

ASSESSMENT REPORT

Limited programme assessment

**Bachelor
International Business & Management
Studies**

Full-time/part-time

Hogeschool van Amsterdam

ASSESSMENT REPORT

Limited programme assessment

Bachelor International Business & Management Studies

Full-time/part-time

Hogeschool van Amsterdam

CROHO registration: 34936

Hobéon Certificering BV

Date

15 January 2013

Audit panel

Drs. W.G. van Raaijen, chair

Mr. G. de Herde

S. Buivys, MSc

J. Marty

H.R. van der Made, co-ordinator/secretary

CONTENTS

1.	GENERAL AND QUANTATIVE DATA	1
2.	SUMMARY OF JUDGEMENTS	3
3.	INTRODUCTION	7
4.	JUDGEMENT ON EACH STANDARD	11
5.	OVERALL CONCLUSION	37
6.	RECOMMENDATIONS	39
7.	ANNEXES	41
ANNEX I	Overview of judgements	43
ANNEX II	The course's learning objectives and outcomes	45
ANNEX III	Overview of the masters programme	47
ANNEX IV	Programme of site-visit	47
ANNEX V	Documents examined	55
ANNEX VI	Composition of the audit panel	57

1. GENERAL AND QUANTATIVE DATA

In addition to this report a separate annex will clarify the general and quantitative data of the course. It will be provided by the Hogeschool van Amsterdam (HvA) and complies with the guidelines as stated in the document '*Basisgegevens opleidingsbeoordelingen – Indicatoren en definities, 11 september 2012*', issued by the NVAO.

2. SUMMARY OF JUDGEMENTS

Standard 1, Intended Learning Outcomes: good

The programme has a clear set of final qualifications in place. The course follows the national IBMS professional profile, which was recently updated (2011) by the National Platform in which all 13 IBMS courses in the Netherlands participate. This framework, contrary to the previous one (2004), puts more emphasis on *process management*, *international Human Resource Management (HRM)* and *business research methods*. The panel is fully in accord with the design and scope of the recently updated national framework: it considers it both well-thought-out and challenging at the same time. HvA's IBMS course has integrally and, in the eyes of the panel members, rightly adopted and exploited this profile to its full potential.

The revised National Framework also gives direction to the international focus of the IBMS programme, which – considering the nature of the course – is only logic.

Not only has the National Framework been validated by the programme's own Business Advisory Board, in addition, it also received extensive input from professional advisory boards of all other participating IBMS courses in the Netherlands, hence assuring an elaborate and substantial legitimization process.

Had the course succeeded in enhancing and exceeding the generally adopted profile by incorporating its own distinctive feature(s), the panel would definitely have awarded 'excellent' for this Standard. As they are, the panel considers the intended learning outcomes of the course to be 'good'.

Standard 2, Learning Environment: good

This standard requires the panel's focus on three main topics: (i) the quality of the programme, (ii) the quality of the teachers and (iii) the quality of the facilities.

Curriculum

The course learning outcomes focus on four areas in particular: (i) entrepreneurship, (ii) international orientation, (iv) teamwork and (v) Enterprise Resource Planning (ERP). These areas have been made explicit in projects and courses materials.

From the Course Books it becomes clear that students acquire the learning goals of the courses systematically through increasing levels of command; all learning goals combined cover the full spectrum of the final competencies of the programme and the course descriptions contain all necessary information for students to deliver the required results. Also the level attained is indicated clearly for each phase of study.

The didactic work forms being used tie in well with the competency-based profile of the course, which, for its part, is also reflected in the test formats.

The professional field and alumni clearly deliver input into the programme as is demonstrated by the ERP (Enterprise Resource Planning) module and the Current Issues in Business Module. The panel, after having gone through all programme components at great length, concludes that all elements of a solid International Business and Management programme have been incorporated into HvA's IBMS curriculum.

The literature being used throughout the course is relevant and meets the level that should be expected of a professional bachelor's course. Also the selection of books and other course materials is clearly done with an international focus in mind.

Attractive features of the full-time course are the offering of mandatory sports in the first and second year, and the mandatory placement in the third year. Also entrepreneurship is an explicit element of the course.

The programme shows a firm vertical and horizontal coherence: vertically, the programme develops students' competencies along the three levels; horizontally, subject modules are intertwined with the adjacent projects. The part-time programme shows a similar cohesion which is confirmed by the part-time students who said to indeed experience this.

The programme, by nature, puts a strong emphasis on international business developments and a global focus is clearly part of the various course components. Also research is incorporated in various separate modules of the programme and this key-element of the course is gradually transferred, with the involvement of professorships, into a tangible research track.

In summary, the panel is taken by the quality of the IBMS programme on offer, and – arising from the regular PDCA cycle – the course management in advance of the audit had already drawn up the right measures for improvement to fix some flaws and adequately reinforce particular elements of the course, such as an integrated research track. Therefore the panel members unanimously rate HvA's IBMS programme as good.

Staff

In the audit the panel witnessed an IBMS teaching staff that is committed, experienced, competent and motivated. There is a relatively large number of foreign lecturers on the team, and the course management is still aiming at increasing their numbers. The lecturers' international contacts allow them to keep abreast of developments in the international professional field and, from the panel discussions one can safely conclude that the lecturers are fully up-to-date as to the state of the profession.

The lecturers are satisfied with the opportunities they are given to maintain their expertise and the majority of the staff regularly attend training courses or conferences. The fine quality of the staff is expressed by the results of the student surveys, that could still be slightly improved on lecturer feedback, coordination and accessibility in the part-time variant of the course, but, overall, the panel rates the teaching staff as 'good'.

Facilities

The panel has established that the IBMS programme offers the facilities that enable students to successfully complete the programme. Students have at their disposal a dedicated SAP lab, a well-designed electronic learning environment and a substantial library of both hard copy and digital sources relevant to the various IBMS domains.

The work spaces and computer facilities are of a fine quality, although peak demand does not make them always available. HvA is working on a new campus which will expectedly solve present availability problems.

Information provision and career counselling in general meet student demands, but need attention in the part-time variant of the course; the management will further analyse these issues and will discuss measure for improvement with the Student Council.

The panel rates the quality of the building and the facilities of HvA's IBMS course as 'good'.

With the qualification 'good' for either of the three basic elements of the teaching and learning environment, the panel's judgement on Standard 2 as a whole reads 'good'.

Standard 3, Assessment and Learning Outcomes Achieved: satisfactory

The programme has an examination system that matches the didactic approach and is consistent with the intended Bachelors level. The examination system covers all of the intended learning outcomes and the tests and interim-exams that the panel has reviewed in the audit are valid in that they evaluate what they should. Their reliability is safeguarded by applying the four-eye principle.

The course has an Examination Board, a Test Assessment Committee and a Graduation Committee, that have only recently been reorganised, but all the same possess the required authority and are well-aware of their positions and duties. With regard to the examination system and the assessment of students' theses the course has recently implemented a considerable amount of sensible and visible enhancements.

The panel members, in second instance, agreed that students on the course acquire all of the intended learning outcomes, although quite a number of improvements should still be acted out.

The course staff is well-aware of this, judging by the bold scheme for improvements already implemented and being carried out at the time of the audit.

Thus, the panel holds an overall positive judgement on both the examination system and the attained level of the course, of the full-time as well as the part-time variant, and therefore rates the third accreditation standard on Assessment and the Learning Outcomes Achieved of the programme as 'satisfactory'.

Overall conclusion: satisfactory

In weighing up all of the above, the panel concludes that it has seen (i) a clear set of qualifications that lays down the right standards for the entire programme, (ii) a well-designed, coherent and challenging curriculum that has a clear international focus and offers ample opportunities for students to attain the learning objectives, (iii) well-motivated and inspiring teachers, (iv) a suitable teaching and learning environment with adequate facilities, (v) a substantial and ambitious improvement scheme, emerging from the internal audit and staff analyses, (vi) a transparent examination system that still needs some additional fine-tuning of examiners with regards to the alignment of judgements.

Taking into account all of the findings, the auditors have concluded that both the fulltime and part-time variant of the Bachelor of Business Administration programme IBMS of HvA show a quality that is good on most criteria, but still needs improvements as to the final assessment process. With two standards rated 'good' and a 'satisfactory' judgement on Standard 3, in tune with NVAO regulations, the programme is awarded the overall judgement 'satisfactory'.

Date: 15 January 2013



Drs. W.G. van Raaijen
Chair



H.R. van der Made
Co-ordinator/Secretary

3. INTRODUCTION

IBMS is part of the School of Economics and Management (SEM) at the HvA and prepares students for the Bachelor of Business Administration (BBA) degree. It is based on the nationally recognized professional profile for the IBMS Bachelor degree, that was established in 2011. The degree programme is offered in full-time and part-time variants and conducted entirely in English. The learning outcomes of both variants are the same, but the structure and target group are different.

At the time of the audit the IBMS programme is undergoing a reorientation of its programme and structure, together with the other degree programmes offered by the International Business School (IBS), to which IBMS belongs. IBS is part of the School of Economics and Management (SEM) at the HvA and offers five international study programmes. Apart from IBMS, these are: International Financial Management, Trade Management Asia, International Management and International Business and Languages.

Over the past decade, the IBMS course has grown considerably, and it is now the largest international degree programme at the HvA. On 1 October 2011, the programme had 1,193 full-time students, 160 part-time students and 52 lecturers. At the time of the audit around 16% of students attending the regular curriculum come from abroad with several dozen students being added to that number each year through the exchange programme. Since its accreditation in 2006, the programme has grown by 30%.

Despite the fact that the programme is located in Amsterdam and being taught in quite an international environment with many world-wide businesses around, the programme management decided not to apply for NVAO's distinctive quality feature internationalisation; instead, the focus of the staff for the coming years will be on acquiring international accreditation (e.g. EPAS), whilst pursuing their ambition to put their International Business School as a whole – with IBMS as the forerunner – on the map as a 'Great International Business School', recognised and acknowledged by their stakeholders as a good school in its own league of comparable urban education institutions.

National profile

The thirteen recognised IBMS higher education programmes in the Netherlands work together in the National Platform IBMS and have developed the professional and programme profile that is currently used by all degree programmes. All Programme Managers of IBMS programmes meet quarterly during the national programme consultation to discuss current affairs and future developments. One of these developments is the integration of the revised BBA standard into IBMS competencies, resulting in a review of the national Framework Competencies document that was issued in February 2011. At the time of the audit the implementation of the revised professional profile is in progress. The course management expects to have entirely incorporated it into their course profile by the Autumn of 2012.

Management structure

Every programme at SEM has a Programme Manager, who is responsible for the education in his or her own degree programme and manages the corresponding instructor teams. The IBMS Programme Manager – a new one was appointed in February 2012 – is directly accountable to the SEM chairperson; many organisational tasks are regulated at the IBS level. The IBS Management Team (MT) comprises the Programme Managers from the various programmes and the two Programme Coordinators for the first year of the full-time IBMS programme and its part-time variant. As the *primus inter pares*, the IBMS Programme Manager is responsible for strategic policy, finances and internal and external IBS communication.

Quality Assurance arising from previous audits

The course received NVAO accreditation in 2006. In 2008 it was accredited by the Network of International Business Schools (NIBS). This was followed by the successful participation of IBMS in 2010 in a pilot for the assessment of internationalisation as a distinctive (quality) feature from the NVAO. An internal audit was conducted in 2011 in accordance with the HVA quality assurance framework. The course has provided the audit panel with the following overview of the recommendations from these audits and their subsequent improvement measures:

NVAO accreditation 2006	Measures for improvement
Clarify the criteria for the projects and the final examination.	The evaluation criteria for projects have been clarified and detailed in the test designs. Improvements to the evaluation of these were implemented in the second semester of 2011-2012. Test matrices have been created and linked to the learning goals; the course descriptions have been changed so that the learning goals are now attuned to the professional profile.
Improve the student success rate by bringing down the mean duration of the study programme for drop-outs, and by improving the study success rate for the first year of the degree programme.	In 2008, mentors were appointed for the first-year students and the YEN (Young Enterprise) project was expanded to a full year. The mentors were trained in 2011-2012. The introduction of 48 credits as the minimum norm to move on to the second year was implemented and in September 2012 the BAS norm will be increased from 40 to 50 credits, including one required course. We met with possible dropouts and students exceeding the specified course duration to discuss individual measures to help them complete their studies. Starting in summer 2012, we began administering intake interviews and diagnostic tests for admissions.
NVAO pilot international certification 2010	Measures for improvement
Once the vision on internationalization has been more explicitly and coherently formulated, making full use of benchmarks and stakeholders' views, the international and intercultural Intended Learning Outcomes (ILOs) and the corresponding learning opportunities should also be reconsidered.	In collaboration with CAREM (Centre for Applied Research on Economics & Management), the course is working on intercultural competencies. Adjustments have been implemented based on preliminary results. In the planned curriculum redesign for 2013-2014, the recommendations from the CAREM study on internationalisation will be implemented in full.
Staff members are expected to be fully committed to the programme's international and intercultural ambitions, and to offer students a stimulating, interactive and up-to-date learning environment.	This is expressed in the participation in international networks and will be implemented through participation in task groups that will begin work in September, as well as the implementation of the relevant recommendations.
The quality assurance system needs to be redeveloped to fully cover all aspects of internationalization. In particular, the quality of student support needs to be improved.	Quality Assurance will be reinforced through an annual QA Check and regular inspections to guarantee the quality of the educational level of our foreign partners (this inspection was conducted in 2011). Student support is being improved in the context of support provided by IC, and this will continue.

Internal audit 2011	Measures for improvement
<p>The branding of the IBMS programme needs to be improved. To meet the programme's ambition of becoming a recognized player in the field of business education, it will be necessary to further exploit the programme's location in Amsterdam, and to provide insights into IBMS/HvA's global position.</p> <p>The programme should intensify contact with a limited number of partnerships to enhance quality. Verify the ambitions with the Business Advisory Board.</p> <p>Translate the ambitions to innovations in the curriculum and possibly extra-curricular activities. Raise the bar even further as a result. Communicate the results.</p>	<p>These ambitions are a high priority to discuss with the BAB and are being translated into the curriculum. The staff has introduced the elective course 'Personal Leadership' in the third-year curriculum.</p> <p>The IBS Roadmap provides further steps for an international vision. Task groups including lecturers will elaborate these steps further. The results will be included in an updated version of the Roadmap. The number of partnerships will be reduced to a maximum of 8.</p>
<p>The SEM competencies have not been made evident in the curriculum. Furthermore, students are poorly supported in demonstrating their achievement of these learning objectives. As a result, it is not possible to follow these intended learning outcomes in the whole of the curriculum. Make all competencies traceable in the curriculum, for example through the use of test matrix</p>	<p>We have chosen to make the IBMS Framework leading in the curriculum. In the autumn of 2012, all study programmes will receive their own HvA profile in addition to the national profiles. SEM competencies will no longer be implemented separately within the SEM.</p>
<p>Further developing the competency-oriented nature and research component of the programme.</p>	<p>The research component was examined by the Education & Quality (O&K) department at SEM, together with CAREM and the lecturers. This led to the creation of the Applied Research Task Group and the implementation of the new first-year Business Research Skills 1 & 2 module, starting in the 2012-2013 academic year.</p>
<p>More comprehensive monitoring of final levels and making the intercultural experience more explicit.</p>	<p>The course has evaluated theses from the years 2010 to April 2012 in collaboration with the HvA Quality & Accreditation department, a lecturer, Education & Quality and an external expert.</p> <p>In the part of the audit focusing on internationalization, it was suggested that the existing vision on internationalization should be made more explicit and that the learning outcomes need elaboration.</p>

The panel has established that in its Critical Reflection the course staff indicated the state of affairs related to each of the previous measures for improvement and has included the present state of affairs in the current accreditation audit.

The location audit in Amsterdam took place on 14 September 2012. The panel decided to extend the audit process after the site visit. The reasons why are elaborated upon in the panel's substantiation of its judgements, on the criteria of Standard 3 in particular.

The texts in this report refer to the programme as a whole. Whenever certain elements relate to either one of the variants, this is indicated.

The documentation of the course was provided entirely in English and also the audit discussions were conducted in the English language.

4. JUDGEMENT ON EACH STANDARD

4.1. Standard 1: Intended learning outcomes

Standard 1: The intended learning outcomes of the programme have been concretised with regard to content, level and orientation; they meet international requirements.

Explanation: As for the professional masters' level and professional masters' orientation, the intended learning outcomes should be in line with the Dutch qualifications framework. Additionally, from an international perspective they should tie in with the requirements currently set by the professional field and the discipline with regard to the contents of the programme.

Judgement: good

Findings

IBMS graduates are trained to become generalists with a broad international orientation. Most of them end up in (Junior) Control and Entrepreneurial positions, such as International Supply Chain Management, International Marketing and Sales Management. HvA's IBMS graduates work at banks, consultancy organisations and at companies like Bosch, Nestlé, General Electric, Danone and Nike. An average of 12 graduates each year end up starting their own companies. In recent years, a substantial number of students (approx. 35%) enrolled for a Master's programme before entering the job market.

Professional and course profile

The programme derives its learning outcomes from the national IBMS professional profile, which is clearly linked to the Dublin Descriptors for professional Bachelor level alignment, the generic HBO competencies and the BBA domain standard. The intended learning outcomes are competence-based¹.

In 2010-2011, the national collaboration platform of IBMS courses in the Netherlands reviewed and updated the National IBMS Profile from 2004 in consultation with representatives of the professional field, lecturers and students. This resulted in the revised IBMS Competencies Framework 2011, which describes nine profession-related and seven generic areas of competence.

In the profile for each of the areas, a description is given of the competencies that are to be acquired and the three consecutive levels at which, throughout the course, they are supposed to be achieved. These levels are (i) basic level, usually reached after the first year, (ii) advanced level, acquired after the second year, which implies that the student is a Professional-in-Training, and (iii) Bachelor level.

IBMS/HvA and its Business Advisory Board were involved in the establishment of the new professional profile through their participation in the National Platform as were all other 12 IBMS programmes concerned, thus providing an elaborate validation process. The newly designed Framework 2011 puts greater emphasis on process management, international Human Resource Management (HRM) and business research methods. A number of areas of competence have been refined, such as 'Intercultural Competence', which has replaced 'Intercultural Awareness', and Business Research Methods, which has replaced Creative Problem Solving.

¹ A competency is understood as the ability to coherently apply knowledge, insight, skills and attitude in (intercultural) professional practice.

HvA's IBMS course profile, in tune with the new IBMS competency framework, also distinguishes nine professional and seven generic areas of competence. These 16 competencies of the course profile have been outlined in the Annex II to this report. The panel has established that all competencies in the national professional profile have been transferred one-on-one to the course profile.

Internationalisation

The International Business School's vision on internationalisation is set out in detail in the so called IBS Road Map 2012-2016. This Road Map is based in part on the HvA Internationalisation Strategic Policy Plan (2010-2014) and SEM Internationalisation Policy Plan (2010-2014). The panel is of the opinion that the school's vision on internationalisation ties in well with the international focus of the intended learning outcomes of the IBMS course.

This international orientation has been nicely transferred into the profile: the international business competencies denote, by their very nature, an international focus, and also the general management competencies are clearly framed within an international context, as are all functional key-areas competencies. In addition, a fair command of English and a basic command of a second foreign language form an integral part of graduate's interpersonal competencies.

Considering the weight of the international element as part of the intended learning outcomes of the IBMS course, the panel is extremely positive.

Research

As stated, one of the adaptations made to the new national profile as opposed to the previous one, is the explicit focus on business research methods. In this field, among other things, graduates are expected 'to apply relevant scientific insights, theories and concepts, to combine several subjects, to gather information and draw conclusions in a methodical and reflective manner'. The panel is positive about the way the intended learning outcomes of the course deal with research.

Distinctive features

Consistent with HvA policy, IBMS will be personalising the national profile for HvA in the autumn of 2012, once the revision of the BBA standard has been fully incorporated into the Framework. Personalisation, in this respect, means the positioning of the HvA-IBMS programme with respect to the other IBMS programmes in the Netherlands with regard to for instance distinctive features, substantive focus, unique selling points, didactical philosophy, etc.

Although the course claims to distinguish itself from the other thirteen IBMS degree programmes by devoting considerable attention to *international competencies* and to generic and profession-related competencies in the area of *entrepreneurship*, the panel has established that these competencies are clearly elicited by the course programme, but are highlighted similarly by other IBMS courses in the Netherlands. These course features as part of certain components of the curriculum are discussed under Standard 2.

In personalizing the course profile, the panel suggests the staff might consider a more specified or a more idiosyncratic description of the entrepreneurial objectives of the course, in particular related to competencies 3 and 10. Still, in the eyes of the panel members, the basic entrepreneurial attitude as required in IBMS contexts is already well-established in the course statements.

Safeguarding topicality of learning outcomes and programme

The course management discusses current developments during theme sessions with the Business Advisory Board. In the audit the panel inspected minutes of BAB meetings and spoke with a few Board members. The panel considers the Business Advisory Board of the right substance and scope; it has a well-selected range of members in higher management and CEO level positions from relevant international business areas and industries. Also, the course maintains contacts with their alumni, by undertaking regular surveys and organizing meetings, asking them specifically about developments in the professional field with the purpose to keep their curriculum up-to-date. Examples of recent updates are the broadening the course has introduced in terms of ERP knowledge and skills and the Current Issues in Business module being offered since 2010.

After the revised version of the national profile was established in 2011, the course revised its own curriculum and intended learning outcomes accordingly. By September 2012 all changes to this effect will have been implemented. An example of such a change is the position of research in the curriculum, since Business Research methods have been explicitly included in the 2011 national profile (also refer to Standard 2).

Stakeholders' views

Student evaluations of the programme are examined yearly through the Student Satisfaction Monitor (STM) and biennially via the NSE; alumni evaluations take place through the annual HBO monitor. STM 2011 (fulltime N = 317, part-time N = 24) showed that students evaluate the acquired qualifications as follows:

<i>STM 2011 (2010 score between brackets)</i>	Full-time	Part-time
Collaborating professionally with colleagues	3.8 (3.8)	3.9
Applying professional knowledge	3.1 (3.2)	3.4 (3.1)
Applying knowledge from relevant disciplines	3.4 (3.4)	3.7
Acting professionally in an international context	3.8 (3.8)	3.8

The course's studies conducted among alumni show that alumni sufficiently believe that the acquired IBMS competencies are relevant. A quick scan of the course management among the BAB shows a similar positive response to the newly adopted final qualifications of the course, which was confirmed by the work field representatives on the audit panel.

Considerations and judgement

In weighing up all of the above the panel concludes that (i) the course has fully adopted the national profile as its intended learning outcomes of the programme, (ii) the course statements are of a fine quality and neatly cover all of the competencies which IBMS graduates at bachelor level should possess, (iii) the intended learning outcomes express a powerful international focus and (iv) they explicitly include the ability to apply research methods.

Still, for the qualification statements to be rated 'excellent', meaning the intended learning outcomes of the course would clearly stand out from those of similar programmes in the Netherlands and abroad, the final competencies should imply a more idiosyncratic approach, in particular with regards to HvA's own characteristics and students' entrepreneurial abilities, denoted as one of the key-features of the course.

Thus, the panel rates the intended learning outcomes of the programme as 'good'.

4.2. Standard 2: Teaching and learning environment

Standard 2: The curriculum, staff and programme-specific services and facilities enable the incoming students to achieve the intended learning outcomes.

Explanation: The contents and structure of the curriculum enable students to achieve the intended learning outcomes. The quality of the staff and the level of the programme-specific services and facilities are essential to that end. Curriculum, staff, services and facilities create a coherent teaching-learning environment for the students.

Judgement: good

Findings

Admission to the programme

Formal criteria related to programme entry are laid down in the Education and Examination Regulations of the course. Specific requirements have been stated as to the enrolment of foreign students, e.g. with regards to their level of command of the English language and the authentication of their diplomas and degrees (NUFFIC).

Admission and intake interviews focus on students with a passion for international business, who are interested in other cultures and are curious about how to excel in the competitive international market.

The number of Dutch students has grown significantly over the past few years, from approximately 500 in 2005 to around 900 in 2011, while the number of foreign students has remained steady or decreased slightly. Over the course of the academic year, another 200 to 250 students, including foreign exchange students, enrol at IBMS to complete part of their studies in the Netherlands. HvA's agents recruit students from a number of target countries, such as Germany, China, Vietnam, Bulgaria and Romania. The semesters begin in September and February. Approximately 80% of the students enrol in September, and 20% enrol in February. Foreign students and Dutch students display the same trend in seasonal enrolments.

In order to attract more international students the IBMS is executing a combination of measures: specific campaigns conducted via trade fair visits and their contacts abroad, to attract students from countries such as Vietnam, China and Bulgaria. In the Netherlands the course focusses primarily on interested students from bilingual secondary schools, which according to the panel, tunes in very well with the profile of prospect students (see above) and the course's ambition to excel.

Course design

The curriculum shows a clear structure that enables students to realise their graduation requirements, activities and products in accordance with the IBMS Competencies Framework 2011. The programme curriculum, an overview of which has been incorporated in the Annex III to this report, reveals professional modules (knowledge-based learning line) and projects (experience-based learning line) primarily during the first two years; the knowledge that students in the modules can be applied directly during the projects.

The curriculum components devote considerable attention to both professional competencies and general competencies. The amount of time spent on each competency can differ per semester. For example, during the placement the curriculum will largely concentrate on general competencies.

All programme units are described in the IBMS Course Books, which are revised annually. In the Course Book, students can find information on every programme unit with regard to the

number of credits, content, relationship to other programme units, learning objectives, literature and testing. Separate syllabi are available for the placement and final thesis.

The panel has inspected the Course Books that contain all of the course units, as well as the separate syllabi for the placement and final thesis. It has concluded that all of the learning goals set out in the course materials are formulated in such a way that they cover the full range of final competencies. For example the final qualification 'International Finance and Accounting', level 2, implies that 'The student can apply the competency independently in a relatively clearly arranged situation'. Subsequently, the module Corporate Finance 1 in year 2 has broken down and transferred this final qualification into eight learning goals, including: 'Assess a company's performance based on a calculation of the key financial ratio's'. Also the accompanying test matrix includes dedicated questions to this learning goal (see Standard 3).

The learning goals from the Course Books also demonstrate that the competencies are acquired in ascending order of difficulty according to the three levels discussed in Standard 1. For instance the *International business awareness competency* aims at getting students to develop an integral vision of trends in the international business environment and to apply this knowledge in their role as an advisor regarding the international aspects that are essential for a company. To this end, the consecutive levels are described as (level 1) 'The student shows interest in international developments', (Level 2) 'The student is aware of recent international developments in specific regions' and (level 3) 'The ability to attune his own activities and those of the company to international trends'. The panel established that these levels have been articulated for all of the final qualifications.

Each course lecturer is expected to keep his or her course lesson materials up to date with regard to the case studies and required reading. Teaching staff representatives with whom the panel spoke in the audit confirmed this regular process of updating course materials. The study programme has a required reading list, which is the same for both variants. The Course Books also include a list of the literature that the lecturer may use during the courses. The panel considers the literature in use of the right level and substance, and ties in well with the international focus of the course. Moreover lecturers appear to frequently refer to additional literature in their lectures, as was confirmed by both students and alumni with whom the panel spoke.

The knowledge and skills in the Body of Knowledge and Skills (BOKS) are expressed in the curriculum through the knowledge and experience/application learning lines. The course has a strong focus on ensuring that IBMS students have a solid, firm and well-structured knowledge foundation that can be applied in real or simulated professional situations, as was explicitly mentioned by the students and alumni on the discussion panel. This knowledge foundation consists of relevant scientific knowledge, such as e-commerce knowledge, and professional knowledge (SAP project, for example).

Course structure and content

Full-time programme

The foundation is laid during the *first year*, especially in the three areas from the IBMS professional profile, Marketing, Finance and Management.

The three pillars of the IBMS programme are dealt with from the very beginning:

(i) International Business Environment, (ii) International General Management, (iii) International Key Areas: Marketing and Sales, Supply Chain Management, Finance and Accounting and Human Resource Management.

Languages form an integral part of both the knowledge learning line and the experience/application learning line; starting in year 1, a second foreign language is a required element of the curriculum with optional courses in Spanish, French, German or Portuguese. The language lessons also deal with general communication skills and intercultural awareness. Working in multicultural groups and the use of English throughout the programme also contribute to acquiring these IBMS competencies. In the projects and modules, students learn how to give presentations to a variety of target groups.

Projects are part of the experience-/application learning line and during their first year, the students run their own company as part of a group in the Young Enterprise Project.

Personal development, as part of the experience-/application learning line, is considered a vital aspect of the study programme: during the first year, students receive workshops on Personal Development (PD). The PD Coach encourages the students to reflect upon their own study success and offers methods to help them develop their personal study skills. The Coach also conducts brief individual interviews with the students four times per year. During their first year, students are supervised in their development towards increasing self-management, as later in the study programme they will have to decide for themselves on the exchange and package choices, acquire a placement position and decide on a business assignment for their thesis.

The structure of the *second year* is similar to that of the first year. The focus of the second year is on a deepening and broadening of knowledge and skills (at the advanced level). The practical component of the curriculum is also covered during this year in projects (Foreign Direct Investment (FDI) and International Business Cases).

In the second-year the so-called SAP module, which is one of the leading Enterprise Resource Planning (ERP) systems in the world, is being used: SAP contains virtual companies with more than 15 years of data, so that students learn to directly apply the management information learned. This is considered a pivotal facet of training as no international company can operate these days without an ERP system.

During their *third academic year*, students have the opportunity to specialise by choosing a minor. This gives students the opportunity to enhance and broaden their competencies in a specific area of international business management. Each IBMS student must choose a minor worth 30EC. The course offers five minors, which either provide a deeper or broader insight into subjects dealt with in the standard programme. In addition students may also choose from minors offered by SEM, the HvA or another institution of higher education. However, these minors must be offered in English and the Examination Board must approve the choice of any minor offered outside of the IBMS. In the audit the Examination Board members confirmed that they base their judgement on whether student's choice contributes to the development of IBMS graduation requirements.

Under certain conditions, IBMS students may also attend the pre-Master's minor at the UvA. These conditions include: an average grade of 7 for University Preparatory-level Mathematics B, which is one of the UvA's admission requirements. This minor consists of university-level economics courses developed by the UvA and HvA especially for talented University of Applied Sciences Bachelor's students in Economics who wish to transfer to the university Masters of Business Science programme. Depending on the minor chosen, the students will gain competencies at level 2 (advanced) and/or level 3 (Bachelor level).

In year three, as part of their major programme, students also participate in the international exchange programme, whose contents are related to the minor. The students will attend 30 credits in courses as part of a foreign partner institution's exchange programme. There they may state their preference for a specific study programme. Placement in the exchange programme is dependent on the student's grades at IBMS.

Together with the Study Abroad Advisor (SAA), the student selects the exchange programme courses that sufficiently cover the competencies listed in the IBMS profile. The SAA must approve the course selections in advance. If a student chooses the minor International Finance, for example, then he must attend courses at the foreign institution that deal with International Marketing and General Management, and are not equivalent to courses already completed as part of the minor programme. Students from outside the Netherlands are not required to participate in the exchange programme, and may attend English language courses at the HvA instead.

All of the minor courses are available as electives as well, and the curriculum offers separate electives in subjects such as HRM. These electives are open to students who do not attend exchange programmes or who are offered a specific elective due to other circumstances. As of September 2012, the module 'Personal Leadership' will be offered as an elective, in order to create more options in the area of general management.

During their *fourth year*, students carry out a placement of at least 20 weeks and deliver a thesis based on a research project carried out at the company where they work or, in rare cases, at a different company. They also take a number of additional mandatory programme units.

During the third and fourth years, students are also offered additional deepening and broadening modules. In the last semester, the students combine four modules with writing their Bachelor's thesis, and in addition to their placements and the Bachelor's theses, students attend the modules 'Current Issues in Business', 'English', 'International Trade' and a second foreign language. All of the modules, the placement and the Bachelor's thesis are completed at level 3.

Part-time programme

There is no difference between the content of the full-time- and part-time programmes. The knowledge to be acquired is offered at the same level with the same content. Part-time students attend classes two evenings a week.

Personal Development is not a separate subject in the part-time programme, but is included in the writing of reflection reports. Part-time students do not participate in the exchange programme and usually do not have to participate in a placement. This is because the purpose of a placement is to gain work experience in a relevant position, and part-time students often already have years of relevant full-time work experience.

Over the past few years, the part-time programme has been primarily geared towards the acquisition of knowledge, with less priority given to practical subjects. The interplay between knowledge-based- and experience-based subjects came about primarily by utilising the students' work situation.

Recent signals from the Study Council indicate that students consider the work load to be too high. As a result, the staff reanalysed the part-time curriculum in 2011 and amended it starting with the 2012-2013 academic year. Amendments comprise, among other things, the bundling of reflection and application assignments in separate courses instead of dealing with them in every module; the application of specific assignments for years 1, 2 and 3 in order to allow the students to reflect on their own professional field in a structural manner. Also, as a result of this, the credits for part-time modules have been reduced, assignments have been increased and the content of the modules has also been adjusted accordingly.

The panel is positive about these adjustments, that emerge logically from student evaluations and of which the necessity was confirmed by the alumni in particular during the audit.

Curricular cohesion

Both the full-time and part-time study programmes show *horizontal coherence*, due to the fact that the curriculum features real-world oriented themes for each year during the first two years. In the first year, the theme is YEN ('Young ENterprise'), and in the part-time programme the students simulate running a company as part of the project assignments. Students acquire the necessary knowledge to execute the projects through the modules being offered in the same year. An example of this is the project Foreign Direct Investment, which involves a practice-oriented research project. Students must gain knowledge of Corporate Finance, Marketing and European Law and are also trained in research methods. The knowledge based modules and the project will be completed during the same year.

Also knowledge of foreign languages, personal development and sports play a part in the horizontal coherence, as in the view of the course staff all of these elements of the programme pay attention to general competencies, that similarly play a role in projects. The panel agrees with this view.

During the second year of the full-time variant, the main themes are Finances and Marketing. These themes, again, are reflected in the modules and projects. For the part-time programme, the second-year theme is International Expansion.

After the first two years, the programme offered is increasingly aligned with actual professional practice and priority in the learning process is given to issues that come up in real-world situations. 'As we go along in the programme, the number of teachers with a background in international business increases and others bring in guest lecturers to provide us with realistic advice and suggestions on the basis of their elaborate work field experience,' testify students during the audit.

The *vertical coherence* within the curriculum consists of translating the competencies between the three levels (also refer to Standard 1). The difference between the levels 'basic', 'advanced' and 'Bachelors' are reflected in the increasing complexity of the learning assignments and the growing student independence as the curriculum evolves. The programme is therefore structured concentrically. Students complete assignments in accordance with standard procedures, with limited independent direction at the basic level (1); the student then completes an analysis of the context and choice of approach and goes on to implement the assignment in various situations with a greater degree of independent action (level 2). Eventually, the student will conduct assignments in complex situations entirely under independent control and will adjust his actions to that of others (level 3, Bachelor's level). In the audit the panel members clearly recognized the three levels in the assignments reviewed.

In all, particularly on the basis of what it has seen in the Course Books and heard during the audit, the panel believes that the programme elements relate well to one another and that the balanced mix of theory and practice and the programme's learning goals and contents meet the requirements to cover all of the final competencies.

Didactical concept / Work methods

The programme, competency based as it is, intends to offer a realistic learning environment that resembles a simulated professional environment at first, and increasingly becomes a real professional practice in the course of the study programme. The work methods used are role playing, simulations, interviews, presentations, projects and case studies. These are all based on professional expectations and the competency based final qualifications of the course. Theoretical knowledge and skill development courses in year 1 and 2 are offered either in lecturing formats or tutorials. All of the projects involve group work and thus enable students to develop generic communicative and collaborative skills, aspects of which were witnessed when the panel members randomly attended a few classes as part of the audit.

In the audit some words of criticism were expressed by the students as to the number of projects to be executed. 'This adds up considerably to the study load,' maintained several of them in the audit. The panel considers this an issue to be resolved when restructuring the programme in fewer units of study (see further: *Study load, Utrecht model*).

Teamwork and sports

The course programme pays relatively much attention to teamwork, by emphasising collaboration in the projects and making sports a formal component of the full time curriculum (4EC, spread over year 1 and 2).

During the first year, the students are required to take two hours of sports per week. This is where they are trained in competencies, such as Leadership, Cooperation, Business Communication, Planning and Organising, Learning and Self-development. Again, the panel finds this an attractive and distinctive feature of the programme. Students with whom the panel members spoke during the audit also value this component highly.

Research

At present, during the second year, the lecturers emphasise research skills in the modules 'Statistics', 'Marketing Research' and 'Critical Thinking'. Students subsequently apply these skills in modules such as 'Financial Accounting' by finding, measuring and interpreting business income, business transactions and the balance scorecard. During their third year, the research skills are coupled to the minor and the exchange programme, with different accents depending on the chosen minor and exchange programme. In their fourth year, practical research is linked to the placement and thesis. Lecturers working at CAREM also provide education at IBMS. The Professorship Internationalisation of Education has been closely involved in the implementation of business research in the curriculum, as became clear in the audit discussions.

Improvements

Already in their Critical Reflection the course management states that the curriculum includes research skills, but in a too fragmented way. As a result of this, the management concluded that insufficient systematic attention was paid to the development of students' research skills. Therefore, at the time of the audit, newly designed modules Business Research Skills 1 & 2 were to be implemented in the first-year programme starting from September 2012. This action corresponds well with the changed position of research in the latest national profile. In the newly designed modules, students will learn the basic applied research skills that they can use in the research components of other modules, such as YEN. Throughout the audit students respond enthusiastically when it comes to this first-year project: 'It is very motivating, encourages the ability to explore and really reflects the international business world,' say students.

The panel, in the audit, reviewed the newly designed courses on Business Research Skills and considers them thorough and well thought-out. Together with the research component in the (pre)final phase of the study, they make a fine continuous research learning track.

The board of SEM has decided not to expand the number of professors within SEM, but to expand the role of lecturers who perform research for half of their working hours in collaboration with CAREM. Furthermore, students will be more closely involved with CAREM. Students currently have the opportunity to complete their graduation assignment in collaboration with CAREM. At the time of the audit 30 students had actually taken this opportunity. The programme management maintained it will pay even more attention to this option from next year onwards.

Internationalisation

Starting in the first year, professional practice will take on a more important role via projects in which the students work on competencies within a professional setting based on examples provided by the lecturers, who usually have their own contacts within the international business world.

Content wise, during the first semester of year one, the students read Kotler's Principles of Marketing, which, in the second semester of the first year, results in them using their knowledge and understanding of marketing in analysing, defining and solving a real-world marketing case study.

As students in the audit confirm, already in the first year the study programme brings in people from the professional world as guest lecturers, evaluators or supervisors. Additionally, advisors from the work field are involved with the first year YEN project throughout the year.

In the Business Cases project during the second year, the students must use their knowledge of international marketing, general management and finance in order to analyse various specific international marketing problems and then come up with a coherent plan with recommendations. In the Market Planning module, the emphasis is on the development of strategies for bringing new products to national and international markets and to develop alternatives, after which the definitive choice will be presented. In the audit panel members studied syllabi, course materials and products delivered by the students, which clearly demonstrate an international focus.

Exchange programme

The required exchange programme in the third year is considered the ideal component to integrate theoretical and practical knowledge gained and to demonstrate one's international orientation, as is conveyed in the accompanying exchange programme guide.

The panel considers the exchange programme a distinctive feature of the course. Particularly, because of the fact that all full-time students must participate in the international exchange programme during their third year as part of their Major and thus *mandatory* component of the IBMS course. Instead, most degree programmes offer such an exchange programme as a Minor.

In addition, the Major courses taken by the student in the exchange programme correlate to the choice of the minor and the intercultural competency forms an important part of the exchange; the other competencies to be (further) developed depend on the modules chosen.

During their fourth year, the students must complete a 20-week placement. Placement positions will only be approved if the activities are conducted in an *international context*. An overview of the placement duties and responsibilities must indicate that these are at least of level 3 'Bachelors' difficulty. Clear instructions to this end are given in the placement syllabus. The panel members have seen copies of the newly revised placement syllabus and have established that the international requirements are clearly formulated.

International network

In 2010, the course participated in the NVAO pilot for the Distinctive Quality Feature Internationalisation and was, foremost, awarded it on the basis of 'its solid international network and its fine international profile'.

To enable the execution of the exchange programme, IBMS maintains a network of more than one hundred partner programmes spread across the world. This includes contacts with the Chulalongkorn University, Bangkok, Nanyang Business School, Singapore, California State University and McGill University, Montreal. With lecturers and staff members visiting these partner-universities on a regular basis, the course receives much input on international developments in the professional area. The staff also works together with international companies in the Amsterdam region, some of which participate in the Business Advisory Board; moreover a number of the lecturers have an international background (UK, USA, Vietnam, Poland, Russia), which of course also adds to the international flavour of the course.

The student population is a truly international one. 'You feel the international vibe the moment you cross the threshold,' says one of the students with whom the panel spoke, 'classes are very mixed and only a third of my class is Dutch.' The international context is also reinforced due to the fact that foreign students spend part of their studies at IBS as part of the exchange programme. This concerns an average of 130 students who enrol in IBS for one semester and around 70 for two semesters. The part-time students already work in an international setting as much as possible and therefore are not required to take part in the exchange programme.

At the time of the audit the staff is preparing a more structured approach towards their international network, in terms of focus. In 2012-2013, the course will be initiating intensive collaboration with three to five foreign schools/universities. Contacts to this end had already been made in London and New York.

The management also established an International Collaboration task force to become operational as per September 2012. The idea is to select a network of twenty to thirty partners from the existing network to use for 80% of the exchange. This network will allow the staff to coordinate more standardised programmes in which quality assurance is guaranteed. More lecturers will also be participating in exchanges. The panel fully supports the idea of deepening and intensifying the exchange programme with some of their key network contacts, from an organizational perspective as well as content wise.

Additionally, in view of their possible international accreditation the course staff, together with the BAB, is developing a long-term plan to establish more intensive contact with the international business community. The panel supports this approach.

Emerging from the findings of the recent internal audit, the course management has decided to put more emphasis on intercultural competencies in the curriculum. Intercultural assignments have been formulated and included in the syllabi for the exchange programme and placement starting in the 2012-2013 academic year. All third-year students will be required to carry out a cross-cultural research assignment during their exchange period that focuses on the culture of the exchange location. The panel is positive about this development.

Entrepreneurship

The aspect of entrepreneurship in the full-time programme is the focus of the YEN project (Young ENterprise) during the first year, the FDI project in their second year and the Entrepreneurship minor during their third year (in collaboration with the Amsterdam Centre for Entrepreneurship, ACE).

For the YEN project the students establish a real company; they draw up a business plan, recruit shareholders and, at the end of the year, liquidate the company (and, if relevant, pay out dividends). The project is supervised by an IBMS mentor and advisor from the business community. To have mentors from the professional field, in the eyes of the panel members, is quite exceptional and really contributes to the distinctness and successful execution of this programme component. IBMS lecturers of various disciplines work together on the project. The idea is that students learn about the different roles in a company by fulfilling them personally; the courses offered during this phase of the programme can be applied directly and the intercultural competency is dealt with at length through the mutual collaboration in multi-cultural project teams. During the second year, entrepreneurial skills are also the focus of the Foreign Direct Investment project, as well as of the Entrepreneurship minor during the third year. Instead of establishing a real company, part-time students acquire the same competencies through simulation in the Corporate Plan project.

Study load and study guidance

The students with whom the panel spoke during the audit indicated an average study week of 30 to 40 hours, for full-time and part-time students alike. Opinions varied, but overall the students considered their study doable to heavy at times, especially in interim-examination periods. The panel is of the opinion that the study load of the IBMS course is in line with what may be expected of a Bachelors programme.

In the first year, approximately 40% of the students drop out of the study programme, which is a relatively high number. The most commonly listed reason for leaving the study programme is lack of motivation, according to HvA's Exit Satisfaction Monitor.

The relatively high student disenrollment rate is particularly high among Dutch students and high dropout rates are registered merely in the main phase of the study, which means that the course is not selective enough either on entry or in the first year. Therefore, in accordance with the SEM Improvement Agenda, the course management, in 2011-2012, began implementing intake interviews. Unfortunately, this did not yet significantly improve completion rates, so starting in 2012 the course will couple the intake interviews with diagnostic exams. Students who do not pass these exams will be advised to enrol in a different study programme or take remedial classes. The panel fully supports these measures to bring down the drop-out rate.

So far students were required to earn at least 40EC by the end of the first year in order to continue their studies. As of 1 September 2012, the bar for a binding study advice (BAS) was raised to 50EC. Starting from 2012-2013, students will also be required to pass all of the credits for the second-semester course Economics (ME1) as a qualitative requirement. The panel is positive about the adjustments of the foundation requirements.

Also, in view of reducing drop-out numbers, as from September 2012, re-take exams will be scheduled in the same semester as the first exam for new students. This is in-line with best practices at other institutions, such as the 'Utrecht Model'².

Another measure for improvement is the appointment of mentors for second-year students, as had only been the case for first year students so far. In order to prevent students dis-enrolling or exceeding the specified course duration, the study programme began offering the course 'Critical Thinking' two years ago. This course, at an early stage, prepares students to design a research assignment for their Bachelor's thesis. In addition, IBS also offers combined support groups for students who experience structural problems in writing their theses.

Study guidance

Each first-year group of students has a mentor, who is also the project supervisor and personal development coach. The panel considers this a fortunate mixture of roles, which might make study guidance more practice-based and effective. The mentor organises both group and individual meetings about the progress of the students' studies and if necessary refers the student to the study advisor and/or the student counsellor.

The students on the panel, especially those from abroad, spoke very highly of their study coaches: 'When I came here, I was very well guided into the course. At the start I had quite a few personal problems, but my study coach fully supported me and really helped me to get as far as my fourth year,' says one of them with others confirming it wholeheartedly.

The course has two appointed study advisors; starting in 2012 one of the study advisors will be responsible for the first- and second-year students and the other will be responsible for the third- and fourth year students. They support students who experience problems during their studies or have questions about the progress of their studies.

² 'Utrecht model' refers to a course design in use at the Hogeschool van Utrecht, that has more equally divided units of study (5EC each), therefore renders an improved spread of study load and a more transparent curriculum.

In addition, a student counsellor has been appointed to advise students on their personal problems. Also the Student Society Babylonix is open to all IBS students and organises activities such as tutoring sessions. The panel made the observation that the Student Society plays a not to be neglected role in community building.

The course management has drawn up analyses of the students who exceed the specified course duration. The management met with them all in 2011 and offered them support in catching up on their courses and in writing their theses. However, the effect of these measures was limited. Therefore, starting in September 2012, the primary focus of the course will be on providing intensive guidance to those who only need to finish their Bachelor's thesis.

Student appraisal

The STM 2011 survey results below indicate that students in both the full-time and part-time study programmes are satisfied with the programme:

<i>STM 2011 (2010 score in parentheses; no comparative data for part-time)</i>	Full-time	Part-time
Programme content	3,8 (3,8)	3,9
Cohesion among the programme courses	3,7 (3,7)	3,7
Programme relevance to professional practice	3,7 (3,8)	3,7
Working on projects	3,5 (3,6)	3,1
Attention for international developments in the profession	3,5 (3,3)	3,5
Overall programme score	7,0 (7,1)	6,9

Improvements

In response to the evaluations and the staff's own analyses, the following improvements will be given priority: (i) a revised curriculum format that offers more transparency and a more equal spread of study load and credits, (ii) a personal interpretation of the IBMS profile within the curriculum, (iii) a greater emphasis on the research component and (iv) an improved structure aimed at increasing academic success. Prior to the audit a core task force had already started the preparatory work, that should lead to the full-fledged implementation of aforementioned improvements starting September 2013.

The panel in general is enthusiastic about the solidity and quality of the IBMS programme being offered, and – arising from the regular PDCA cycle – the course management before the audit had already drawn up the right measures for improvement to fix some flaws and adequately reinforce some elements of the course, such as a solid research track. That is why the panel members unanimously rate HVA's IBMS programme as good.

Educational staff

As a policy the course management strives to maintain an international body of lecturers with recent experience in the international business world or with active contacts in the field.

Staff numbers

The course has 52 lecturers on staff, for a total of 41.3 FTE (see Chapter 1, Quantative data). Apart from teaching, lecturers are assigned certain supplementary roles, such as coach, assessor and supervisor.

Only a few lecturers are affiliated solely with the part-time programme; approximately ten lecturers teach both the full-time and the part-time programmes.

In the audit as well as from quality surveys emerges the image of sufficient staff members available at any time to teach and guide the students. With a teacher to student ratio of 1 : 28 for the full-time programme staff shortage is no issue, as was confirmed by the full-time students on the panel. However, it appears something to be addressed in the part-time variant, which has a less favourable ratio of 1 : 38 and analogously weaker scores on teacher accessibility and teacher co-ordination (see below). The panel thinks this needs attention.

In addition, the panel noticed in the various discussions with stakeholders' representatives, that the frequent leadership changes at IMBS over the last years had caused uncertainty about changes in priorities and possibly direction. Also, some of the frequent organisational changes appeared not to have been fully digested yet, and with still more restructuring ahead the staff will continue to be under quite some personal and professional pressure for a long time. In the opinion of the panel this requires the course management to also focus its change management strategy on ensuring continued staff motivation and educational quality. The panel has been able to ascertain that the course management is aware of this.

Staff quality

All of the lecturers have the professional knowledge and experience required to teach in higher education. New lecturers and current lecturers without a teaching certificate must earn one first in order to be employed on a permanent basis.

Eight lecturers have a Bachelor's degree, forty have a Master's degree and four have earned PhDs. Thirty lecturers have teaching certificates. Thirty-four lecturers have a Dutch nationality and eighteen have other nationalities. Seven of the foreign lecturers are from Anglo-Saxon countries. The non-native English speakers have all passed the IELTS for proficiency in English in higher education.

Three lecturers are affiliated with the research centre CAREM, including those from the professorship Amsterdam Knowledge Economy and the professorship Online Entrepreneurship. Next year, a lecturer will be involved with the professorship Internationalisation in order to conduct research. The Internationalisation and Online Entrepreneurship (e-commerce) sections are affiliated with the IBMS programme via the Knowledge Networks; the results of an Internet marketing study are presented at an e-commerce seminar and used in education. One lecturer is currently working on completing a PhD within CAREM.

The IBMS lecturers with whom the panel spoke during the audit, demonstrated to place a high priority on maintaining their knowledge of professional practice and on keeping abreast of new developments. The lecturers participate in professional networks such as the NIBS and attend international conferences in the Netherlands and abroad, such as the Sustainability conference in Rio de Janeiro. Furthermore, the programme elements, such as the YEN, the placement and the thesis, are provided in close cooperation with professionals from the field, as was confirmed by the work field representatives and the alumni on the discussion panel.

Staff development

The course management has adopted an annual employee review cycle consisting of a performance review, in which the parties agree to performance standards for the coming year, and a review interview.

The IBMS personnel performance cycle also addresses issues of training and professional topicality, as was confirmed by teachers in the audit. In order to keep up with current developments in the profession, lecturers are encouraged to attend training courses, such as testing skills training, and are provided with time and facilities to earn a doctorate degree with the purpose to apply the knowledge resulting from their research for the benefit of the curriculum. In recruiting new personnel, the course management explicitly focusses on the competencies necessary to function in an international and intercultural context.

The HvA offers specific training through a variety of training programmes. These courses have recently been bundled into the HvA Academy, which offers didactic training and workshops. The HvA also organises an annual educational conference. Lecturers with insufficient proficiency in English must improve their language skills via the British Language Training Centre. Over the past year, the first-year mentors have attended two coaching training courses and the thesis supervisors have followed a number of workshops. Some lecturers attended a training course on intercultural skills in Great Britain.

From 2012 a programme will be initiated to train lecturers who have not yet received prior didactic training as part of the Performance & Review cycle. HvA, as part of its quality policy, targets at having all their lecturer qualified for their Basic Education Qualification (BKO) by 2016. Also an introduction programme for new lecturers has been developed. This will be implemented in the academic year 2012-2013.

As the emphasis on applied research in the programme will be reinforced through the appointment of lecturer-researchers, all lecturers will be encouraged to earn an advanced degree. To this end IBMS will offer lecturers a research skills project in collaboration with CAREM.

In tune with the panel's observations during the audit, HvA's Employee Satisfaction Monitor (full-time) (MTM) 2010 indicates that employees enjoy their own work and consider it useful (4,2-4,3), express their satisfaction about their immediate supervisor (4.3) and with the supporting services (3,4).

Student appraisal

The STM, NSE and HBO monitors indicate that the students on average are satisfied with the quality of their lecturers, with some possible areas of improvement, especially in the part-time programme (quality of feedback, coordination and accessibility).

	STM 2011	NSE 2012	HBO monitor 2011 (report score)
Up-to-date knowledge of business practice	full-time 3,6 part-time 3,6	full-time 3,72 part-time 3,63	7,1
Lecturers challenge students to independent study	full-time 3,1 part-time 3,6		
Quality of feedback		full-time 3,24 part-time 2,69	
Coordination between lecturers	full-time 3,0 part-time 2,6		
Lecturer accessibility	full-time 3,2 part-time 3,2	full-time 3,24 part-time 2,97	7,2

Improvements

The course management expects teacher feedback and coordination skills to improve through the didactic training which is offered to them as part of the Performance & Review cycle.

In order to improve the satisfaction rate on lecturer accessibility for the part-time variant, lecturers will communicate to students on which days and at which times they are available to answer questions. Furthermore, for questions asked via email, the time span in which students can expect their question to be answered will be communicated.

In the audit the panel witnessed an IBMS teaching staff that is committed, experienced, competent and motivated. There is a relatively large number of foreign lecturers on the team, and the course management is still aiming at increasing their numbers.

The lecturers' international contacts allow them to keep abreast of developments in the international professional field and, from the panel discussions one can safely conclude that the lecturers are fully up-to-date as to the state of the profession. The lecturers are satisfied with the opportunities they are given to maintain their expertise and the majority of the staff regularly attend training courses or conferences. The fine quality of the staff is expressed by the results of the student surveys, that could still be slightly improved on lecturer feedback, coordination and accessibility in the part-time variant of the course. Overall the panel rates the teaching staff as 'good'.

Building and facilities

During the audit the panel members conducted a guided tour of the school premises. From this tour it became clear that the school buildings meet the international standards for classrooms and facilities required for professional education. The course is conducted on two locations: the Fraijlemaborg (full-time) and the Leeuwenborg (part-time).

There is a SAP lab at the Fraijlemaborg location, wireless internet and a high degree of computer density, although students occasionally complain about a lack of computers and work spaces. This may be due to peak demand in the afternoons, as students confirmed in the audit: 'It is not that there aren't enough computers or work spaces, it is also a matter of planning. All students tend to demand computer facilities mostly in the afternoons and that is when it starts to get crowded,' says one of them.

Moreover, at the time of the audit the HvA is building a new campus in the city that will eventually resolve facility problems. 'Unfortunately, right now, we cannot avoid peak periods when many students try to use the work spaces and computers at the same time,' upholds the management, 'We are of the opinion that the problems are not so serious that they interfere with the quality of the study programme.' A statement that was confirmed in the panel discussions with both students and teachers.

All study programmes are easily recognisable due to the design of the building and its 'small-inside-big' organisation. In addition to the standard facilities, the IBMS course also uses the language lab at Fraijlemaborg and with a new language lab being opened in the autumn of 2012, this should meet growing demand.

The central HvA library offers access to a large collection of digital information sources and an extensive collection of books, periodicals and CD-ROMs. The HvA subscribes to national databanks for its employees and students. During the audit some panel members visited the library facilities and concluded that the library collection contains a broad and substantial selection of professional literature in English, all relevant to IBMS students.

Both buildings have a reception desk, a student help desk, audio visual services, copy and print shop, book shop, athletic facilities (at Fraijlemaborg), restaurants and coffee corners, and the International Centre (IC, at Fraijlemaborg) to support both students and lecturers with administration and information. Students in the audit distinctly expressed their appreciation of the recent improvements to these support facilities, although information provision is still an issue to be addressed further (see section on '*information provision*').

The IC also has an emergency service to assist students who have emergencies while abroad, or to support international students in the event of an emergency in the Netherlands. The Central Student Affairs Office can also assist international students with the visa application process.

In early 2011, a new student housing facility opened at the Fraijlemaborg for foreign students at the HvA. This facility provides considerable added value for attracting students from abroad, as was illustrated by some foreign students on the discussion panel who said they had chosen to enrol for the course because of the ready availability of lodging.

Students can log in to Studynet (for lesson materials) and nNet (for Course Books, placement- and thesis syllabi and an overview of placement companies) from any computer, inside or outside the university buildings. The IBMS communicates with students abroad for an exchange programme or a placement via e-mail, Skype or mobile phones.

Information provision

The new Student Information System SIS was introduced in 2011 and experienced some teething troubles. This, in the opinion of the course management, largely accounts for the relatively poor ratings in the student surveys (see table below). An HvA-wide task force was created to deal with the start-up problems and at the time of the audit the situation appears to have improved, as both staff and students confirm.

Student appraisal

Students are only moderately satisfied about (the availability of) the work stations and ICT facilities, as can be gathered from the scores in the table below. As far as the panel is concerned, satisfactory explanations for these were given in the audit (see previous sections).

Part-time students express their dissatisfaction with the provision of information and with academic career guidance. These issues, according to the panel, need attention. The course management stated it would discuss the low scores given by part-time students for the provision of information and for academic career guidance with the Student Council, and that it would further analyse the outcomes in order to take the right measures to improve them. The panel judges positive about these actions, especially since the Student Council holds an authoritative and influential position, as was demonstrated by the council members on the student panel.

<i>NSE 2012 (G4 score in parentheses)⁴²</i>	Full-time	Part-time
Provision of information	3,18 (3,32)	2,69 (2,73)
Study facilities (available work stations, ICT facilities)	3,16 (3,45)	3,48 (3,61)
Academic career counselling	3,24 (3,30)	2,79 (2,59)

In all, the panel has established that the IBMS programme offers the facilities that enable students to successfully complete the programme. Students have at their disposal a dedicated SAP lab, a well-designed electronic learning environment and a substantial library of both hard copy and digital sources relevant to the various IBMS domains. The work spaces and computer facilities are of a fine quality, although peak demand does not make them always available. HvA is working on a new campus which will expectedly solve availability problems. Information provision and career counselling in general meet student demands, but need attention in the part-time variant of the course; the management will further analyse these issues and will discuss measure for improvement with the Student Council. In weighing up all of these, the panel rates the quality of the building and the facilities of HvA's IBMS course as 'good'.

Considerations and judgement

In considering all of the above, the panel concludes that the three core elements of this standard are of a good quality. These comprise:

- The design and execution of the programme
- The quality of the teaching staff
- The quality of the actual learning and teaching environment, i.e. the housing and the facilities in particular.

Related to these, the panel has taken note of the fact that the course management had, already prior to the audit and on the basis of an integral improvement scheme, taken adequate measures for improvement, among other things to increase the course completion rates and to maintain the right balance between foreign students and Dutch nationals. Also, the management devotes attention to looming issues of teachers' workload.

In all, the panel has established that the programme, the teaching staff and the teaching facilities are well-attuned, and with a nice mix of nationalities amongst both students and staff members, deliver a fine internationally aimed teaching and learning environment that enables students to achieve the graduation requirements within the time frame given.

Furthermore, the core elements of this standard represent a quality that could be considered better than what could averagely be expected of a professional Bachelors programme, both from a national and an international perspective.

That is why, on the basis of these considerations, the panel has decided to rate the teaching and learning environment at the Bachelors programme IBMS of HvA as 'good'.

4.3. Standard 3: Assessment and learning outcomes achieved

Standard 3: The programme has an adequate assessment system in place and demonstrates that the intended learning outcomes are achieved.

Explanation: The level achieved is demonstrated by interim and final tests, final projects and the performance of graduates in actual practice or in post-graduate programmes. The tests and assessments are valid, reliable and transparent to the students.

Judgement: satisfactory

Findings

Assessment system

The programme has adopted an examination policy which is based on the IBS-wide document Test and Assessment Policy (2012) and the University of Applied Sciences Graduation Guarantee Framework (O&K DEM, 2011, update 2012).

As part of the audit the panel members studied these documents and established that the testing policy of the programme guarantees that all of the ILO's are actually completed at the Bachelors' level.

In addition, the policy pertains to quality assurance through:

- appointing examiners who are experts on the subject and on evaluating examinations;
- systematic random samples of tests and reports by the Examination Board.
- abiding by guidelines such as the four-eyes principle and designing tests based on exam matrices.

The Education and Examination Regulations (OER) for 2011-2012 and 2012-2013 and the separate Fraud Regulations are listed in the execution regulations. All regulations and principles described in these documents are applicable to every IBMS cohort; an OER appendix includes the IBMS examination programmes for each year group of both variants. The examination policy for both full- and part-time programme are alike.

Test design

The tests are designed in such a way that they are based on the set of learning goals to be assessed. For example the module Corporate Finance 1 in year 2 has translated the IBMS competencies (8, International Finance & Accounting) into eight learning goals, including: 'Assess a company's performance based on a calculation of the key financial ratio's'. Next, the test matrix devotes approximately 20% of the questions to this learning goal. The student must use income statements and a few balance sheets in order to determine retention ratios, asset ratios, return on equity and achievable growth.

The overview of all learning objectives per module and the attendant testing formats and testing criteria have been incorporated into the Course Books. These state how the test will be administered for each course or project. Each one is described according to a fixed format explaining what will be tested, the number of credits for the course and the type of test. If necessary, it also explains the materials used.

Separate syllabi are available on e-learning environment for the placement and thesis assignments, which also contain the assessment criteria.

All lecturers and examiners design the tests for their own subjects, administer the practice tests and provide answer keys, including the distribution of points for each answer and the tools students may use during the test, such as calculators, etc.

Tests are created based on the four-eyes principle. Each test must be provided with an answer key for evaluation – a written guideline for grading the tests. When producing a test key, lecturer A draws up a draft, and then lecturer B provides feedback, after which the test is amended as necessary. The panel considers this an apt method to safeguard test reliability and validity.

Only recently the examiners have begun to develop test matrices. These will be applied in practice from the 2012-2013 academic year. Some of the draft test matrices were on display in the audit and reviewed by the panel. Panel members found them adequate and an essential enhancement of test validity.

An integral part of IBMS' test procedure is that all examiners must evaluate the completed tests in a timely manner based on the model answers. They should analyse the test results and discuss them with the relevant co-examiners and then provide the student with feedback. All students have the opportunity to see the test after it has been graded. To this end, after each examination period, a review day is scheduled in which the students can review their tests and receive feedback. The panel is definitely taken by the structural approach of the course towards providing test feedback.

Panel verification of the proceedings as described by the course management, clearly demonstrated that lecturers in general comply with the regulations.

In order to guarantee the quality of the group work evaluations, clear criteria have been formulated in order to prevent free-riding. For example In the YEN project, the lecturer supervises the group process during the teaching period and ensures that no students try to profit from the work of others or to dominate the group effort. Also, students must indicate which parts of the project they were responsible for. At the end of the teaching period there is a peer- and self-assessment in which the students evaluate the contributions of each student. If a student's individual contribution is insufficient, then that student will be required to repeat the course or project in its entirety. The panel agrees to the adopted anti-free-riding principles and did not detect any tendency of such behaviour among the students in the audit.

Test substance and formats

In order to test knowledge and skills, IBMS uses written tests with open and multiple choice questions, oral exams and computer tests. Language proficiency is tested in the language lab. Some modules, such as the projects, utilise self-assessment, peer assessment and continuous assessment.

In the audit the panel members inspected a representative selection of tests, graded and ungraded, and found them up to the mark in the sense that they (i) provide clear instructions to students as to what is expected of them, (ii) contain relevant questions and assignments of the right weight, that can be attributed to the learning goals, (iii) demonstrate a range of questions and question types to cover course contents, and (iv) offer a nice diversity of test formats.

Examination Board, Test Assessment Committee and Graduation Committee

To safeguard the quality and execution of tests the programme has an Examination Board, a Test Organisation and Quality Committee and a Graduation Committee, the latter was installed early 2012.

Examination Board

Before September 2012, the Examination Board was an IBS-wide body composed of one lecturer from each study programme. It fulfils the legal obligation to guarantee that each graduating student has actually attained the graduation requirements. The duties and responsibilities of the Examination Board are described in the HvA Examination Board Regulations.

As the panel could gather from the audit, the members of the Examination Board are trained for their new task in accordance with the stipulations of the new Higher Education Act (WHW).

Starting in 2012-2013, the SEM Examination Boards will be organised per cluster instead of per department. This is a general HvA policy and has been implemented in order to allow the Examination Board to function better and to ensure more transparency in the distribution of responsibilities between the Examination Board, the Test Organisation and Quality Committee and the Graduation Committee.

So-called 'chambers' have been positioned under the Examination Boards at the study programme level. The chairs/presidents of the three cluster Examination Boards form the presidium. The presidium deals with unity of policy, while the Examination Boards guarantee the attainment of graduation requirements and are responsible for implementing policy within the cluster.

Each study programme variant has its own examination chamber which is responsible for compliance with the OER and the Test Assessment Committee (formerly the Test Organisation and Quality Committee) monitors the quality of the tests (see below). The new tasks of the Examination Board involve drawing up the appointment criteria and appointing the examiners.

From September 2012, beginning lecturers with insufficient testing experience will only be appointed as examiners after one year, when they have gained enough experience under the supervision and responsibility of a more experienced colleague. The panel judges positive on the measures taken by the HvA and the Course Management to align the Examination Board with the latest requirements.

Test Assessment Committee

Until recently, the course had a Test Organisation and Quality Committee positioned at the IBS level; like the Examination Board it was composed of lecturers from every study programme. The committee filled its role as a quality assurance body for testing and played a role in enhancing the lecturers' expertise and offering assistance in creating tests and implementing quality improvements. It was responsible to the IBS MT. There was no formal line of responsibility to the Examination Board.

From September 2012, the Test Organisation and Quality Committee has been replaced by a Test Assessment Committee of three people appointed per study programme: a president (who is also the chair of the Examination Chamber) and two members appointed from each study programme variant. The Test Assessment Committee randomly selects tests to check their quality and monitors the degree to which the test format and content are consistent with the teaching format and content. The Test Assessment Committee is responsible to the Examination Board.

The panel has taken note of the documents that describe the various adaptations to the system and also verified them at length in the audit. The panel members have ascertained that the intended adjustments fully comply with the standards as indicated by the revised Education Act that puts Examination Boards in the ruling position when it comes to the quality of the examination system.

Furthermore, during the audit, the panel spoke with members of both the Test Assessment Committee and the Examination Board. The panel has concluded, that they are well-aware of their role and the process of improvement they are in, and – just as important – they appear to be in charge of this quality enhancement process.

Graduation Committee

Since early 2012 the course has a Graduation Committee. This committee consists of four IBMS lecturers that monitor the quality of the graduation process and ensure that the graduation assignment has the proper difficulty level.

The committee was formed due to the results of the 2011 internal audit and the staff's own review of certain elements of the graduation process. It turned out that a single Bachelor's thesis coordinator is insufficient to ensure careful assessment of the thesis proposals and comprehensive monitoring of the process. The committee has made the second reader of the Bachelor's thesis (assessor) now the first evaluator, hence implementing more objectivity into the assessment process. From 2011 the thesis supervisors receive instructions for evaluation. Since then, all graduation assignments have been evaluated according to the new guidelines.

Study programme lecturers evaluate the fourth-year placement, taking the assessment of the placement supervisor at the placement organisation into consideration. Until recently, the placement supervisor's assessment was worth 40% of the final grade, but from September 2012 it will be valued at 25%. The panel agrees with the adapted weight of the company coach's judgement on student's performance and to strengthen the course examiners' input in the final grade in order to better guarantee quality standards.

Assessment of Bachelor's level

In the second- and third year, the student must complete a number of competencies at the Bachelor's level. In the fourth year, students complete Bachelor's-level competencies during their company placements, their graduation projects and a number of courses.

Whether a student has acquired the final qualifications is primarily established by assessing students' placements (written reports) and their dissertations (research assignments). From a matrix provided by the course management, it becomes clear that nearly all of the final qualifications are being assessed at Bachelors level in the third/fourth year, either through the placement or through the dissertation (see accompanying matrix). A summary of this matrix is represented below:

No.	Final qualification	Full-time	Part-time
Profession-related competencies		assessed at Bachelors level 3 in:	
1	International Business Awareness	CIB, INT, PLM	COF, DIS , IMB, STM, SCM
2	Intercultural Competency	PLM	DIS
3	International Strategic Vision Development	DIS	DIS , IMB, STM
4	Business Processes & Change Management	INT, DIS	DIS , STM, SCM
5	Entrepreneurial Management	INT	DIS , SCM
6	International Marketing and Sales Management	DIS	IEB, SCM
7	International Supply Chain Management	INT	SCM
8	International Finance and Accounting	DIS	COF
9	International Human Resource Management	PLM	SHR, SCM
Generic Competencies			
10	Leadership	PLM	PLM
11	Co-operation	INT	DIS , SCM
12	Business Communication	EC5, CIB, INT, NI5	DIS , ENG4, SCM
14	Business Research Methods	CIB, INT, DIS	COF, DIS , IEB, RSM, SCM
15	Planning and Organising	INT, PLM, DIS	DIS , STM, SCM
16	Learning and Self-development	PLM	DIS , SCM
17	Ethical and Corporate Responsibility	CIB	DIS , STM
Legend of modules			
CIB	Current issues in international business		
COF	Corporate Finance (part-time)		
DIS	Dissertation		
EC5	Communication in English 5		
ENG4	English 4 (part-time)		
IEB	International Economics and Business (part-time)		
IMB	International Money and Business (part-time)		
INT	International Trade		
NI5	Dutch 5		
PLM	Placement		
RSM	Research Methodology (part-time)		
SCM	Supply Chain Management		
SHR	Strategic Human Resource Management (part-time)		
STM	Strategic Management		

With regard to the full-time programme the attainment of Bachelor's level in four of the competencies (5, 7, 11 and 12) is demonstrated by the test results of the *International Trade* module. One single qualification (17) is finalized in the module *Ethical and Corporate Responsibility*.

In the part-time programme four of the 17 competencies are finalised in either the *Supply Chain Management* module or the *Corporate Finance* module.

When evaluating the level achieved, the panel took account of this structure of diverse finalisation of the intended learning outcomes of the course (see '**Achieved level**').

Placement

Before the student can begin the first semester of the fourth year, he or she must have completed the second year and at least 40EC in the third year. The Placement Coordinator determines whether the placement position meets a number of criteria in advance, such as: is the work area international? Is it relevant to the fields that IBMS teaches (business/finance/marketing)? Is the placement at the Bachelor's level? In other words, does the student have sufficient authority and responsibility? The Part-Time Coordinator decides whether the part-time student's work environment meets these criteria. In the audit, the panel saw that decisions are carefully taken on the basis of an extensive form which has to be filled in by both student and his/her employer. If the student clearly fulfils the requirements, he will then be exempted from the placement requirement.

In the placement report, the student explains how he has developed his competencies. These include at least the competencies that belong to (1) International business awareness, (5) Entrepreneurial management, (9) Human Resource Management, (2) Intercultural competence, (16) Learning and Self-development. Other competencies required depend on the placement assignment.

The student must record his process of development in the monthly activity report. The company placement mentor evaluates the student's competency development in the middle of the placement and upon completion. As stated, this evaluation will be taken into consideration in the final grade (also see '*Graduation Committee*'). The placement lecturer evaluates the placement report based on its structure, language, layout and content and if possible visits the placement location or communicates with the company mentor via Skype or e-mail. The placement syllabus describes the details of the evaluation process.

Thesis

In the second semester, the student must complete a real-life research project for a company or non-profit organisation, which will eventually become the basis for the Bachelor's thesis. The criteria for the thesis are laid down in the thesis syllabus. The assessment is conducted in accordance with the 'Frameworks for Guaranteeing University of Applied Science Graduation Requirements'.

Part-time students spend the entire fourth year writing the thesis, in addition to attending other courses. The competencies (1) international business awareness, (3) international strategic vision development, (4) business processes and change management, (12) business communication, (14) business research methods en (15) planning and organizing are evaluated at the Bachelor's level. Depending on the subject and nature of the graduation assignment, other competencies may be dealt with as well.

The student must submit the thesis proposal to the Graduation Committee. Following approval of the Proposal and Research Plan (go-no go, based on the problem statement, the sub-questions, the choice of research methodology and the theoretical justification), the student may begin writing the thesis under the supervision of the thesis supervisor, who will provide feedback on the thesis during the process. The supervisor approves or rejects the proposal based on the relevant evaluation criteria. With the supervisor's approval, the student may schedule the final interview with the first assessor and the supervisor as the second assessor. If both assessors cannot agree, then a third one will be appointed by the Examination Board.

To round up the thesis, there is a final interview with the student in which he defends the thesis. If all of the evaluation criteria have been met, the student receives a passing grade for the thesis.

This work method was introduced shortly before the audit, following a review of the evaluation of graduation assignments over the past two years, in collaboration with the HvA professorship (CAREM). They found that 23% of the papers did not meet their standards, which in the eyes of the panel members demonstrates their self-critical ability. As a result of this review, amendments were made to the thesis proposal form and the evaluation form. The research section of the thesis proposal form is now more detailed, the assessment form has been revised in accordance with the amended IBMS Framework of 2011 and the subjects to be graded follow the structure of the thesis. The panel has seen both old and new forms. It is positive about the improvements that have been implemented to create more transparency in the assessment of students' performance.

Student appraisal

The students of both the full-time and the part-time study programmes are satisfied with the testing and assessment system at IBMS, as is conveyed by the NSE scores below. Only the score on 'timely announcement of results' in the part-time variant shows a slightly decreasing appreciation. This already has the attention of the course management.

<i>NSE 2012 (G4 score in parentheses)</i>	Full-time	Part-time
Testing and evaluation	3,37 (3,22)	3,09 (3,06)
Relevance of testing and evaluation to the content of the study programme	3,50 (3,36)	3,17 (2,91)
Results announced in timely manner	3,21 (3,02)	3,11 (3,36)

Achieved level

In tune with the diverse finalisation of the intended learning outcomes of the course (see above), with the purpose to unambiguously establish whether graduates of the course generally succeed in finalising all of the required final competencies, the panel reviewed the outcomes of (i) the dissertations/theses and the assessments thereof, (ii) the placement reports and the assessments thereof, and (iii) the test results of relevant modules as referred in the previous sections.

Evaluations of (ii) and (iii) were executed on location when the panel reviewed an elaborate selection of tests and interim-exams. These also included students' placement reports and test results of the relevant modules. On top of this the panel, during the audit, was given full insight into two complete student files that provided substantial evidence of the fact that these students had finalized all of the intended learning outcomes of the course.

As previously stated, the panel is positive about the quality of the tests, which also includes the quality of the placement reports and the interim-exams of modules in which single final competencies are concluded.

A random selection of 18 theses (i) was evaluated before the audit took place. The choice was made by the panel members from a list provided by the staff, that included the final papers of all course graduates of the past two years.

Panel judgement

The panel considered four out of the eighteen theses insufficient, which instead had been marked sufficient by the course examiners. At the same time, the differences between papers that had been marked up to February 2012 and those marked in July 2012 showed distinct signs of the robust improvement trajectory that was still taking place at the time of the audit.

The panel concluded that (i) there appeared to be large differences in judgements between the first and second assessor, thus showing a lack of 'synchronization' between examiners, (ii) the categorized assessment form allowed for positive overall scores, even though crucial aspects (such as literature, development of argument, choice of research methods) were clearly insufficient, and (iii) most theses lacked a literature review and references were inconsistent and largely (80%) based upon internet sources.

Subsequently the panel discussed the results with the management and the Examination Board, who – in view of their own self-critical assessment prior to the audit (see previous sections) – were not surprised to learn about the panel's assessment. As a consequence of its findings the panel decided to scale up the number of theses to be inspected and, from the initial list, made another selection of 10 recent theses (July 2012 or later).

This batch of theses appeared to score a lot better: none of them were a clear fail and the first and second assessors judgments had been better aligned than before. All panel members agreed to the marks given and also the overall grade and the grades awarded to each of the separate categories matched much better.

Still, in general, the substance level of the final papers needs improvement. Considered from a customer perspective, the panel found that quite a few of them did not deliver worthwhile recommendations or meet the standards adopted by the (international) business world. To improve this, a less accommodating way of marking should be adopted.

Also a further refinement of the interpretation of the assessment criteria is required between examiners. Besides the application of assessment criteria needs steady discussion amongst staff. In addition, the panel would recommend to pay more attention to (i) the correct use of English, especially grammar and the random use of punctuation, (ii) the quality of referencing, (iii) the reinforced use of theoretical and diagnostic models, (iv) the unacceptable act of 'jumping to conclusions' in making assumptions without any supportive facts and figures, (v) the appropriate use of tables and (vi) the application of a generally accepted, straightforward structure of the final papers.

Considerations and judgement

Considering that (i) the programme has an examination system that matches both the didactical approach, is consistent with the intended Bachelors level and covers all of the intended learning outcomes of its curriculum, (ii) tests are valid and their reliability is safeguarded by applying the four-eye principle, (iii) the course has an Examination Board, a Test Assessment Committee and a Graduation Committee, that are well-aware of their positions and duties, and show self-criticism, (iv) with regard to the examination system and the assessment of students' theses the course has recently implemented a considerable amount of adequate and visible enhancements, (v) the panel members, in second instance, agreed that students on the course acquire all of its intended learning outcomes, (vi) quite a number of improvements should still be acted out though, but the course staff is well-aware of this, judging by the bold scheme for improvements being carried out at the time of the audit.

Thus, the panel holds a positive judgement on the attained level of the course, both of the full-time and part-time variant, and therefore rates the third accreditation standard on assessment and the learning outcomes of the programme as 'satisfactory'.

5. OVERALL CONCLUSION

HvA's IBMS professional Bachelor's programme is hallmark and backed up by a robust set of contemporary final qualifications established and validated in 2011. It comprises the range of competencies as desired by the professional field. The course aims at delivering graduates who are generalists with a broad international orientation. Next step, is to customise and personalise the set of competency statements with the purpose to further distinguish the HvA IBMS course from any other IBMS course in the Netherlands.

The curriculum, that is being executed in an appropriate teaching and learning environment with convenient facilities, is strong in terms of content, with a firm study load and a wide variety of courses contributing to students' attainment of the intended learning outcomes of the programme. Distinctive features are (i) the YEN project that challenges students to bring out their entrepreneurial attitude right from the beginning of the course, (ii) the SAP lab that clearly contributes to the international study environment, (iii) the mandatory exchange programme and the international diversity of both students and teachers, the latter being highly motivated and inspiring.

The test and assessment system, like quite a few other things on the course, have been recently adjusted to the latest insights and requirements. The Examination Board has been revised and the members are clearly in control over their duties, particularly in the sense that they are well-aware of the tasks that still lie in front of them.

A second round of these reviews was necessary for the panel to establish that graduates of the course are educated in such a way that they unambiguously achieve the intended learning outcomes of the course.

During the audit, as well as from the preliminary documentation, the image emerged of a 'course in transition' with a newly appointed course manager, a radical 'course overhaul', an elaborate improvement scheme, not in the least related to Standard 3 issues, which is being steadily and correctly implemented on the basis of an active Deming cycle.

In all, the audit sessions provided the panel with ample evidence that the array of activities does not affect the core quality of the course at all. Indeed, the panel is convinced that HvA's IBMS programme might potentially lead to an IBMS course that, in this domain, could very well exceed Dutch general HBO standards. To accomplish the next level the panel recommends to retain, with no ifs or buts, to the improvement scheme already set in motion.

With the programme rated 'good' on Standards 1 and 2, and 'satisfactory' on Standard 3, NVAO regulations prescribe the rating for the entire programme at present to be 'satisfactory'.

On the basis of the findings and conclusions from this report the panel recommends the NVAO to award the HBO bachelor programme International Business & Management Studies of the Hogeschool van Amsterdam re-accreditation for another period of six years.

6. RECOMMENDATIONS

Alongside the audit the panel members made some observations that might be of interest to the management. They are set out here as suggestions and recommendations for improvement.

Related to standard 1

- In personalizing the course profile, the staff might consider a more specified or a more idiosyncratic description of the entrepreneurial objectives of the course, in particular related to competencies 3 and 10.

Related to standard 2

- The frequent leadership changes at IMBS over the last years – as always – has caused uncertainty about changes in priorities and possibly direction. In addition, some of the frequent organisational changes have not yet been fully digested and more changes are planned that will impact the curriculum in a fundamental way. This means the staff has been under quite some personal and professional pressure for a long time now. From some of its observations during the audit, the panel recommends the management should also target its change management strategy on ensuring continued staff motivation and educational quality.
- The panel recommends an even stronger involvement in the programme of business people, as well as Advisory Board Members, particularly from an educational point of view;
- From the professional field the panel learned that students' performance in the business world, duly using business etiquettes is something that needs attention;
- The lectures attended were certainly relevant content-wise, but from a didactic point-of-view rather open-ended, with a lack of summary and critical direction. The panel recommends a more directive approach to appropriate didactic formats to be adopted;

Related to standard 3

- One of the final papers was awarded a 10. The panel, however, did not consider it a suitable grade for this particular paper. It was certainly an 8, perhaps a 9, but – in the eyes of the panel members, such a high mark – not to say the ultimate mark – should be reserved for 100% perfection. Therefore the panel recommends rules (e.g. a third assessor) be additionally implemented to evaluate all papers marked 8 and higher; similarly this could be done for sixes.
- Involvement of the HvA professorship (CAREM) in the evaluation of the theses could be singled out as an apt measure to increase and ensure quality standards with regards to the final papers. The panel recommends to make this common practice a part of the quality assurance system.

ANNEXES

ANNEX I Overview of judgements

Overview of judgements on the Bachelor International Business & Management Studies of the Hogeschool van Amsterdam	
Standard	Judgement
Standard 1: Intended learning outcomes	good
Standard 2: Teaching - learning environment	good
Standard 3: Assessment and achieved learning outcomes	satisfactory
Overall conclusion	satisfactory

ANNEX II The course's learning objectives and outcomes

I International Business Competencies

1. *International Business Awareness*
 - The ability to outline and evaluate the key patterns and trends in international business activity, the different approaches to internationalisation, the influence of increasing globalisation, international trade systems and financial relations and the role of several principal institutions (e.g. WTO, EU, IMF, World Bank) on international business. The student can assess the impact of these trends on his own activities as well on the business policy.
2. *Intercultural Competency*
 - Intercultural competency is a set of cognitive, behavioural, and affective/ motivational components that enable individuals to interact effectively and acceptably in an intercultural environment. A person who is interculturally competent has both culture-specific and culture-generic knowledge, attitudes, and skills. Culture-specific competencies (that relate to a particular cultural group) includes the ability to recognise, understand and accept, in interaction with people from other cultures, their specific concepts in perception, thinking, feeling and acting. Culture-generic competencies (that are applicable across cultural groups) are at a higher level of meaning and abstraction – they transcend those that are based only on specific bi-cultural competency and enable a student to interact in other bi-cultural settings and in intercultural settings. These competencies include knowledge of the underlying principles, characteristics, components and universal dynamics that in varying combinations govern all cultures. The generic approach enables individuals to learn how to learn from subsequent specific cultural experiences. Culture-generic competency is a prerequisite to developing culture-specific competency, which in turn feeds into the on-going expansion of culture-generic competency in a dynamic and iterative process. A person who is interculturally competent can apply their understanding of specific cultural differences to position specific settings, for example, human resources management, marketing and intercultural communication.

II General Management Competencies

3. *International Strategic Vision Development*
 - The ability to use his conceptual and visionary skills to contribute to the development and evaluation of the internationalisation strategy of a company.
4. *Business Processes & Change Management*
 - The ability to research and analyse relevant international business problems, to propose policy goals and objectives and to prepare alternative solutions in order to optimise business and human resources processes in order to strengthen the synergy between strategic, structural and cultural aspects of the organisation.
5. *Entrepreneurial Management*
 - The ability to pro-actively seek and commercially evaluate business opportunities for both new and existing products/services.
 - The ability to take risks in order to optimise business profit.

III Functional Key-Areas Competencies

6. *International Marketing and Sales Management*
 - The ability to perform a country analysis on macro, industry and micro level, to conduct an international market survey in order to assess foreign market opportunities and competition.
 - The ability to formulate market-entry strategies, to draft an international marketing plan and to implement, co-ordinate and control the international marketing (and sales) programme.
7. *International Supply Chain Management*
 - The ability to assess processes and decisions involved in developing international, i.e. export/import operations, focusing on supply chain management and to explain the meaning and application of key logistical concepts.

8. *International Finance and Accounting*

- The ability to perform a variety of cost and revenue calculations and to transform these data into information needed for decision making and the budgeting process (management accounting).
- The ability to contribute to and evaluate key accounting summaries (profit and loss account, balance sheet and cash-flow statement) and to outline the differences between various external reporting standards (financial accounting).
- The ability to evaluate investment opportunities, to contribute to the assessment of long-term and short-term debt and equity financing and to contribute to managing financial risks (financial management).

9. *International Human Resource Management*

- The ability to understand and integrate the availability, employability, motivation and vitality of people (employees) as the key factors of (I)HRM.
- The ability to identify, evaluate and develop the broad spectrum of positions and responsibilities related to the management of Human Resources.
- The ability to formulate the responsibilities and tasks for the proper running of a HR Department; the ability to formulate the relevant leadership features in resolving HR related issues.
- The ability to understand the importance of generating (quantitative) HR data and HR information relevant for the evaluation and development of corporate or organisational strategy.

IV Generic Competencies

Interpersonal competencies

10. *Leadership*

- The ability to take initiative and a leading role within a (project) team in order to reach a defined goal.

11. *Co-operation*

- The ability to actively contribute to a group product or result.

12. *Business Communication*

- The ability to express himself fluently and correctly in English, in speech and writing.
- The ability to lead discussions, express his ideas, make proposals, draft reports and give presentations.
- The ability to make proper use of audio-visual aids in his presentations.
- Optional: The ability to express himself at an basic level in a second foreign language (in addition to English and his native language).

Task-oriented Competencies

13. *Business Research Methods*

- The ability to apply relevant scientific insights, theories and concepts, to combine several subjects, to gather information and draw conclusions in a methodical and reflective manner.
- The ability to act carefully and punctually and to produce output that is literate, numerate and coherent.

14. *Planning and Organising*

- The ability to plan, manage, control and evaluate personal work activities and group work in projects.
- The ability to make use of relevant techniques in his activities to monitor his own performance.

Intra-personal Competencies

15. *Learning and Self-development*

- The ability to know his strengths and weaknesses and to indicate how and when he intends to improve his weaknesses; he knows the limits of his competencies and can critically evaluate and account for his own actions; he can take criticism and put it to good use. Takes initiative and works independently.

16. *Ethical and Corporate Responsibility*

- Understanding of the ethical, normative and social issues related to the professional practice and accepting the responsibility for his actions.

ANNEX III

Overview of the bachelors programme

2011-2012 IBMS Full-time Programme

First year, first semester		First year, second semester	
Module	ECTS	Module	ECTS
Young Enterprise 1	5	Young Enterprise 2	5
English 1	3	English 2	3
Financial Accounting 1	3	Management Accounting	3
Cross Cultural Awareness	2	Economics 1	3
Management Communication	3	Marketing Management 2	3
Marketing Management 1	3	Management Information Systems 2	3
Management and Organization	3	Statistics	4
Management Information Systems	2	Personal Development 2	2
Personal Development 1	1	Physical Education and Sports 2	1
Physical Education and Sports 1	1	Second Language, Module 2	3
Second Language, Module 1	3		
Quantitative Methods	1		
	30		30

Second year, first semester		Second year, second semester	
Module	ECTS	Module	ECTS
Corporate Finance 1	4	International Law	3
Foreign Direct Investment Project	6	Project International Business Cases	6
European Law	3	International Economics and Business	4
International Money and Business	3	Human Resource Management	3
Market Planning	4	Critical Thinking	4
Marketing Research	3	Enterprise Resource Planning	3
English 3	3	English 4	3
Physical Education and Sports 1	1	Physical Education and Sports	1
Second Language, Module 3	3	Second Language, Module 4	3
	30		30

Third year, semester A		Third year, semester B	
Module	ECTS	Module	ECTS
Minor:		Exchange/Study Abroad	30
International Marketing	30		
International Finance	30		
Business Process Integration (BPI)	30		
Entrepreneurship	30		
Latin American business studies	30		
	30		30

Fourth year, semester A		Fourth year, semester B	
Module	ECTS	Module	ECTS
Placement	30	Current Issues in Business	4
		English 5	5
		International Trade	3
		Second Language, Module 5	3
		Dissertation	15
	30		30

2012-2013 IBMS Full-time Programme

First year, first semester		First year, second semester	
Module	ECTS	Module	ECTS
Cross Cultural Analysis	2	Management Accounting 1	3
Communication Skills in English 1	3	Economics 1	3
Financial Accounting 1	3	Marketing Management 2	3
Marketing Management 1	3	Management Information Systems 2	3
Management and Organization	3	Personal Development 2	1
Management Information Systems 1	2	Statistics	4
Personal Development 1	1	Young Enterprise 2	5
Physical Education and Sports 1	1	Communication Skills in English 2	3
Business Research Skills 1	1	Physical Education and Sports 2	1
Young Enterprise 1	5	Business Research Skills 2	1
Management Communication	3	Second Language, Module 2	3
Second Language, Module 1	3		
	30		30

Second year, first semester		Second year, second semester	
Module	ECTS	Module	ECTS
Critical Thinking	4	Corporate Finance 1	4
Project International Business Cases	6	European law 1	3
Human Resource Management	3	Foreign Direct Investment	6
International Economics and Business	4	International Money and Business	3
International law 1	3	Market planning	4
Physical Education and Sports 3	1	Marketing Research	3
Enterprise Resource Planning	3	Physical Education and Sports 4	1
Communication Skills in English 3	3	Communication Skills in English 4	3
Second Language, Module 3	3	Second Language, Module 4	3
	30		30

Third year, semester A		Third year, semester B	
Module	ECTS	Module	ECTS
Minor:		Exchange/Study Abroad	30
International Marketing	30		
International Finance	30		
Business Process Integration (BPI)	30		
Entrepreneurship	30		
Latin American Business Studies	30		
Continuous Minor	30		
	30		30

Fourth year, semester A		Fourth year, semester B	
Module	ECTS	Module	ECTS
Placement	30	Current Issues in International Business	4
		Dissertation	15
		Communication Skills in English 5	5
		International Trade	3
		Second Language, Module 5	3
	30		30

2011-2012 IBMS Part-time Programme

IBMS part-time first year curriculum		IBMS part-time second year curriculum	
Modules	ECTS	Modules	ECTS
Corporate plan 1	6	International expansion 1	6
Corporate plan 2	6	International expansion 2	6
English 1	6	English 3	6
English 2	6	Economics	6
Human resource management 1	6	Law 2	6
Law 1	6	Market research 2	6
Marketing 1	6	Management accounting	6
Financial accounting	6	Management and organisation 2	6
Market research 1	6	Marketing 2	6
Management and organisation 1	6	Cross cultural awareness	6
	60		60
IBMS part-time third year curriculum		IBMS part-time fourth year curriculum	
Modules	ECTS	Modules	ECTS
Minor case studies in international business	30	Placement	30
Corporate finance	8	International economics and business	8
Strategic human resource management	7	Research methodology	7
English 4	7	Dissertation	15
International money and business	8		
	60		60

2012-2013 IBMS Part-time Programme

IBMS part-time first year		IBMS part-time second year	
Modules	ECTS	Modules	ECTS
English-1	4	Cross-Cultural Awareness	5
Accounting	5	Economics	5
English-2	4	English-3	4
Human Resource Management	5	European Law	5
Law-1	5	Management Accounting	5
Marketing Research-1	5	Principles of Marketing-2	5
Principles of Marketing-1	5	Marketing Research-2	5
Management and Organization-1	5	Management and Organization-2	5
Yearlong project		Yearlong project	
Corporate plan - Interim report	6	International Expansion - Interim report	6
Corporate plan - Business plan	6	International Expansion - Final Report	6
Employee Reflection report	10	Mock Group Thesis	9
	60		60
IBMS part-time third year curriculum		IBMS part-time fourth year curriculum	
Modules	ECTS	Modules	ECTS
International Business Cases + Mock Individual Thesis	30	Dissertation	20
Placement	30	International Economics and Business	5
		Strategic Management	5
		Supply chain and logistic management	5
		Research Methodology	5
		Corporate Finance	5
		International Money and Business	5
		English-4	5
		Strategic Human Resource Management	5
	60		60

ANNEX IV Programme of site-visit

Friday 14 September 2012; location: Fraijlemaborg 133, Amsterdam

Time schedule	Auditees & room no.	Topics
08.00 – 09.00	Reception by school management and preparatory meeting panel members	
09.00 – 09.45	School Management and Programme management Ineke van der Linden <i>Dean SEM</i> John Sterk <i>Programme Manager IBMS</i> Amie van Woudenberg-Swicegood <i>Associate Manager</i> Bilal Moosa <i>Part Time Coordinator</i>	<ul style="list-style-type: none"> ▪ mission & strategy ▪ developments in professional field ▪ market position / competitive position ▪ education performance / success rate ▪ interaction with professional field / customer relationship management ▪ curriculum development ▪ international focus ▪ intrinsic backbone of the programme's contents ▪ distinctive features of the programme ▪ (applied) research & development ▪ personnel management / staff policy ▪ quality assurance
09.45 – 10.00	Break/panel retrospective	
10.00 – 11.00	Teaching staff members Anne-Sophie Andela <i>Full Time Lecturer International Business Law & Full Time CuCo member</i> Marion van Buschbach <i>Full Time Lecturer Communication skills, Intercultural skills, Management skills & Study Advisor</i> Lori Divito <i>Full Time Lecturer International Business, Management & Organisation Marketing & Researcher for CAREM</i> Johan Kloosterman <i>Full Time Lecturer Accounting, Finance, Management & Organisation</i> Ronald Jansen <i>Full Time & Part Time Lecturer International Business, Management & Organisation, Marketing, Strategy</i> Els Meihuizen <i>Full Time & Part Time Lecturer English</i> Andre Resing <i>Full Time & Part Time Lecturer Accounting, Finance, International Business & Study Abroad Advisor Anglo-Saxon World</i> Rosa Vila Roches <i>Full Time Lecturer Business in Latin America, Spanish</i>	<ul style="list-style-type: none"> ▪ curriculum development ▪ involvement professional field ▪ intrinsic backbone of the programme's contents ▪ distinctive features of the programme ▪ practical components ▪ learning assessment (methods, standards, parties involved, scoring & feedback) ▪ tutoring ▪ (applied) research & development ▪ education performance / success rate ▪ interaction with the management
11.00 – 11.15	Break/panel retrospective	

Time schedule	Auditees & room no.	Topics
11.15 – 12.15	<p>Students</p> <p><u>Full Time Programme</u> Ismael von der Gathen 1st year (2011-2012) Luca Massaro 1st year (2011-2012) Steffen Vollert 2nd year (2011-2012) & student council Marlena Kieszkowska 2nd year (2011-2012) & student council Angel Izekor 3rd year (2011-2012) & student council Jonathan van der Vlies 3th year (2011-2012) & student council Mark Perakis 4th year (2011-2012) Romy ter Bals 4th year (2011-2012)</p> <p><u>Part Time Programme</u> Egwin de Waardt 1st year (2011-2012) Edmund Gibson 1st year (2011-2012) Chris Ankomah 2nd year (2011-2012) Julia Ziegelman 2nd year (2011-2012) Rita Kardos 3rd year (2011-2012) & student council Wouter Postma 4th year (2011-2012) Maggy Tuyp 4th year (2011-2012)</p>	<ul style="list-style-type: none"> ▪ quality of teachers ▪ information and communication facilities ▪ learning assessment / feedback ▪ tutoring (incl. practical periods) ▪ feasibility and workload ▪ educational facilities ▪ final projects/exams ▪ student participation in the school's decision making
12.15 – 13.00	Lunch / Panel retrospective	
13.00 – 13.45 Parallel sessions	<p>Assessment system and Examination Board</p> <p>Wim Maessen <i>Chair Examination Board</i> Reynt-Jan Sloet van Oldruitenborgh <i>Member Examination Board IBMS Full Time</i> Beer van Arem <i>Member Examination Board IBMS Part Time</i> Dirk Bout <i>Thesis Coordination Team</i> Marion van Buschbach <i>Thesis Coordination Team</i> Carolyn O'Rourke <i>Thesis Coordination Team</i> Lucinda Unger <i>Thesis Coordination Team</i> Lea Gronostay <i>Placement Coördinator</i> Denise Simons-Dix <i>Placement Coördinator</i></p>	<ul style="list-style-type: none"> ▪ quality assurance learning assessment ▪ achievement of intended learning outcomes ▪ authority of the examination board ▪ relation to the management ▪ assessment: involvement of the professional field ▪ assessment expertise
	At random classroom visits (depending on scheduled classes)	<ul style="list-style-type: none"> • application of didactical concept
13.45 – 14.00	Break/Panel retrospective	

Time schedule	Auditees & room no.	Topics
14.00 – 14.45 Parallel sessions	Consultation session for students and teaching staff Tour of programme specific facilities Review of additional documents	
14.45 – 15.45	Field representatives/alumni <u>Alumni</u> Amanda Pennenburg <i>2010 Full Time Graduate & CSR & Project Management at European Promotional Products Association</i> Tomas Kolsteeg <i>2011 Full Time Graduate & Premaster Business Administration, Rotterdam School of Management, Erasmus University Rotterdam</i> Yoselien Jansen <i>2012 Full Time Graduate & Account manager at Atradius</i> Miranda Gahrman <i>2012 Part Time Graduate & Search Engine Specialist at Verzekeringssite.nl</i> Stef Lauer <i>2012 Part Time Graduate & Managing Partner, Jaguar Print</i>	<ul style="list-style-type: none"> ▪ mission & strategy ▪ developments in professional field ▪ market position / competitive position ▪ education performance /output/ success rate ▪ interaction with professional field / customer relationship management ▪ international focus
15.45 – 16.00	Panel retrospective	
16.00 – 16.45	Research staff (research reader and research lecturers) Dr. Adriana Krawczyk <i>Lecturer Marketing & Researcher e-commerce, social media, web analytics, consumer behavior and public relations at CAREM</i> Drs. Lucy Kerstens <i>Coordinator CAREM</i>	<ul style="list-style-type: none"> ▪ research activities ▪ impact on the programme ▪ involvement of teachers and professional field ▪ results and further development
16.45 – 17.15	Pending issues (if any)	
17.15 – 18.00	Panel retrospective/drawing up of preliminary conclusions	
18.00 – 18.15	Panel feedback to all invited by the school	
18.15	Informal drink with all invited by the school	

Selection of the delegations / the auditees

In compliance with the NVAO regulations the audit panel decided on the composition of the delegations (auditees) in consultation with the course management and on the basis of the points of focus that had arisen from the panel's analysis of the school's documents prior to the audit.

An 'open consultation session' 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 correctly and timely. The consultation session was attended by a single student, mainly with the purpose to highlight the positive features of the course and to express concern about teachers' average work load.

During the site-visit the audit panel members spoke randomly to students.

ANNEX V Documents examined

- Critical Reflection, including organizational chart
- Overview of the curricula structure and content
- National reference framework and the learning outcomes of the programme
- All course books that outline the curriculum components, stating learning outcomes, learning objectives, teaching methods, assessment methods, literature (mandatory/recommended), teachers involved and credits
- Teaching and Examination Regulations for both variants
- Overview of allocated staff with names, positions, scope of appointment, level and expertise
- List of all final theses of the past two years, demonstrating titles of theses and the exit levels attained by the students
- Overview of the contacts maintained with the professional field
- Previous NVAO accreditation report, 2007
- Reference books and other learning materials
- Sets of criteria for (i) research plan and research report, (ii) admission procedure
- Overview of alumni, their work environment and awards
- Overview of Business Advisory Board members
- Summary and analysis of recent evaluation results and relevant management information
- Documentation regarding teacher and student satisfaction
- A representative initial selection of 18 final theses, selected by the panel, of the past two years with corresponding assessment criteria and requirements; in addition, another 10 theses were assessed. In all, panel members evaluated 28 final theses:

No.	Year of graduation	Student no.	Grade
1.	260148	2011	8,5
2.	538880	2012	7,0
3.	251714	2011	6,0
4.	505772	2011	6,0
5.	515763	2011	5,5
6.	609283	2012	6,5
7.	515281	2011	8,0
8.	534657	2012	6,1
9.	507401	2011	10,0
10.	519578	2011	8,0
11.	251560	2011	5,5
12.	251456	2011	5,5
13.	522938	2011	7,0
14.	526868	2012	6,0
15.	510516	2011	6,0
16.	609004 PT	2011	6,0
17.	500506963 PT	2011	8,0
18.	500543390 PT	2012	7,0
19.	500421516 PT	2012	6,0
20.	541376	2012	7,0
21.	536656	2012	7,3
22.	609828	2012	7,0
23.	526936	2012	8,0
24.	518345	2012	5,5
25.	540833	2012	6,0
26.	540715	2012	6,0
27.	538117	2012	6,0
28.	526890	2012	8,0

Additional documents examined

No additional documents were examined

ANNEX VI Composition of the audit panel

Panel members	Expertise					
	auditing and quality assurance	education	professional field	discipline	International	student-related
Drs. W.G. van Raaijen, <i>Chair</i>	X	X			X	
S. Buivys (MSc), <i>Expert</i>		X	X	X	X	
Mr. G. de Herde, <i>Expert</i>			X		X	
J. Marty, <i>Student</i>					X	X

co-ordinator/certified secretary
H.R. (Rob) van der Made

On 22 August 2012 the NVAO approved the composition of the panel of the HBO Bachelor International Business & Management Studies # 000736 – Hogeschool van Amsterdam, Amsterdam.

Succinct CVs of panel members and secretary/co-ordinator

1	Mr W.G. (Willem) van Raaijen is partner at Hobéon, one of the evaluation agencies with regards to accreditation of higher professional education in the Netherlands. As a lead-auditor he has conducted numerous audits in higher professional education, both inside and outside of the Netherlands. Mr Van Raaijen is a certified lead auditor (LRQA QMS Lead Auditor Training Course, based upon ISO 9001:2008).
2	Mr S. (Saulius) Buivys is a teaching staff member at the IBMS course of the Rotterdam Business School (UoAS Rotterdam). In that capacity he chairs the Examination Board and is a member of the Curriculum Committee. Mr Buivys has a background in economics and teaches Finance and Accounting, as well as Business Ethics & Policies, and Interactive Project Design.
3	Mr G. (Guy) De Herde had a long career at Unilever where he worked in different leading positions, especially in the field of Human Resources Management with a focus on leadership and organisation development. Currently he is the Managing Director of a strategic Business HR Consulting Agency.
4	Mr J. Marty is a third year IBMS student of the University of Applied Sciences Utrecht and vice-chairman of the Faculty Student Council. He has lived, studied and worked in both France and Great-Britain.
5	Mr H.R. (Rob) van der Made is an NVAO certified secretary and senior-consultant at Hobéon. He has a background in teaching languages and communication in both secondary and higher professional education. As a member of the executive board of a Dutch private university of applied sciences he was, among other things, responsible for the development and execution of various bachelor programmes. Mr Van der Made has supported numerous audit panels in conducting quality assurance audits at Universities of Applied Sciences.

Formulier onafhankelijkheid en geheimhouding voorafgaand aan het beoordelingsproces

Opleidingsbeoordeling

Onafhankelijkheids- en geheimhoudingsverklaring voorafgaand aan het beoordelingsproces

Ondergetekende (naam en privé adres)

W.G. van Raaijen

Lange Voorhout 14 2514 ED Den Haag

is als voorzitter gevraagd voor beoordeling van de opleiding:

International Business and Management Studies

aangevraagd door de instelling:

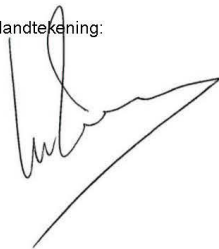
Hogeschool van Amsterdam

- Verklaart hierbij geen (familie)relaties of banden met de bovengenoemde instelling te onderhouden, als privépersoon, onderzoeker / docent, beroepsbeoefenaar of als adviseur, die een volstrekt onafhankelijke oordeelsvorming over de kwaliteit van de opleiding ten positieve of ten negatieve zouden kunnen beïnvloeden;
- Verklaart hierbij zodanige relaties of banden met de instelling de afgelopen vijf jaar niet gehad te hebben
- Verklaart strikte geheimhouding te betrachten van al hetgeen in verband met de beoordeling aan hem/haar bekend is geworden en wordt, voor zover de opleiding, de instelling of de NVAO hier redelijkerwijs aanspraak op kunnen maken.
- Verklaart hierbij op de hoogte te zijn van de NVAO gedragscode.

Plaats: Den Haag

Datum: 16 juli 2012

Handtekening:



**Formulier onafhankelijkheid en geheimhouding voorafgaand aan het
beoordelingsproces**

Opleidingsbeoordeling

**Onafhankelijkheids- en geheimhoudingsverklaring voorafgaand aan het
beoordelingsproces**

Ondergetekende (naam en privé adres)

is als deskundige / ~~secretaris~~ gevraagd voor beoordeling van de opleiding:

International Business and Management Studies

aangevraagd door de instelling:

Hogeschool van Amsterdam

- Verklaart hierbij geen (familie)relaties of banden met de bovengenoemde instelling te onderhouden, als privépersoon, onderzoeker / docent, beroepsbeoefenaar of als adviseur, die een volstrekt onafhankelijke oordeelsvorming over de kwaliteit van de opleiding ten positieve of ten negatieve zouden kunnen beïnvloeden;
- Verklaart hierbij zodanige relaties of banden met de instelling de afgelopen vijf jaar niet gehad te hebben
- Verklaart strikte geheimhouding te betrachten van al hetgeen in verband met de beoordeling aan hem/haar bekend is geworden en wordt, voor zover de opleiding, de instelling of de NVAO hier redelijkerwijs aanspraak op kunnen maken.
- Verklaart hierbij op de hoogte te zijn van de NVAO gedragscode.

Plaats: DEN HAAG

Datum: 8.8.2012

Handtekening:



Formulier onafhankelijkheid en geheimhouding voorafgaand aan het beoordelingsproces

Opleidingsbeoordeling

Onafhankelijkheids- en geheimhoudingsverklaring voorafgaand aan het beoordelingsproces

Ondergetekende (naam en privé adres)

Saulius Buivys, Kivierstraat 284, 3016 CM
Rotterdam

is als deskundige / secretaris gevraagd voor beoordeling van de opleiding:

International Business and Management Studies

aangevraagd door de instelling:

Hogeschool van Amsterdam

- Verklaart hierbij geen (familie)relaties of banden met de bovengenoemde instelling te onderhouden, als privépersoon, onderzoeker / docent, beroepsbeoefenaar of als adviseur, die een volstrekt onafhankelijke oordeelsvorming over de kwaliteit van de opleiding ten positieve of ten negatieve zouden kunnen beïnvloeden;
- Verklaart hierbij zodanige relaties of banden met de instelling de afgelopen vijf jaar niet gehad te hebben
- Verklaart strikte geheimhouding te betrachten van al hetgeen in verband met de beoordeling aan hem/haar bekend is geworden en wordt, voor zover de opleiding, de instelling of de NVAO hier redelijkerwijs aanspraak op kunnen maken.
- Verklaart hierbij op de hoogte te zijn van de NVAO gedragscode.

Plaats: Rotterdam

Datum: 18 06 2012

Handtekening:



Formulier onafhankelijkheid en geheimhouding voorafgaand aan het beoordelingsproces

Opleidingsbeoordeling

Onafhankelijkheids- en geheimhoudingsverklaring voorafgaand aan het beoordelingsproces

Ondergetekende (naam en privé adres)

Jonathan Marty
Turpijnplaats 10
3813 JH Amersfoort

is als deskundige / ~~secretaris~~ gevraagd voor beoordeling van de opleiding:

International Business and Management Studies

aangevraagd door de instelling:

Hogeschool van Amsterdam

- Verklaart hierbij geen (familie)relaties of banden met de bovengenoemde instelling te onderhouden, als privépersoon, onderzoeker / docent, beroepsbeoefenaar of als adviseur, die een volstrekt onafhankelijke oordeelsvorming over de kwaliteit van de opleiding ten positieve of ten negatieve zouden kunnen beïnvloeden;
- Verklaart hierbij zodanige relaties of banden met de instelling de afgelopen vijf jaar niet gehad te hebben
- Verklaart strikte geheimhouding te betrachten van al hetgeen in verband met de beoordeling aan hem/haar bekend is geworden en wordt, voor zover de opleiding, de instelling of de NVAO hier redelijkerwijs aanspraak op kunnen maken.
- Verklaart hierbij op de hoogte te zijn van de NVAO gedragscode.

Plaats: Amersfoort

Datum: 14 juli 2012

Handtekening:



Formulier onafhankelijkheid en geheimhouding voorafgaand aan het beoordelingsproces

Opleidingsbeoordeling

Onafhankelijkheids- en geheimhoudingsverklaring voorafgaand aan het beoordelingsproces

Ondergetekende (naam en privé adres)

H.R. van der Made

Lange Voorhout 14 2514 ED Den Haag

is als deskundige / secretaris gevraagd voor beoordeling van de opleiding:

International Business and Management Studies

aangevraagd door de instelling:

Hogeschool van Amsterdam

- Verklaart hierbij geen (familie)relaties of banden met de bovengenoemde instelling te onderhouden, als privépersoon, onderzoeker / docent, beroepsbeoefenaar of als adviseur, die een volstrekt onafhankelijke oordeelsvorming over de kwaliteit van de opleiding ten positieve of ten negatieve zouden kunnen beïnvloeden;
- Verklaart hierbij zodanige relaties of banden met de instelling de afgelopen vijf jaar niet gehad te hebben
- Verklaart strikte geheimhouding te betrachten van al hetgeen in verband met de beoordeling aan hem/haar bekend is geworden en wordt, voor zover de opleiding, de instelling of de NVAO hier redelijkerwijs aanspraak op kunnen maken.
- Verklaart hierbij op de hoogte te zijn van de NVAO gedragscode.

Plaats: Den Haag

Datum: 13 maart 2012

Handtekening:

