through a graduation assignment in semester 8. The assessment consists of a thesis and a defence. The "new style" thesis (IB, cohort 2018/2019) showed more variety than the old style because IB students can now choose a topic on consultancy research, operational research or business research. The panel evaluated 15 final products: 6 IBMS products (year 2017/2018, old style) and 9 IB products (year 2018/2019, new style). For further information on the sample of these final products, see 'Considerations' below.

Work field representatives the panel spoke to were positive about the alumni and their skills. They described them as enthusiastic and highly motivated. However, they also mentioned that the transition from an educational environment to a work environment can be a bit hard for some alumni when it comes to getting used to a working routine. "Writing academic papers doesn't get one through a working day" as one of the employers mentioned.

The alumni were positive about the way they were prepared for the labour market. Looking back, they conclude that the programme indeed made them develop their theoretical research skills. This in fact they value very much because it has stimulated them to adopt an attitude of asking-why questions instead of switching to easily to asking-how questions. Developing an academic attitude in a working environment *after* graduation will be difficult. "Better do it while you still can" as one of the alumni stated.

Considerations

All 15 final products represented bachelor level and demonstrated that the intended learning outcomes were achieved.

According to the panel the observations of the employers and alumni regarding the academic attitude of the graduates were reflected in some of the theses. The alumni advocated convincingly that this theoretical approach can be very valuable and that young professionals will quickly get used to more practical approaches as soon as they get a job. The other way around would be much more difficult.

According to the panel the programme is closely linked to the contemporary professional field. The programme aims to further intensify the connection to the field and the alumni which the panel supports.

Judgment

The panel concludes ***the programme meets standard 4.***

5. OVERALL CONCLUSION

Standard	Assessment
<p>Standard 1 - Intended Learning outcomes</p> <p>The intended learning outcomes tie in with the level and orientation of the programme; they are geared to the expectations of the professional field, the discipline, and international requirements</p>	Meets the standard.
<p>Standard 2 - Teaching-learning environment</p> <p>The curriculum, the teaching-learning environment and the quality of the teaching staff enable the incoming students to achieve the intended learning outcomes.</p>	Meets the standard.
<p>Standard 3 – Student assessment</p> <p>The programme has an adequate system of student assessment in place.</p>	Partially meets the standard.
<p>Standard 4 – Achieved learning outcomes</p> <p>The achievement of the intended learning outcomes is demonstrated by the results of tests, the final projects, and the performance of graduates in actual practice or in postgraduate programmes.</p>	Meets the standard.
<p>Conclusion</p>	Conditionally positive

The programme meets standard 1, 2 and 4. The programme partially meets standard 3. According to the panel the shortcomings identified can be remedied within a period of two years. Therefore, the panel advises the NVAO to award **conditional accreditation** of the programme.

6. RECOMMENDATIONS

This chapter only contains the *most important recommendations*, not all recommendations. **Conditions to be met within two years are addressed in the next chapter, chapter 7.**

Standard 1. Intended Learning Outcomes

A lot has been done to intensify the connection with the Brainport region on a practical level: students find their way to the companies and lecturers stimulate and support them as much as possible. The programme is now ready to take it to the next level and work on a more strategic partnership with the Brainport region. Involving Brainport representatives in evaluating and possibly redrafting the intended learning outcomes will make the profile of the programme better identifiable as the IB Eindhoven programme.

Standard 2. Teaching-learning environment

Communication is a point of attention. With so many students from different countries, clear and unambiguous information is of vital importance.

Standard 3. Student assessment

The panel is enthusiastic about the relationships the EB maintains with other EBs within and outside Fontys. However, the panel thinks the EB should be able to benefit more from these calibration sessions and encourages the EB to intensify these relationships and to document the outcomes. This will facilitate communication with IB stakeholders within FHMM and contribute to sessions during which comprehensive and thoughtful decisions are taken.

Standard 4. Achieved learning outcomes

The programme aims to further intensify the connection to the field and the alumni which the panel supports.

7. CONDITIONS

This chapter only includes the *conditions* that should be met within two years, therefore serving as a basis for the improvement plan the programme provided.

Recommendations that do not necessarily need to be addressed in the improvement plan are covered in the previous chapter, chapter 6.

The panel identified shortcomings that should be overcome. Recommendations on these matters are therefore qualified as conditions that should be met. All of the conditions are related to standard 3, most of them require an extra effort of the Examination Board.

The graduation semester is not linked to any of the intended learning outcomes. This vision should be re-evaluated especially in view of the intended learning outcomes within the domain of Tools for Working and Management and in view of the feasibility of achieving 32 programme learning outcomes within 3.5 years. Either the absence of a link between semester 8 and the intended learning outcomes should be substantiated, or a new approach should be adopted.

The weighting of the two parts of the graduation exam (the thesis and the defence) should perhaps be reconsidered. Although the weighting in itself is defensible, allowing one grade to be compensated with another might be less defensible since different skills are being assessed in these two assessment parts. The choice for this policy should either be substantiated, or the policy should be revised.

The use of the grading forms should be harmonised and the EB should monitor closely that the comment field always contains a sufficiently substantiated judgment.

The percentage of holders of the formal BKE certificate is a subject of debate. There might be a relation between the issues identified in the use of the grading forms and the percentage of holders of the BKE certificate. Making the BKE training and the exam compulsory for all examiners might solve this. Either the BKE training *and* the exam should be compulsory for all examiners or another (preferably measurable) indicator should be introduced to ensure all examiners are qualified. This will also be of added value addressing the other issues identified.

The EB doesn't get hold of enough data and sufficiently detailed information to thoroughly monitor the end level of the programme. The samples of IB graduation products taken by the EB to evaluate the end level are not representative. Either larger samples of IB final works should be taken and evaluated or another valid system of monitoring the end level of the programme should be implemented. This includes closing the PDCA cycle; the EB should document findings and considerations, communicate conclusions and recommendations and evaluate their influence on safeguarding the programme's end level.

ANNEX I**Overview of judgements**

Overview of the panel's judgments Bachelor programme International Business, including the dual degree programme served by Fontys (FHMM) in collaboration with Oulu University of Applied Sciences (OAMK)	
Standard	Assessment
<p>Standard 1 - Intended Learning outcomes</p> <p>The intended learning outcomes tie in with the level and orientation of the programme; they are geared to the expectations of the professional field, the discipline, and international requirements</p>	Meets the standard.
<p>Standard 2 - Teaching-learning environment</p> <p>The curriculum, the teaching-learning environment and the quality of the teaching staff enable the incoming students to achieve the intended learning outcomes.</p>	Meets the standard.
<p>Standard 3 – Student assessment</p> <p>The programme has an adequate system of student assessment in place.</p>	Partially meets the standard.
<p>Standard 4 – Achieved learning outcomes</p> <p>The achievement of the intended learning outcomes is demonstrated by the results of tests, the final projects, and the performance of graduates in actual practice or in postgraduate programmes.</p>	Meets the standard.
<p>Conclusion, overall judgment</p>	Conditionally positive

ANNEX II Programme of the site visit

Programme: Bachelor International Business Fontys Hogescholen (FHMM Eindhoven)

Date: October 10th 2019

Time	Auditees
0815-0900	Meeting panel (preparation site visit)
0900-0930	Opening by FHMM / IB Management <ul style="list-style-type: none"> - Director Fontys School of Business and Communication - IB Head of Department
0930-1015	Meeting with Examination Board / Testing Committee <ul style="list-style-type: none"> - Chair EB - Member EB - Member Testing Committee
1015-1030	Break
1030-1230	A "taste of IB" An IB colleague and a student takes the panel to various sessions, meetings and classes to experience IB in action: <ul style="list-style-type: none"> - Check representative sets and material in the Gradework system - Class on Macro Economics by a senior lecturer - Student project Customer Journey Mapping group meeting with senior lecturer - Pitch by a graduation student and an international student - Winning pitch student group "No Cut securities"
1230-1330	Lunch, walk-in moment, looking at study materials
1330-1415	Meeting with students <ul style="list-style-type: none"> - Student year 1, semester 1 - Student year 1, semester 1 - Student year 2, semester 3 - Student year 2, semester 3 - Student year 3, semester 5 (internship) - Student year 4, semester 7 - Student year 4, semester 7 - Student year 4, semester 8
1415-1500	Meeting with work field and alumni <ul style="list-style-type: none"> - Marketing Coordinator at MAG45 - Sr. Project Manager International Trade at BOM - Sales Manager at Brainbox Consulting BV (alumna) - Supply Chain Management Trainee and Senior Team leader at Mars (alumnus) - Intern at ASML
1500-1515	Break
1515-1600	Meeting with Teachers <ul style="list-style-type: none"> - Chair of the Curriculum Committee - Foundation year coordinator - DPC chair and member of the 'lectorate' - Junior lecturer - Brainport liaison - Senior lecturer and coordinator internationalisation - Senior lecturer and coordinator graduation semester
1600-1700	Reflection and deliberation panel, pending issues
1700	Preliminary judgment and feedback

For privacy reasons ("*Algemene Verordening Gegevensbescherming*"), the names are not included in this report. The names of auditees are known to the secretary of the audit panel.

Working methods

Selection of the delegations / the auditees

In compliance with the NVAO regulations the audit panel decided prior to the audit on the composition of the delegations (auditees) in consultation with the programme management. An 'open consultation session' (walk-in moment) was scheduled as part of the site-visit programme. The panel verified that the scheduled times of the consultation session had been made public to all parties involved in the school community in a correct and timely manner. No students or staff members attended the open consultation session.

Auditing process

The following procedure was adopted. The panel studied the documents regarding the programme (see Annex Documents reviewed) and 15 theses. The panel secretary organised individual input from the auditors, synthesized the input and distributed it among the panel members prior to the audit. This synthesized input was then rephrased into audit questions by the chair and the secretary and these questions were also distributed among the panel members prior to the audit. The individual input, synthesized input and suggested question for the site visit served as a starting point for the preparatory meeting of the panel. The preparatory meeting was held on the 10th of October 2019, at the location of the site visit, before the site visit took place.

The panel formulated its preliminary judgments per theme and standard immediately after the site visit on the 10th of October. These were based on the documentation and the 15 theses provided by the institute in advance and on the findings and considerations of the site visit. The panel concluded that additional information (written documents) about the dual degree programme was needed to be able to reach a valid and carefully substantiated conclusion. The panel studied this additional information on the dual degree provided by the institute and was then able to judge on all 4 standards (see Annex Overview of judgments).

A first version of the assessment report was drafted by the secretary and circulated among the panel members for review and comments. The final draft was subsequently forwarded to the institute to correct factual inaccuracies. The panel finalised the report on February 24th 2020.

Assessment rules

One cluster different panels

The site visits within the cluster 'Hbo IBMS Groep 3 Zuid (Bachelor International Business) (hand-in date 1 May 2020)' have been executed by the quality assurance agencies of Hobéon and NQA. To stimulate fair judging, all panel members received the same instruction on preparing the site visit. This instruction included the 'Assessment Framework for the higher education accreditation system of the Netherlands, dated September 2018'. Secondly, some panel members acted in more than one panel (overlapping) and panel chairs consulted each other as peers during the process regarding the focus of the audits. Special attention was paid to how to audit the dual degree programmes. Thirdly, Hobéon used one secretary for all the advisory reports and so did NQA.

Judgments

According to the NVAO assessment rules a standard meets, partially meets or does not meet the score. Hobéon applied the decision rules, as listed in the 'Assessment Framework for higher education accreditation system Netherlands, September 2018'.

Limited framework

According to assessment framework for the higher education accreditation system of the Netherlands, September 2018

Codeshare

Note that the Fontys programme International Business in Eindhoven (FHMM) shares a CROHO code (30029) with the Fontys programme International Business in Venlo (FIBS).

ANNEX III List of documents examined

List of documents examined

- Self-evaluation report bachelor programme International Business *Fontys Hogeschool Marketing en Management* Eindhoven
- Organogram FHMM
- Fontys Focus 2020 “*instellingsplan*” (strategy and focus *Fontys Hogescholen*)
- Fontys Focus “*Personeel en organisatie*” (staff and organisation *Fontys Hogescholen*)
- *Kwaliteit volgens Fontys Hogescholen (kwaliteitsbeleid instelling)*
- FHMM *Kwaliteitszorgbeleid* 2015
- National Framework International Business: profile, programme learning outcomes and process background (version November 2017)
- FHMM International Business BBA Framework (graduate profile, programme learning outcomes, educational vision and curriculum structure)
- Minutes External Advisory Board 2016, 2017, 2018 and 2019
- Comparison old frameworks and the new IB framework (including level definitions AuCom):
 - IB old style (30029)
 - IBMS (International Business and Management Studies, 34936)
 - IBL (International Business and Languages, 34407)
 - TMA (Trade Management Asia, 34041)
- Current curriculum (2019-2020)
- Overview programme (“KLOTS”: semester/subject/ECs/PLOs/levels/MLOs/teaching methods/type of testing)
- NSE results 2018
- *Toetsbeleid* FHMM 2016-2020
- Examination and Assessment Guide for lecturers FHMM
- Teaching and Examination Regulations (OER) IB 2018-2019 and 2019-2020
- Example of a grading form with rubrics
- *Profielschets examencommissieleden* FHMM 2018
- Annual report Examination Board cohort 2017-2018
- Minutes Programme Committee (“*opleidingscommissie*”) 2019
- Services and facilities for students (website)
- Internship study guide 2019 including internship agreement form
- Documents research group smart marketing and strategy
 - *Lectoraatsaanvraag* smart marketing
 - *Promotietrajecten Fontys Hogescholen Marketing*
- Management report Talent Academy
- Manual and templates graduation projects, including specifications concerning consultancy projects, operational projects and business research projects
- Fifteen recent final projects/papers, including the grading and evaluation forms completed by the examiners. For privacy reasons, the names of these graduates and their student numbers are not included in this report. The names of the graduates, student numbers, as well as the titles of the final projects, are known to the secretary of the audit panel.
- Dual degree documentation:
 - Dual degree agreement between *Fontys Hogeschool Marketing en Management* and Oulu University of Applied Sciences Finland (OAMK)
 - Equation of the FHMM and OAMK curricula including an analysis of differences and similarities regarding intended learning outcomes, subjects, assessments and didactics
 - Report of the latest annual meeting (2019) between programme representatives of the FHMM and OAMK curricula
 - Report of the Examination Board regarding safeguarding the quality and level of the dual degree programme.

ANNEX IV Composition of the audit panel

The programme is audited in a period in which similar programmes are being audited.

Group name (in Dutch: <i>visitatiegroep</i>)	Hbo IBMS Groep 3 Zuid (Bachelor International Business) (Hand-in date May 1 st 2020)
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Succinct resumes of participating panel members:

Name	Succinct CVs
Mr. D.J.N.M. (Nies) Rijnders MSc (<i>chair</i>)	Nies Rijnders studied Economics (Tilburg University). Nies is currently working as a senior policy advisor applied research at Avans University of Applied Sciences. From 2014 until September 2019 he has been working as manager of Avans Expertisecentrum Sustainable Business. From 2007 until 2014 he was dean of Avans School of International Studies. As (lead) auditor he audited education programmes in the economic field on behalf of NVAO and quality assurance agencies.
Mrs. C.R. (Robin) Pereboom MMO (<i>panel member</i>)	Robin Pereboom studied Marketing Economics (The Hague University of Applied Sciences) and Management and Organisation (TIAS School for Business and Society). Robin is currently working as a project manager for Avans and is responsible for strategic relations and partnership development for the Associate Degree Academies in Den Bosch and Roosendaal. From 2012 until 2016 she worked as vice dean of Avans School of International Studies and from 2007 until 2012 as programme director of International Business and Management Studies.
Mr. V.J.M. Guyt B Eng (<i>panel member</i>)	Victor Guyt studied Chemical Technology (Zuyd University of Applied Sciences) and took courses in NIMA A, NIMA B and several languages (Spanish, French and German). Victor has over 30 years of experience as an international trade consultant. In this role he advised small and medium enterprises on internationalisation matters. Victor currently runs his own companies 'FINDINGYOURWAY' and 'FOUNDMYWAY'.
Mrs. L.C.C. (Lola) vom Hof (<i>student member</i>)	Lola vom Hof studies International Business (HZ University of Applied Sciences) and is member of the Board of Studies (in Dutch " <i>opleidingscommissie</i> ")
Mrs. B.E. (Barbara) Roemers MA (<i>certified secretary</i>)	Certified in 2016 by NVAO.

Prior to the audit all panel members undersigned declarations of independence and confidentiality which are in possession of the NVAO. This declaration certifies, among other things, that panel members do not currently maintain or have not maintained for the last five years any (family) connections or ties of a personal nature or as a researcher/teacher, professional or consultant with the institution in question, which could affect a fully independent judgement regarding the quality of the programme in either a positive or negative sense.

On the 3rd of October 2019 the NVAO endorsed the composition of the panel to assess the Programme of International Business of the University of Applied Sciences *Fontys Hogescholen – Fontys Hogeschool Marketing en Management (008660)*.

ANNEX V**List of abbreviations**

Abbreviation	Explanation
AB (EAB)	Advisory Board (External Advisory Board)
AuCom	Autonomy and Complexity (framework defining competence levels)
EB	Examination Board (<i>examencommissie als bedoeld in WHW</i>)
FSBC	Fontys School of Business and Communication
FHMM	<i>Fontys Hogeschool Marketing en Management (Eindhoven)</i>
FIBS	Fontys International Business School (Venlo)
IB	International Business
IBL	International Business and Languages
IBMS	International Business and Management Studies
ILO	Intended Learning Outcome
KSAVE	Knowledge, Skills, Attitudes, Values and Ethics (framework defining 21 st century skills)
LW	Living in the World (themes domain 3 national framework)
MLO	Module Learning Outcome
OAMK	<i>Oulun ammattikorkeakoulu (In English: Oulu University of Applied Sciences in Finland)</i>
PLO	Programme Learning Outcome
TAC	Test and Assessment Committee
TER	Teaching and Examination Regulations (<i>Onderwijs- en examenregeling, OER</i>)
TMA	Trade Management Asia
TW/TWM	Tools for Working and Management (themes domain 4 national framework)
WT	Ways of Thinking (themes domain 1 national framework)
WW	Ways of Working (themes domain 2 national framework)



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