



Stenden University of Applied Sciences

Applied Business Administration (Toegepaste Bedrijfskunde)

Limited Study Programme Assessment

Introduction

This is the assessment report of the bachelor degree programme Applied Business Administration (Toegepaste Bedrijfskunde) offered by Stenden Hogeschool. An audit panel compiled by NQA commissioned by Stenden Hogeschool conducted the assessment. The panel has been compiled in consultation with the study programme and has been approved by NVAO prior to the assessment process. In this report Netherlands Quality Agency (NQA) reports of its findings, considerations and conclusions. The assessment was carried out according to the *Assessment frameworks for the higher education system* of NVAO (6 December 2010) and the *NQA Protocol 2011 for limited programme assessment*.

The site visit took place on 27 and 28 March 2013.

The audit panel consisted of:

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

Mr J.C. de Jong ing. (representative profession/discipline)

Mr drs. D.W. Richters MBA (representative profession/discipline)

Mr J.F.M. Coolen (student member)

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

The study programme offered a critical reflection; form and content according to the requirements of the appropriate NVAO assessment framework and according to the requirements of the *NQA Protocol 2011*. The panel studied the critical reflection and visited the study programme. Critical reflection and all other (oral and written) information have enabled the panel to reach a deliberate judgement.

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

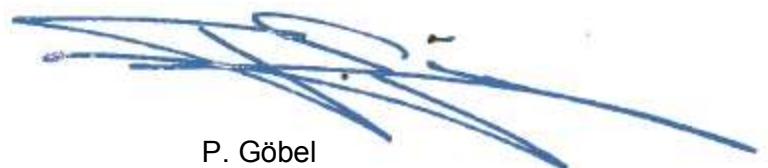
Utrecht, May 2013

Panel chairman



R.B.P. de Brouwer

Panel secretary



P. Göbel

Summary

Applied Business Administration (ABA) is a bachelor course with a four-year full time programme and a three-year part time programme. To students with relevant prior education short track programmes are offered. The programme started in 2003 as Office Management. In September 2012 the name was changed to Applied Business Administration to better indicate the area and level of the employment field. The programme is offered in English due to the fact that it is open to both Dutch and foreign students.

The panel judges the overall quality of both the fulltime and the part-time programme as **satisfactory**.

Standard 1

The ABA professional is described as 'a manager with an orientation towards international business affairs, a process specialist and an excellent organiser', he is 'the linking pin between the strategy and operations of an organisation, creating synergy between departments'. These professionals are found in office situations where substantial focus is directed to the internal business affairs, such as communications, facilities and human resource management. Graduates will find employment as a manager, head of department or project leader. The panel agrees with ABA and the representatives from the industry that the choice for a broad profile is relevant to the future professional positions of graduates.

The panel is convinced that the competences ABA formulated are relevant to the domain of the programme and represent the Bachelor level. The competences are derived from the Business Administration programme, the generic HBO domain, the Commerce domain and some competences are ABA specific. The panel is pleased with the objectives and programme of the full time course. As to the part time course it learned that instead of the three-year programme the course will be extended to a four-year programme. The panel questions its *raison d'être*. It recommends to the management to consider offering it as a commercial course.

As to the aim for internationalisation the panel would like to point out that this works out quite differently for the full time students on one hand and for the part-time students on the other hand. For example the fulltime programme is offered in English, the part-time programme in Dutch. Maybe different aims for fulltime and part-time students could be formulated. The panel agrees with ABA on the importance of research, especially applied research. On the other hand from the interviews the panel concludes that the Research Centre is as yet unknown to the students and the graduates. The new lector was announced a week before the audit visit.

The panel judges Standard 1 as **satisfactory**.

Standard 2

The panel is satisfied with the contents of the programme. The contents show a clear relationship with the competences. The knowledge, theory and models, that the students need is presented during the modules and used in projects, reports and presentations during Problem Based Learning (PBL)/Case Based Learning (CBL) sessions. To develop their professional skills students have to provide for professionals products, like a marketing plan, crisis plan, annual report and management plan. Knowledge and theory could possibly gain more in depth but without losing the broad profile ABA has chosen. The panel sees for instance possibilities by making one of the minors obligatory. Some of the subjects the panel did not come across are ethics and sustainability. The problem based educational approach offers students the opportunity to practice and develop their professional skills in projects and workshops.

The panel is somewhat surprised by the choice to place the Industrial Placement and the Individual Research Project together in the fourth year of the full time programme. The panel wonders if a separate placement and research project would not be a better option. Now there is always the risk that one or the other takes preference.

In the part-time programme the students get exemptions for the industrial placement based on their working experience. The panel has not been able to check whether the student possessed relevant experience because of the fact that the dossiers were not up to date. The panel advises ABA to bring those dossiers up to date.

Internationalisation is still very modest but ABA has big aspirations. To reach their own goals it is recommended to invite more international guest teachers. Maybe cooperation with other departments will open more possibilities in this area.

The panel is convinced of the quality of the staff. Although they form a rather small team they are very professional, passionate to the job and cope well with all the different tasks. The panel observed a good awareness of governance.

The panel is convinced that the contents and the structure of the programme in combination with the staff and the available facilities enable students to acquire the ABA competences. It judges Standard 2 as **satisfactory**.

Standard 3

The panel concludes that ABA has improved the way of assessing students in a thorough way. The panel is very positive about the Progress Test in combination with assignments to assess the knowledge and skills of the students as embodied in the BoKs. The recently introduced rubrics may be a good help in assessing students.

The panel has seen several tests and assessments from both fulltime and part-time students and is satisfied that they represent the level required. The panel is also convinced of the Bachelor level of graduated student. The grade 'satisfactory' is really a 'satisfactory', although the higher marks may be a bit high.

The recent introduction of the Thesis Committee is a good step forwards in objectifying the testing. Two teachers who are not involved in the coaching of the student will do the grading. The panel is of the opinion that such a Thesis Committee can handle certain risks more effectively. When ABA keeps following this path the panel thinks Standard 3 might score a 'good' next time. It now judges Standard 3 as **satisfactory**.

Contents

1	Basic data of the study programme	11
2	Assessment	13
	Standard 1 Intended learning outcomes	13
	Standard 2 Teaching-learning environment	15
	Standard 3 Assessment and achieved learning outcomes	19
3	Final judgement of the study programme	23
4	Recommendations	25
5	Annexes	27
	Annex 1: Final qualifications of the study programme	29
	Annex 2: Survey study programme	31
	Annex 3: Expertise members auditpanel and secretary	35
	Annex 4: Program for the site visit	41
	Annex 5: Documents examined	45
	Annex 6: Summary theses	57
	Annex 7: Declaration of Comprehensiveness and Accuracy	59

1 Basic data of the study programme

Administrative data of the study programme

1. Name study programme as in CROHO	Applied Business Administration
2. Registration number in CROHO	34138
3. Orientation and level study programme	Hbo-bachelor
4. Number of study credits	240 EC
5. Graduation courses / 'tracks'	-
6. Variant(s)	Fulltime and parttime
7. Location(s)	Leeuwarden
8. Previous year of audit visit and date decision	Previous visit: 2007
NVAO	Decision NVAO: 20 October 2008

*) Associate Degree, if applicable

Administrative institutional data

9. Name institute	Stenden University of Applied Sciences
10. Status institute	Publicly funded
11. Result institute audit	Will be executed in 2013

Quantitative data regarding the study programme

Cohort year number Full time	0607	0708	0809	0910	1011	1112	1213
Total number of registered students	91	87	94	94	92	94	98
Student intake	33	32	25	30	29	27	
Dropout data per cohort							
Dropout rate after 1 year in % of the cohort	32,1	29,4	24	36,7	40,6	24,1	
Dropout rate after re-enrolment in % of the cohort	17,4	14,3	19	10,5	5,6		
Graduation efficiency							
Diploma after 4 years in % Of the cohort re-enrollers	77,8	83,3	50				
Cohort year number Part time	0607	0708	0809	0910	1011	1112	1213
Total number of registered students	34	34	31	34	41	47	47
Student intake	10	12	9	15	13	23	
Dropout data per cohort							
Dropout rate after 1 year in % of the cohort	14,3	12,5	40	0	85,7	7,7	
Dropout rate after re-enrolment in % of the cohort	0	28,6	33,3	0	100		
Graduation efficiency							
Diploma after 4 years in % Of the cohort re-enrollers	83,3	57,1	66,7				

The realized student-teacher ratio is 24.6:1.

The average number of face-to-face instruction hours¹ per phase of the study is:

Year 1: 15,5

Year 2: 15,6

Year 3²: 12,5

Year 4: 2,0

Total: 11,4

¹ Contact hours comprise exams, lectures, workshops, PBL-sessions, intervision meetings and consultation hours.

² Not counting the minors.

2 Assessment

Applied Business Administration is a bachelor course with a four-year full time programme and a three-year part time programme. To students with relevant prior education short track programmes are offered. The programme started in 2003 as Office Management. In September 2012 the name was changed to Applied Business Administration (ABA) to better indicate the area and level of the employment field. The programme is offered in English due to the fact that it is open to both Dutch and foreign students.

The panel describes the findings, considerations and conclusions of each standard of the NVAO assessment framework. In the text a distinction between the full time and the part - time programme will be made when relevant. The final judgement concerning the study programme will be presented in chapter 3.

Standard 1 Intended learning outcomes

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

Findings

In *Leading, connecting, facilitating (Leading, connecting, facilitating, Critical Reflection for the limited programme assessment of the programme Applied Business Administration (Toegepaste Bedrijfskunde)*, Stenden University of Applied Sciences, Leeuwarden, February 2013) the ABA professional is described as ‘a manager with an orientation towards international business affairs, a process specialist and an excellent organiser’, he is ‘the linking pin between the strategy and operations of an organisation, creating synergy between departments’. The graduate should be value driven, proactive and should be able to facilitate the interests of internal an external stakeholders and be able to manage potential crisis situations.

These professionals are found in office situations where substantial focus is directed to the internal business affairs, such as communications, facilities and human resource management. Graduates will find employment as a manager, head of department or project leader. Students are trained as generalists with knowledge of processes, HRM and organisational aspects, and training in verbal communication, analysing, organising meetings and applying available knowledge.

The ABA programme is unique in the Netherlands so there is no national profile with competences available. Therefore ABA designed its own profile and competences based on courses in business administration, business management and economics. The profile and the competences are the same for the fulltime and the part-time programme. The ABA competences are listed in Annex 1. The general management orientation is derived from the BA programme.

The inter/intrapersonal competences are drawn from the generic HBO domain. In the programme special attention is paid to the ABA specific competence 'design, development and implementation of efficient business processes to enable and facilitate the primary organisational and business activities' as well as to the Commerce competence 'leading a company, part of a company, company processes or a project'. ABA uses of the new BA guidelines³ and the list of Body and Knowledge of Skills (BoKS).

ABA defined the level of the competences with the Dublin descriptors. A competence matrix connects the competences with the Dublin descriptors and with the modules (*Course Document Applied Business Administration*, February 2013).

Like the other programmes in the School of Business ABA has its own Advisory Board where the validity of the professional competence profile (PCP) as well as the course curriculum are discussed on a regular basis. The PCP and the course curriculum have been compared and aligned with competences that are considered essential by industry representatives. The benchmark that ABA performed shows that ABA focuses on general business administration processes and not on managing small companies. According to ABA the more applied approach makes ABA stand out internationally. The name Office Management was changed in Applied Business Administration because it complies better with the positions that graduates will fulfil.

One of the pillars of Stenden University is internationalisation. Every programme should offer students international opportunities. ABA aims at learning students about the international aspects of company processes.

The School of Business includes a Research Centre that defines the demands of applied research for the whole School as a whole. The lecturers will ensure and control the quality of research, research subjects and the development of connection between different research subjects. ABA wants its research to be applied research contributing to innovation of services, processes and products.

Considerations and Conclusion

The panel is convinced that the profile and the competences ABA formulated are relevant to the domain of the programme. The panel agrees with ABA and the representatives from the industry that the choice for a broad profile is relevant to the future professional positions of graduates.

As to the aim for internationalisation the panel would like to point out that this works out quite differently for the full time students on one hand and for the part time students on the other hand (ref. Standard 2). For example the full time programme is offered in English, the part time programme in Dutch. Maybe different aims for full time and part time students could be formulated. The panel agrees with ABA on the importance of research, especially applied research. On the other hand, based on the interviews, the panel concludes that the Research Centre as well as the lecturer are yet unknown to the students and the graduates.

³ Standaard Bachelor of Business Administration (herziene versie; vastgesteld door de Algemene Vergadering van de HBO-raad 15 juni 2012)

The new lector, drs. Piet van Elswijk, was announced a week before the audit visit. His assignment includes launching the Economy Lab, while adding more weight to general economics in the curriculum and research of ABA.

The panel is pleased with the objectives and programme of the full time course. As to the part time course it learned that instead of the three-year programme the course will be extended to a four-year programme. The panel questions its *raison d'être*. Consequently, it would like to recommend the management to consider offering it as a commercial course

Based on above-mentioned considerations the audit team comes to the judgement **satisfactory** for both the fulltime and the part-time programme.

Standard 2 Teaching-learning environment

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

Findings

The ABA programme consists of a four-year full time programme and a three-year part time programme. Both have 240 ECTS. In the years 2009 through 2012 the ABA curriculum has been revised with regard to structure, content and procedures.

Contents and structure of the curriculum

The full time programme contains three phases:

- The foundation phase with the focus on operational processes and practical expertise;
- The main phase (second and part of the third year) with the broadening of knowledge and skills and the focus on tactical processes and strategic processes;
- The graduation phase where deepening of knowledge and skills takes place.

The foundation phase provides students with an orientation on the study with subjects like management, organisational theory, marketing, research, business economics, business English and academic writing skills. The main phase builds on the elements introduced in year one. Emphasis is on developing students' abilities to influence change, on exercising the management tools by which change can be brought about in an organisation and on research skills. In the second year the focus is on the tactical level, in the third year the focus is on being part of the whole company. The minors in the third year give students the opportunity to specialise or broaden their knowledge of the subjects they are interested in. The graduation phase comprises the Industrial Placement and the Individual Research Project. The part time students are offered the same programme but with exemptions (ref. next paragraph *Admission and coaching*). When closely scrutinising the curriculum, the panel concludes that more attention could be given to macro-economics.

	Module 1⁴	Module 2	Module 3	Module 4
Year 1	Introduction to Management FT & PT ⁵	Management Information FT & PT	Communication FT	Operational Organisation FT
Year 2	Marketing Management FT & PT	Business Simulation FT & PT	Management & Leadership FT & PT	Managing Business Information FT & PT
Year 3	Strategic Management FT & PT	Research project FT	Minor A FT & PT	Minor B FT
Year 4	Industrial Placement FT	Industrial Placement FT	Industrial Placement FT	Industrial Placement FT
	Individual Research Project FT & PT	Individual Research Project FT & PT	Individual Research Project FT & PT	Individual Research Project FT & PT

There are phase objectives in each phase, derived from the competences, by which students can measure their development. The level of each phase is connected to the three management levels: the operational, tactical and strategic level. ABA uses Block's taxonomy to describe the objectives of each phase. In the module books the objectives for the module are mentioned. These objectives are derived from the competences, as the panel could see, although ABA does not make this relationship explicitly clear.

ABA works with the adapted BBA BoKs (ref. Standard 1). The knowledge, theory and models, that the students need is presented during the modules and used in projects, reports and presentations during Problem Based Learning (PBL)/Case Based Learning (CBL) sessions. To develop their professional skills students have to deliver professionals products, like a marketing plan, crisis plan, annual report and management plan. The management and language programmes focus on developing written en verbal skills, such as summarizing, reporting, presenting, interviewing and negotiating skills. Research skills are mostly integrated within modules. The students interviewed by the panel, were all pleased with the way research is integrated in different elements of the programme.

Part-time students are offered an additional deficiency programme on research to lend extra support to these students in their development. The panel interviewed one of these students who was very pleased with this research programme.

The educational programme of ABA is characterized by a problem based, modular, interdisciplinary and thematic structure as is explained in the Critical reflection. Within this structure, the teachers act as education facilitators and stimulate students to develop their own learning style and learning path.

⁴ For more detailed information about the modules see Annex 2

⁵ FT & PT: fulltime and part-time programme

The PBL approach comprises a variety of didactic methods: PBL/CBL sessions, lectures, guest lectures, question and answer sessions, student led seminars, workshops, projects, group assignments, individual assignments, practical assignments, presentations, field trips, online study, industrial placement and research.

The programme is offered in English to the fulltime students and in Dutch to the part-time students. The panel learned from the students that English is used when international students are present, but not when the students as well as the teacher are Dutch. All literature used is in English for both fulltime and part-time students. Students are happy with the international context of the programme. International cases are offered. While working on a case cultural aspects are always taken into account. The panel would like to suggest making more use of the Stenden international campuses for students as well as for teachers. By inviting international guest lecturers the campus in Leeuwarden can become more international. Just reading and speaking English does not make ABA 'international'.

Generally speaking both the fulltime and the part-time students are satisfied with the contents and the level of the ABA programme (NSE and HBO-Monitor).

Admission and coaching

In the fulltime programme half of the students come from abroad. Recently ABA has started with intake interviews for students to discuss their choice of study before enrolling. The first results show that these meetings are effective when planned before the summer break. International students are now interviewed after arrival in Leeuwarden. Staff is currently researching the use of social media or skype to interview these prospective students prior to enrolment. The programme includes its international agents in this research.

The fulltime programme the first two and a half years contain ten modules of 15 EC. Each module covers a specific theme. In the part-time programme the modules Communication, Operational Organisation, Management & Leadership and Research Projects are not included in the curriculum. Students have to have exemptions for these modules. From the dossiers of the students it appears that to the part-time students the exemptions for around 60 EC are granted by the Examination Committee. In the *Teaching and Examination Regulation 2012-2013* (TER) the requirements for these exemptions are not mentioned, but in the Appendix C of the TER the modules for which exemptions are granted are listed. As far as the panel could see the intake coordinator advises the Examination Committee based on the intake interview with part time students. This was confirmed in the interview with the Examination Committee. Based on the exemptions part-time students are offered a three-year programme (ref. Annex 2).

Although the Critical Reflection states that part time students can get exemptions based on working experience, this is not a requirement mentioned in the TER. These students have a three-year programme with lessons every other week, so the panel wonders where they get their practical experience, as the Industrial Placement is not part of their programme. Also in the TER is the requirement that students who want to enrol in an English language programme 'must demonstrably have obtained an IELTS score six'.

In the dossiers of the students the panel has not found proof of working experience or IELTS results. The panel would like to advise ABA to bring the dossiers of the students in line with the requirements in the TER.

In June 2012 ABA redesigned the programme of Student Career Planning. For both fulltime and part-time students the programme starts with meetings where personal motivation is discussed. The coach sees the students on a regular basis to discuss personal progress, motivation and study choice. In the foundation phase students are presented a series of lessons, guest lectures, workshops and individual meetings. Topics in this phase are professional competences, cultural intelligence skills, learning styles, time management, group dynamics, etc. In the following year the programme continues with topics as educational problems, personal skills development and the choice for minors, exchange programmes and Grand Tour. Students are familiar with the possibilities to go abroad although few students take part in an exchange programme.

Staff quality and study programme-specific facilities

The staff of the ABA programme consists of fifteen members of whom fourteen (7.85 FTE) are teaching staff. Stenden uses a student-staff ratio of 1:29.2, ABA has a ratio of 1:24.6.

Stenden aims at 90% of the teaching staff with at least a Master degree by 2017, of which 10% will also hold a PhD. At the moment the result for ABA is: seven teachers with a Bachelor degree, five with a Master degree and two with a PhD. Two lecturers are pursuing a Master's degree. In the coming years more teachers will have to pursue a Master's degree to reach this goal.

Some of the teachers combine teaching and business, or have changed careers from business to teaching. Thus teachers make the connection with the business world. Several times during a module guest teachers are invited and students also visit companies during field trips. The panel is satisfied with these connections with the industry, although it would agree with the students that they would appreciate an even stronger link with the industry by organising more field trips and inviting more guest lecturers, specifically from abroad.

In general the students are pleased with the lecturers. The NSE results show that part-time students criticize availability of lecturers and the quality of their feedback. In the interviews the panel learned the opposite: students are enthusiastic about the fact that they can always get into contact with a teacher. Students think the teachers' level of English is sufficient. The teachers' workload is rather high due to the small team. On the other hand the teachers like to work hard to set an example for the students who are also expected to do their utmost as well.

The panel has seen the facilities Stenden offers to students and teachers. The facilities support the students and the teachers in an adequate way. Students have some complaints about the availability of printers. Most students are aware of the Educational Committee, but the STURA (Studentenraad) is more important for students. Here students can file a complaint. The STURA will take it up and report on the outcome in a newsletter.

Considerations and conclusion

The panel is satisfied with the contents of the programme. The contents show a clear relationship with the competences. Knowledge and theory could gain more in depth but without losing the broad profile ABA has chosen. The panel sees for instance possibilities by making one of the minors obligatory. Some of the subjects the panel did not come across are ethics and sustainability. The problem based educational approach offers students the opportunity to practice and develop their professional skills in projects and workshops.

The panel is somewhat surprised by the choice to place the Industrial Placement and the Individual Research Project together in the fourth year of the full time programme. The panel wonders if a separate placement and research project would not be a better option. Now there is always the risk that one or the other takes preference.

In the part-time programme the students get exemptions for the industrial placement based on their working experience. The panel has not been able to check whether the student possessed relevant experience because of the fact that the dossiers were not up to date. The panel advises ABA to bring those dossiers up to date.

Internationalisation is still very modest but ABA has big aspirations. To reach their own goals it is recommended to invite more international guest lecturers. Maybe cooperation with other departments will open more possibilities in this area.

The panel is convinced of the quality of the staff. Although they form a rather small team they are very professional, passionate to the job and cope well with all the different tasks. The panel observed a good awareness of governance.

The panel is convinced that the contents and the structure of the programme in combination with the staff and the available facilities enable students to acquire the ABA competences.

Based on considerations mentioned above the audit team comes to the judgement **satisfactory** for both the fulltime and the part-time programme.

Standard 3 Assessment and achieved learning outcomes

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

Findings

The Examination Committee assures the quality of the assessors in the programme and the functioning of the Test Committee. The Test Committee plays a role in the establishment and assurance of tests, e.g. the Progress Test is under control of the Test Committee's assessment system. The Test Committee screens tests beforehand.

In the dossiers of the students as well as in the minutes of the meeting and from the interview with the Examination Committee the panel could see that the Test Committee takes its role seriously, although not all the files were complete and up to date. The Examination Committee mentioned to the panel that as of this year exemptions will be dealt with individually, will require hard evidence and an advice from the intake coordinator before being granted.

Assessment

In competence-oriented education, students must be tested on their skills, knowledge and attitude related to the professional context. ABA has chosen an integral approach. All the subjects in the modules have to be integrated into the Progress Test and also assignments have to be adapted to include different subjects from the modules in order to be able to assess the skills of the students adequately.

ABA uses both summative tests to assess the student's level and formative tests to stimulate the student's learning. In the Progress Test the level of knowledge and skills, as laid down in the BoKs, is assessed. The test is offered four times a year. Students have three attempts to pass the test. The panel concludes that with this test ABA is able to monitor the students' progress with regard to the level required. Knowledge is also tested with Short Answer Tests. Skills tests are used to assess the mastery of management skills, language skills and IT skills. Students are required to perform tasks in a critical professional situation to demonstrate their competence level. Finally the assignments, the Individual Research Project, practical experience and the portfolio are part of the testing programme. Most assessments are done individually, but assignments are usually done by a group of students.

The panel is pleased with the competence-module matrix in which ABA marked the modules in which a certain competence is obtained at bachelor level. Most competences are assessed in the final year during the Industrial Placement and the Individual Research Project. The fulltime students do a 45 EC placement. The placement has to be approved by the placement coordinator before the contract is signed. The criteria are listed in the placement handbook ABA. The placement supervisor coaches the students. During the placement the company supervisor is the student's first contact point. He is also the assessor of the student's placement activities within the company and provides feedback on the student's progress. The student has to produce five progress reports. The Stenden supervisor and a second assessor assess the final placement report. The opinion of the company supervisor is taken into account. The panel has seen several reports and those were adequate.

During the final year students individually write a thesis or review study (the Individual Research Project). The topic is related to the internal processes within the company of their industrial placement. The Stenden supervisor provides the student with feedback. First the student writes a proposal that is screened and approved. In the handbook it is clear what students can expect from their supervisors. In reality the guidance and support differs from one teacher to another. As of the coming academic year a thesis committee will oversee the grading process of the proposals and the thesis.

After finalising the report satisfactorily the student has to defend his thesis before his Stenden supervisor, the second assessor and either the company supervisor or another Stenden lecturer. In order to objectify the judgement process even more the panel suggests to consider the involvement of a third, external examiner.

The panel has seen several tests and assessments from both fulltime and part-time students and is satisfied that they represent the level required. Especially the introduction of the Progress Test has added to the quality of assessing, according to the panel. Appraisal sheets are used for marking and sometimes for feedback. Most feedback is done by comments on the work. Students may take home a marked assignment, but have to hand it in again. Students can always ask for more feedback, but this is left to the student's own initiative. According to the students the marking is clear because of the criteria on the appraisal sheet. The panel is satisfied with the critical feedback from the teachers.

It seems a bit odd that competence 10 'Self Management' is reached at the end of year 2. Module 2.4 (Managing Business Information) at the end of year 2 of the full time programme (period 6 part-time) consists of English 4, SPD 2 and Business Information Systems 1, 2 and 3. It is not clear how in this period students can obtain the competence 'Self management'. The student dossiers the panel reviewed are far from complete with regard to proof that the competences were all obtained by that particular student. It is difficult for the panel to check whether a particular student was adequately assessed on certain competences, e.g. competence 10.

Realisation of the intended learning outcomes

The panel evaluated four theses before visiting the programme. During the visit the panel evaluated thirteen others, full time as well as part time. The panel concludes that the subjects the students have chosen for their research project are relevant for the company or for the professional field.

All the theses represent the bachelor level. Most of the students have done some substantial research, that is then applied in a particular situation in the company they work for. The panel acknowledges that most of the recommendations are useful in their respective situations. Some students have difficulty in adequately handling the theory for their research. This is reflected in the grading, mostly done by two teachers. In general the panel agrees with the grading, although some of the higher marks were considered to be too high. There was some confusion whether the student could earn an extra point with a good defence. This can not be found in the handbook for the Individual Research Project but it appears to be current practice. With the new Thesis Committee these irregularities will belong to the past according to ABA.

The panel was surprised to find that all theses, fulltime and part time, are written in Dutch, while most of the management summaries are in English, because of the international focus of ABA. The panel thinks that in this way the international character of ABA is shown to be a bit artificial. The panel also concludes that as to the formal aspects of a report ABA has room to improve, e.g. grammar, spelling, references, argumentation and structure.

Considerations and conclusion

The panel concludes that ABA has improved the way of assessing students in a thorough way. The panel is very positive about the Progress Test in combination with assignments to assess the knowledge and skills of the students as embodied in the BoKs. The recently introduced rubrics may be a good help in assessing students.

The panel is satisfied about the Bachelor level of graduated student. The grade 'satisfactory' is really a 'satisfactory', although the higher marks may be a bit high.

The recent introduction of the Thesis Committee is a good step forwards in objectifying the testing. Two teachers who are not involved in the coaching of the student will do the grading. The panel is of the opinion that such a Thesis Committee can handle certain risks more effectively. When ABA keeps following this path the panel thinks Standard 3 might score a 'good' next time.

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

3 Final judgement of the study programme

Assessments of the standards

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

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

Considerations and conclusion

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

- The final conclusion regarding a programme will always be “unsatisfactory” if standard 3 is judged “unsatisfactory”.
- The final conclusion regarding a programme can only be “satisfactory” if at least two standards are judged “satisfactory”; one of these must be standard 3.
- The final conclusion regarding a programme can only be “good” if at least two standards are judged “good”; one of these must be standard 3.
- The final conclusion regarding a programme can only be “excellent” if at least two standards are judged “excellent”; one of these must be standard 3.

The audit panel assesses the quality of the Bachelor programme Applied Business Administration (fulltime and part time) of Stenden University of Applied Sciences as **satisfactory**.

4 Recommendations

Because of the relatively small number of students and the special focus of the part-time the panel questions the *raison d'être* of the part-time programme. It recommends to the management to consider offering it as a commercial course

The panel has checked the dossiers of students for information on exemptions, proof of language tests (IELTS) and documents from which it is apparent that the student has obtained particular competences. The panel found many dossiers that were not up to date. The panel would like to advise the management to bring the dossiers of the students in line with the requirements in the TER

The recent introduction of the Thesis Committee is a good step forwards in objectifying the testing. Two teachers who are not involved in the coaching of the student will do the grading. In order to objectify the judgement process even more the panel suggests to consider the involvement of a third, external examiner.

5 Annexes

Annex 1: Final qualifications of the study programme

Applied Business Administration specific competences

1. Design, development and implementation of efficient business management processes to enable and facilitate the primary organisational and business activities.

HBO domain competences of Business Administration

2. Development of a vision on changes and trends in the external environment and developing relationships, networks and chains.
3. Analysing policy problems and translating these in policy objectives and alternatives, and preparing for decision-making.
4. Implementing of Human Resource Management in view of the strategy of the organisation.
5. Organising, controlling and improving business and organisational processes.
6. Analysis of the financial and legal aspects, internal processes and the company or organisation's environment in order to strengthen connection and interaction.
7. Development, implementation and evaluation of the change process.

HBO domain competence of Commerce

8. Leading a company, part of a company, company processes or a project.

HBO domain competences Generic (HEO)

9. Social and communicative competence (interpersonal and within the organisation)
10. Self Management (self steering competence).

Stenden competences

11. Internationalisation.
12. Research.

Annex 2: Survey study programme

Full time ABA 2012-2013

Applied Business Administration

Cohort 2012

Foundation Phase

Period	Subject	Code	Name	EC	Test
1.1 Introduction to Management	1	AB1IM	D.Marketing 1	3	W/A/O
	2	AB1IM-C	D.Business economics 2	3	W/A/O
	3	AB1IM-B	D.Management 1	3	W/A/O
	4	AB1ENG1-A	D.English 1	3	W/A/O
	5	AB1VC1	G.Verbal communication 1	3	W/A/O
1.2 Management Information	1	AB1IM-B2	D.HRM1	3	W/A/O
	2	AB1MI-A1	D.Business economics 1	3	W/A/O
	3	AB1MI-A2	D.Business economics 3	3	W/A/O
	4	AB1RWC	G.Research 1	3	W/A/O
	5	AB1RWC-C	G.Written communication 1	3	W/A/O
1.3 Communication	1	AB1CC	D.Cooperate communication	3	W/A/O
	2	AB1ENG2-A	D.English 2	3	W/A/O
	3	AB1SCP-A	G.SPD 1	3	W/A/O
	4	AB1VC2	G.Verbal communication 2	3	W/A/O
	5	AB1WC2	G.Written communication 2	3	W/A/O
1.4 Operational Organisation	1	AB1OM	D.Operations management	3	W/A/O
	2	AB100-A	O.Practice 1.1	3	W/A/O
	3	AB100-B	O.Practice 1.2	3	W/A/O
	4	AB100-C	O.Practice 1.3	3	W/A/O
	5	AB1CT	G.Creative & Conceptual thinking1	3	W/A/O

Total 60

**Applied Business Administration
Main Phase**

Cohort 2012

Period	Subject	Code	Name	EC	Test
2.1 Marketing Mangement	1	AB2MM-B1	D.Management 2	3	W/A/O
	2	AB2MM-B2	D.Marketing 2	3	W/A/O
	3	AB2MM-C1	D.Law 1	3	W/A/O
	4	AB2MM-C	G.Research 2	3	W/A/O
	5	AB2MM-C3	O.Economics 1	3	W/A/O
2.2 Business Simulation	1	AB2ENG3-A	D.English 3	3	W/A/O
	2	AB2BS-B1	D.Business economics 4	3	W/A/O
	3	AB2BS-B2	O.Simulation 1	3	W/A/O
	4	AB2BS-B3	O.Simulation 2	3	W/A/O
	5	AB2BS-C	O.Crisismanagement	3	W/A/O
2.3 Management and Leadership	1	AB2ML-B	D.HRM2	3	W/A/O
	2	AB2PR-A	O.Practice 2.1 A	3	W/A/O
	3	AB2PR-B	O.Practice 2.2 B	3	W/A/O
	4	AB2EC1	O.Elective credits	3	W/A/O
	5	AB2ML-C	O.Covey	3	W/A/O
2.4 Managing Business Information	1	AB2ENG4-A	D.English 4	3	W/A/O
	2	AB2SCP-A	G.SP2	3	W/A/O
	3	AB2MBI-B	O.Business Information System 1	3	W/A/O
	4	AB2MBI-C	O.Business Information System 2	3	W/A/O
	5	AB2MBI-D	O.Business Information System 3	3	W/A/O
3.1 Strategic management	1	AB3SM-A	D.Strategic Management 1	3	W/A/O
	2	AB3SM-B	D.Strategic Management 2	3	W/A/O
	3	AB3LAN1-A	D.MVT1	3	W/A/O
	4	AB3CT2	G.Creative & Conceptual thinking2	3	W/A/O
	5	AB3CM1	O.Change management	3	W/A/O
3.2 Research Projects	1	AB3LAN2-A	D.MVT2	3	W/A/O
	2	AB3SCP-A	G.SP3	3	W/A/O
	3	AB3PR-A	O.Practice 3.1	3	W/A/O
	4	AB3PR-B	O.Practice 3.2	3	W/A/O
	5	AB3PR-C	O.Practice 3.3	3	W/A/O
3.3 Minor 1 ABA	1	AB2MIN-1	O.Minor 1	15	W/A/O
3.4 Minor 2 ABA	1	AB3MIN-2	O.Minor 2	15	W/A/O
4.1 Internship 1 ABA	1	AB4IP1	O.Internship 1	9	W/A/O
	3	AB4IRP1	O.Individual Research Project 1	6	W/A/O
4.2 Internship 2 ABA	1	AB4IP2	O.Internship 2	12	W/A/O
	5	AB4IRP2	O.Individual Research Project 2	3	W/A/O
4.3 Internship 3 ABA	1	AB4IP3	O.Internship 3	12	W/A/O
	5	AB4IRP3	O.Individual Research Project 3	3	W/A/O
4.4 Internship 4 ABA	1	AB4IP4	O.Internship 4	12	W/A/O
	5	AB4IRP4	O.Individual Research Project 4	3	W/A/O

Total 180

Part time ABA 2012 - 2013

**Applied Business Administration
Part time Study programm
organisation**

Cohort 2012

Period	Subject	Code	Name	EC	Test
Jaar 1. 1	Introduction to Management (1.1)				
	1	AB1IM	D.Marketing 1	3	W/A/O
	2	AB1IM-C	D.Business economics 2	3	W/A/O
	3	AB1IM-B	D.Management 1	3	W/A/O
	4	AB1ENG1-A	D.English 1	3	W/A/O
	5	AB1VC1	G.Verbal communication 1	3	W/A/O
2	Management Information (1.2)				
	1	AB1IM-B2	D.HRM1	3	W/A/O
	2	AB1MI-A1	D.Business economics 1	3	W/A/O
	3	AB1MI-A2	D.Business economics 3	3	W/A/O
	4	AB1RWC	G.Research 1	3	W/A/O
	5	AB1RWC-C	G.Written communication 1	3	W/A/O
3	Management and Leadership (2.3)				
	1	AB2ML-B	D.HRM2	3	W/A/O
	2	AB2PR-A	O.Practice 2.1 A	3	W/A/O
	3	AB2PR-B	O.Practice 2.2 B	3	W/A/O
	4	AB2EC1	O.Elective credits	3	W/A/O
	5	AB2ML-C	O.Covey	3	W/A/O
Jaar 2. 4	Marketing Management (2.1)				
	1	AB2MM-B1	D.Management 2	3	W/A/O
	2	AB2MM-B2	D.Marketing 2	3	W/A/O
	3	AB2MM-C1	D.Law 1	3	W/A/O
	4	AB2MM-C	G.Research 2	3	W/A/O
	5	AB2MM-C3	O.Economics 1	3	W/A/O

Period	Subject	Code	Name	EC	Test
5	Business Simulation (2.2)				
	1	AB2ENG3-A	D.English 3	3	W/A/O
	2	AB2BS-B1	D.Business economics 4	3	W/A/O
	3	AB2BS-B2	O.Simulation 1	3	W/A/O
	4	AB2BS-B3	O.Simulation 2	3	W/A/O
	5	AB2BS-C	O.Crisismangement	3	W/A/O
6	Managing Business Information (2.4)				
	1	AB2ENG4-A	D.English 4	3	W/A/O
	2	AB2SCP-A	G.SP2 2	3	W/A/O
	3	AB2MBI-B	O.Business Information System 1	3	W/A/O
	4	AB2MBI-C	O.Business Information System 2	3	W/A/O
	5	AB2MBI-D	O.Business Information System 3	3	W/A/O

Jaar 3 7	Strategic management (3.1)				
	1	AB3SM-A	D.Strategic Management 1	3	W/A/O
	2	AB3SM-B	D.Strategic Management 2	3	W/A/O
	3	AB3LAN1-A	D.MVT1	3	W/A/O
	4	AB3CT2	G.Creative & Conceptual thinking2	3	W/A/O
	5	AB3CM1	O.Change management	3	W/A/O
8	Minor 1 ABA				
	1	AB2MIN-1	O.Minor 1	15	W/A/O
9	Internship 4 ABA				
	1	AB4IP4	O.Internship 4	0	W/A/O
	5	AB4IRP4	O.Individual Research Project 4	15	W/A/O

Annex 3: Expertise members auditpanel and secretary

Nadere informatie over de achtergronden van de leden van het beoordelingspanel en secretaris:

De heer drs. R.B.P. de Brouwer

De heer De Brouwer is ingezet als panellid vanwege zijn deskundigheid op het gebied van economie door zijn werkervaring in het bedrijfsleven en voor de overheid, alsmede vanwege zijn onderwijsdeskundigheid en zijn auditdeskundigheid. Hij heeft ervaring als docent bedrijfseconomie op de Fontys International Business School, waar hij lid is van de Raad van Advies en waar hij betrokken is bij het lectoraat Innovatiemanagement in Internationaal Perspectief. Tevens trad de heer De Brouwer in de jaren 2005-2010 op als gastdocent en extern examiner aan de Fontys Hogeschool voor Marketing Management. In 2006 en 2007 had hij zitting in een commissie curriculumverbetering voor de drie opleidingen van deze hogeschool. De heer De Brouwer heeft meerdere publicaties op zijn naam staan: (Volkskrant over de babyboomgeneratie) en publicaties voor de NVOG, de KNVG, de NBP en de VOHM. De heer De Brouwer heeft de afgelopen twee jaar aan ongeveer tien visitatietrajecten deelgenomen. Daarnaast heeft hij ervaring als auditor en als gevisiteerde op het gebied van ISO-9000-9004 (kwaliteitsmanagement en verbetering) en ISO-14000 (milieumanagement) in een internationale omgeving. Hij heeft internationale deskundigheid door zijn lidmaatschappen van tal van internationale organisaties. Uit werkervaring beschikt hij over kennis van en ruime ervaring met de accreditatiesystematiek. Voor deze visitatie heeft de heer De Brouwer onze handleiding voor panelleden ontvangen en in een voorbereidende vergadering is hij aanvullend geïnstrueerd over het proces van visitatie en accreditatie in het hoger onderwijs en over de werkwijze van NQA.

Opleiding:

1977	Doctoraal Economie, Erasmus Universiteit Rotterdam
1972	MO-Economie
1964	HBS-B, St. Franciscuscollege Rotterdam

Werkervaring:

2005 – heden	Directeur-aandeelhouder Leijdal Consultancy BV. Actief als interim manager, consultant en gastdocent
2005 – 2007	Executive Director Corus Yasan, Turkije
1987 – 2005	Hoogovens/Corus, diverse functies op directieniveau, zoals Directeur Externe Betrekkingen, Directeur Marketing en Sales, Managing Director Tubes, Managing Director Corus Consulting & Technical Services en Managing Director Corus Special Strip
1984 – 1987	Directeur Economische Zaken Provincie Noord-Brabant
1971 – 1984	Ministerie van Economische Zaken, diverse functies in industriebeleid en beleidsplanning. Vertegenwoordiger van Nederland in talloze internationale organisaties, o.m. in de EGKS en de VN. Van 1978-1979 voorzitter Steel Committee Verenigde Naties
1969 – 1971	Internationale Bouw Compagnie Best, inkoper
1967 – 1969	Philips Eindhoven, logistiek en productieplanning desk equipment

Belangrijkste professionele vertegenwoordigingen en nevenfuncties:

2007 – heden	Assessor voor visitaties hogescholen; specialisatie Marketing, Finance, Algemene en Bedrijfseconomie, Bedrijfskunde, Bestuurskunde
--------------	--

2007 – 2010	Zakelijk Leider Breda Photo, een internationaal foto festival met exposities op meer dan tien locaties, zowel binnen als buiten; daarnaast een uitgebreid nevenprogramma met een congres, workshops, een open studioroute, een amateur programma, een jongerenprogramma en een boekenbeurs; deelname van ongeveer 40 professionele fotografen uit binnen- en buitenland
2006 – heden	Gastdocent, parttime docent en geëngageerde Hogeschool Fontys Eindhoven en Venlo, studierichtingen IBMS, CE en Small Business; lid van Adviesraad IBMS Eindhoven en Venlo
2006 – 2008	Adviseur/ projectleider/coach Regionale Ontwikkelingsmaatschappij REWIN Breda
1994 – 2000	Lid van de jury van de Tilburg Moderne Industriestad Prijs
1991 – 1999	Voorzitter Sportfondsenbad Beverwijk
1991 – 1992	Voorzitter van de Onderhandelingsdelegatie Basismetalaalconvenant
1988 – 1993	Lid van de Verpakkingcommissie van VNO/NCW belast met het voorbereiden van een Verpakkingconvenant
1988 – 1993	Lid van de European Recovery and Recycling Association
1985 – 1988	Lid van het Raadgevend Comité van de EGKS (tri-partite vertegenwoordiging)
1984 – 1986	Secretaris van de Commissie Economische Ontwikkeling Noord-Brabant (Commissie Bosman)
1983 – 1984	Secretaris van de Commissie Industrieel Elan (Commissie Wagner)
1978 – 1982	Voorzitter van het Staal Comité van de Benelux
1978 – 1979	Voorzitter van het Steel Committee van de Verenigde Naties
1982 – 1984	Lid van de jury van de Koning Willem I Prijs
1977 – 1982	Lid van het Industry Committee van de Organisatie van Economische Samenwerking en Ontwikkeling (OESO)

Belangrijkste Commissariaten en Boardmemberships:

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

Overig:

- Diverse nevenfuncties bekleed in de politiek (fractievoorzitter D'66 gewestraad 's-Gravenhage, voorzitter D'66 afdeling Den Haag)
- Momenteel actief als commissaris bij het Corporate Communication Centre van de Erasmus Universiteit.
- Voorzitter van de Vereniging Oud-Hoogovens Medewerkers
- Voorzitter van de Ledenraad van de Nederlandse Bond voor Pensioenbelangen (NBP)
- Voorzitter van de NBP, district Brabant
- Bestuurslid van de Koepel van Nederlandse Verenigingen van Gepensioneerden (KNVG)
- Lid van de Raad van Advies van Fontys International Business School in Venlo

De heer ing. J.C. de Jong

De heer De Jong is ingezet vanwege zijn ervaring in verschillende economische domeinen en in meerdere visitatietrajecten. Hij heeft als panellid/voorzitter aan meer dan 25 visitaties deelgenomen. Sinds 2009 is hij directeur van Van Harte & Lingsma, een organisatie die zich richt op de (na-)scholing van leidinggevendenden. Sinds 2011 is hij lid van de BVE denktank 'Onderwijs', die zich richt op de vernieuwing van het onderwijs. De heer De Jong is deskundig op het vlak van commerciële economie, (business) management, marketing, sales, strength based change management en informatica (ICT). Hij geeft gastcolleges (met name change management) aan onder meer de Vrije Universiteit, Nijenrode en de Roosevelt Academy. Daarnaast verzorgt hij ook 2 maal per jaar lessen in Zuid Afrika aan de internationale masteropleiding Organization Development van de American University. Hij wordt verder regelmatig gevraagd te spreken op nationale en internationale congressen en bijeenkomsten over management en leiderschapsissues in de hedendaagse business praktijk. De heer De Jong heeft vanuit opleiding en werkervaring ruime (internationale) kennis van het domein en van onderwijsprocessen.

Opleiding:

2012 – heden	Leergang "Bezielend Leiderschap" – ITIP
2006 – 2007	BT Executive Management Programme – NCOI
1997 – 1998	GEM Certificate Class on Appreciative Inquiry - Case Western University
1992 – 1993	Communicating & Influencing for Results – Castle Consultants
1989	Financial Management – Apple Computer & MCE
1988	Advanced Marketing – Apple University Europe
1987	Sales & Marketing Institute – London Business School
1986	Situational Leadership – Centre for Leadership Studies
1985	Problem solving & decision Making – Kepner Tregoe
1984	Pascal programmeren – Wageningen Positive Negotiation – Castle Consultants
1978 – 1982	MBO-A Engels (geen diploma)
1970 – 1976	Rijks Hogere Tuinbouwschool Utrecht

Werkervaring:

2009 – heden	Van Harte & Lingsma, Algemeen Directeur
2004 – 2009	BT (Global Services), Director Learning Solutions
1998 – 2004	Syntegra, Directeur Learning Solutions
1991 – heden	JLS International BV, DGA
1984 – 1991	Apple Computer, BU manager education
1978 – 1984	Centrale school voor Tuinbouwtechniek, Ede, hoofdinstructeur

Overige werkzaamheden:

2011 – heden	Lid van de BVE denktank Onderwijs
2009 – heden	AI Associate of the NTL Institute (USA)
2007 – heden	Associate of the TAOS Institute (USA)
2007 – heden	Gastdocent aan oa. Roosevelt Academy en de VU rondom Appreciative Inquiry (AI) & Changemanagement
2005 – 2009	Lid van de EU denktank Technology Enhanced Learning (TEL)
2000 – 2005	Voorzitter Bestuur Stichting ECDL
1999 – heden	Member of Global Council of Appreciative Inquiry Int., momenteel als Chair

Recente publicaties:

- 2011 Bijgedragen aan diverse artikelen gepubliceerd in het blad *AI Practioner* rondom *Appreciative Governance*
- 2011 Bijdrage (hoofdstuk) geleverd aan het boek *Positive Psychology at Work* (Sarah Lewis)
- 2010 Artikel voor het blad *AI Practioner* rondom *Appreciative Leadership*
- 2009 A New Business Model (artikel in de *AI Practioner*)
- 2008 medeauteur management handboek *Waarderend Organiseren* (samen met A. van Iren, R. vd Nieuwenhof & R. Masselink) alsmede bijdrage (hoofdstuk) geleverd aan het *Waarderend Werkboek*

De heer drs. D.W. Righters MBA

De heer Righters heeft vanuit diverse functies en uiteenlopende werksituaties ruime kennis van en ervaring met bedrijfseconomische en managementvraagstukken opgedaan. Als zelfstandig consultant heeft hij ervaring op het gebied van bedrijfseconomische en managementvraagstukken, kwaliteitsmanagement in het bijzonder. Ook is hij door zijn docentschap goed bekend met het hoger beroeps onderwijs. Sinds 2004 is de heer Righters als docent *Organizational Behavior & Marketing* verbonden aan de Rotterdam Business School (onderdeel van Hogeschool Rotterdam). Rotterdam Business School (RBS) heeft een internationaal karakter vanwege het feit dat de studentenpopulatie uit 45 verschillende nationaliteiten bestaat en het curriculum Engelstalig is. Daarnaast heeft RBS internationaal aansluiting bij diverse partnerscholen (Demi) verspreid over Europa, Noord Amerika en Azië. Met deze Demi partners vindt uitwisseling plaats en kunnen wederzijdse studenten een gedeelte van hun studie bij de RBS volgen en/of afronden en vice versa. Naast het verzorgen van diverse colleges bij RBS is de heer Righters regelmatig tweede beoordelaar bij scripties van buitenlandse studenten die een double degree willen behalen. Daarnaast is de heer Righters regelmatig gastdocent in China, Canada, United Kingdom en Duitsland. De heer Righters heeft deelgenomen aan de NQA-auditortraining hoger onderwijs en heeft vanuit ervaring als panellid/voorzitter van meer dan 10 visitaties kennis van de accreditatiesystematiek. Hij heeft vanuit opleiding en werkervaring internationale kennis van het domein en is daarnaast gediplomeerd Lead-Auditor ISO-9002.

Opleiding:

- 2009 Didactische bevoegdheid behaald aan de VU (Vrije Universiteit) Amsterdam.
- 2004 – heden Erasmus Universiteit Rotterdam, faculteit Bedrijfskunde; promotietraject. Het promotieonderzoek richt zich op Kwaliteitsmanagement in relatie tot Strategie.
- 2004 MBA Gediplomeerd Lead-Auditor ISO 9002, Lead Auditor INK
- 1989 Doctoraal Bedrijfskunde, deels op Michigan Business School, Detroit, USA
- 1982 HEAO
- 1978 VWO

Werkervaring:

- 2007 – heden Universiteit van Lubljana, gastdocent
- 2005 – heden Geely Beijing University, gastdocent (3 x per jaar)
- 2004 – heden Docent *Organizational Behavior & Marketing* en docent *Research*, Rotterdam Business School
- 2000 – heden Docent *Bedrijfseconomie* Hogeschool Rotterdam, docent *Marketing, Finance & Accounting*
- 2000 – heden Q-minds B.V., adviesbureau op het gebied van economische vraagstukken en kwaliteitsmanagement, freelance consultant
- 1997 – 2000 KLM, Coachen en begeleiden van trainees
- 1993 – 1997 KLM, Trainingen verzorgen ten behoeve van grond en vliegend personeel
- 1989 – 1993 KLM, Logistiek & Planning (vloot en menskrachtplanning)

De heer J.F.M. Coolen

De heer Coolen is ingezet als studentlid. Hij volgt de opleiding Bedrijfskunde MER bij Avans Hogeschool, waar hij lid is van de opleidingscommissie. De heer Coolen is representatief voor de primaire doelgroep van de opleiding en beschikt over studentgebonden deskundigheden met betrekking tot de studielast, de onderwijsaanpak, de voorzieningen en de kwaliteitszorg bij opleidingen in het domein. Voor deze visitatie is de heer Coolen aanvullend individueel geïnstrueerd over het proces van visitatie en accreditatie in het hoger onderwijs en over de werkwijze van NQA.

Opleiding:

- 2010 – heden Bestuurskunde Management, Economie en Recht - Avans Hogeschool school, 's-Hertogenbosch
2005 – 2010 HAVO, Titus Brandsma Lyceum, Oss, Diploma behaald

Werkervaring:

- 2012 – heden ABN AMRO N.V.
2011 – heden P.Smits V.O.F.
2010 – heden Score Retail Nederland B.V.
2009 – 2010 Capadokya
2007 – 2010 Hertog Jan van Brabant

Overig:

- 2011 – heden Lid opleidingscommissie Bestuurskunde Management, Economie en Recht.
2011 – heden Cursus solliciteren, drs Marjolein Demouge-van der Linden - Intern
2011 – heden Cursus onderzoek, drs Martje Zaad - Intern
2011 – 2012 Cursus onderhandelen, Nicole van de Pas - Intern
2011 – 2012 Cursus omgaan met lastige klanten, Andrea Lagerwey - Intern
2010 – 2011 Cursus creatief denken en pitchen, Anne ten Ham - Intern
2010 – 2011 Cursus gesprekstechnieken, Anne ten Ham - Intern
2010 – 2011 Cursus reflecteren, Sandra Doeze Jager – van Vliet - Intern
2010 – 2011 Cursus gedrag, Sandra Doeze Jager – van Vliet - Intern

Mevrouw drs. P. Göbel

Mevrouw Göbel is ingezet als NQA-auditor. Zij heeft meer dan tien jaar ervaring met visiteren in bijna alle sectoren van het hbo. Ze heeft bij Lloyd's auditcursussen gevolgd. Verder heeft zij twintig jaar ervaring met ontwikkelen van onderwijsprogramma's, lesgeven en beoordelen van studenten en met management in het hoger beroepsonderwijs in uiteenlopende sectoren. Mevrouw Göbel heeft in het najaar van 2010 deelgenomen aan de training van de NVAO en is gecertificeerd secretaris.

Opleiding:

- 1976 – 1979 Rijksuniversiteit Utrecht, Nederlandse taal- en letterkunde
1971 – 1976 Tweedegraads lerarenopleiding: Nederlands en Engels

Werkervaring:

- 2005 – heden secretaris en adviseur Raeflex
2004 – heden senior auditor en adviseur NQA
2000 – 2004 Medewerker kwaliteitszorg bij de HBO-raad
1997 – 2000 Projectleider bij de afdeling Onderwijszaken van de Saxion Hogeschool Enschede
1994 – 1997 Directeur van het instituut Welzijn en Arbeid bij de Saxion Hogeschool Enschede

- 1993 – 1995 Studentendecaan en vertrouwenspersoon bij de sectoren Welzijn en Arbeid,
Lerarenopleiding Basisonderwijs en Conservatorium
- 1987 – 1993 Studentendecaan en vertrouwenspersoon bij de sector Economie Saxion Hogeschool
Enschede
- 1980 – 1993 Docent taalbeheersing bij de sector Economie Saxion Hogeschool Enschede

Overig:

- 2006 - 2011 lid hoofdbestuur VVAO

Annex 4: Program for the site visit

Woensdag 27 maart 2013

Tijd	Activiteit	Locatie
12.00 – 12.30	Ontvangst visitatiepanel Begeleiding naar gespreksruimte	Lobby SUH
12.30 – 13.30	Lunch	Conference room 9
13.30 – 19.15	Vorbereiding gesprekken en doornemen documenten	Conference room 9
<i>15.45 – 16.15</i>	<i>Spreekuur/ Rondleiding</i>	<i>Stenden University / Conference room 11</i>
<i>17.30 – 18.15</i>	<i>Gesprek Alumni en 4^e jaar studenten</i>	<i>Conference room 11</i>
19.15 – 21.00	Diner	Restaurant.NL

Donderdag 28 maart 2013

Tijd	Activiteit	Locatie
08.45 – 09.30	Gesprek studenten jaar 1, 2 en 3	Conference room 11
09.45 – 10.30	Gesprek interne en externe begeleiders	Conference room 11
10.30 – 10.45	Pauze	Conference room 11
10.45 – 11.30	Gesprek docenten	Conference room 11
11.45 – 12.30	Gesprek opleidingsmanagement	Conference room 11
12.30 – 13.15	Lunch en voorbereiden gesprekken	Conference room 9
13.15 – 14.00	Gesprek commissies	Conference room 11
14.00 – 15.15	Eventuele aanvullende gesprekken	Conference room 11
15.15 – 15.30	Pauze	Conference room 11
15.30 – 16.30	Beoordelingsoverleg panel	Conference room 9
16.30 – 17.00	Terugkoppeling aan opleidingsmanagement	Conference room 11
17.00 – 17.30	Terugkoppeling aan alle gespreksgroepen	Nader te bepalen
17.30 – 18.00	Borrel	Nader te bepalen

Overzicht deelnemers visitatie Stenden ABA/TB 27 en 28 maart 2013

1. MT

Naam	Functie
Ann Mannen	Head of School of Business (SB)
Anne Klaas Schilder	Academic Dean School of Business (SB)
Willy Hooijenga	Teamleider Applied Business Administration Toegepaste Bedrijfskunde

2. Studenten jaar 1, 2 en 3

Naam	Vooropleiding	Studiejaar	Voltijd / deeltijd
Sarah Ritzen	VWO	1	Voltijd
Daniël Harmens	HAVO	1	Voltijd
Renata van den Tweel	HBO	1	Deeltijd
Anne van Boven	VWO	2	Voltijd
Jan Willem Bakker	IHM Foundation	2	Voltijd
Geeske Hooghiemstra Jonker	MBO	2	Deeltijd
Rosalina Africano	MBO	3	Voltijd

3. Docenten

Naam	Studie-onderdelen / jaren	Specifieke taken
Ina Mennink	Communication	Roostercontactpersoon
Karin Zondervan	Communication	Personal Development
Martin Pillen	Management and Change	Progress Coördinator
Pei Pei Vong	Business Information Systems	Deeltijd Coördinator
Rob Pieters	Management	Module Coördinator
Tatiana Naaijer - Ciff	English	n/a

4. Leden van commissies

Naam	Commissie
Folkert de Jong	Examencommissie (secretaris)
Maarten Raangs	Scriptiecommissie (lid)
Martin Pillen	Curriculumcommissie (voltijd variant)
Pei Pei Vong	Curriculumcommissie (deeltijd variant)
Rob Pieters	Opleidingscommissie (voorzitter)
Sicco Jacobs	Toetscommissie (voorzitter)



Annex 5: Documents examined

Leeuwarden, 26 maart 2013



Inhoudsopgave Visitatiekast Applied Business Administration

Wijzigingen ten opzichte van versie 15-02-2013:

- Mapaanduiding is aangepast
- Logische volgorde van documentatie zodat deze overeenkomt met zowel fysieke als digitale visitatiekast
- Kopje Curriculum commissie toegevoegd
- Nav validatiebrief NQA vier aandachtspunten opgenomen onder:

1. 'Overzicht vrijstellingen afgestudeerden deeltijd 2010/11 en 2011/12' opgenomen onder standaard 3 *BSA* map 1 (*opgenomen in map 11, onder curriculumcommissie*)
2. 'Revisieplan deeltijd TB 2013 / 2014' opgenomen onder standaard 2 *Curriculum commissie* map 11
3. 'Eindwerken, 'Overzicht afstudeerwerken' beschikbaar tijdens visitatie in archiefmappen per Alumni
4. 'Document verbeterplannen' opgenomen onder standaard 2 *Overzichtsbestand opleiding / evaluatie agenda* map 8

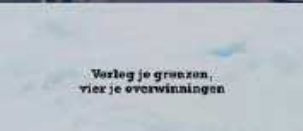


Tevens zullen de documenten onder aandachtspunten 1, 2, en 4. separaat worden aangeboden in een extra map 'Aandachtspunten Validatiebrief'.



Afkortingen:

- HoS : Head of School
AD : Academic Dean
ESR : Educational Services and Research
(voor 2013: ESO- Educational Support Office)
Doc. : Docent
TL : Teamleider
KM : Kwaliteitsmedewerker
OS : Opleidingssecretariaat



Inhoudsopgave Visitatiekast Applied Business Administration

Standaard 1 Beoogde eindkwalificaties							
Categorie	Map-aanduiding	Onderwerp	Naam Document	Digitaal	Hardcopy	Document eigenaar	Verantwoordelijke
<i>Domeinspecifiek referentiekader en eindkwalificaties van de opleiding</i>							
<i>Doelstellingen</i>	Map 1	Bachelor (domein) profiel & Boks	Standard bachelor of business administration (herziene versie 2012 NED) Standard bachelor of business administration (v. 2011, ENG) Dom economics (v. 2005) BoKS Business Administration (v.2008) Dublin descriptor Principles and Operational Implementation of the Building Blocks Building Block, Project Team, determined by the Building Block Steering Committee dated 10 November 2009 (NED+ENG) Professional Competence Profile International Office Management (August 2006)	J	J	AD	KM
<i>Doelstellingen</i>	Map 1	Landelijk opleidingsprofiel	Nvt	J	J	AD	KM

Standaard 2 Onderwijsleeromgeving

Categorie	Map nummer	Onderwerp	Naam Document	Digitaal	Hardcopy	Document eigenaar	Verantwoordelijke
<i>Onderwijs- en examenreglement</i>							
Programma	Map 1	Studentenstatuut (deel 1)	Studentenstatuut 2012-2013 NED Students Charter 2012-2013 ENG Studentenstatuut 2011-2012 NED Students Charter 2011-2012 ENG Studentenstatuut 2010-2011 NED Studentenstatuut 2009-2010 NED	J J J J J J	J J J J J J	ESR	KM
Programma	Map 2	OER (deel 2) De benaming Onderwijs en Examenreglement (OER) is de nieuwe benaming sinds 2012-2013 van de 'studiegids'.	(TER) Teaching and Exam Regulation Applied Business Administration 2012 2013 Appendix A Competences of the programme Appendix B Curriculum for the programme for the propaedeutic phase Appendix C Curriculum for the programme for the post propaedeutic phase Appendix D The Applied Business Administration Code of Behaviour Appendix E The Applied Business Administration Year test schedule	J J J J J J	J J J J J J	TL	KM
Programma	Map 2	Studiegidsen (deel 2 = Onderwijs en examenreglement)	Study Guide Applied Business Administration Part II 2011-2012 Studiegids Office Management deel 2 2010-2011 Studiegids Office Management deel 2 2009-2010	J J J	J N N	ESR TL	KM
<i>Schematisch programma overzicht inhoudsbeschrijving van de programmaonderdelen, met vermelding van eindkwalificaties, leerdoelen, werkvormen, wijze van toetsing, literatuur, docent en studenten</i>							
Programma	Map 2	Curriculum	- Curriculum overzicht cohort 2012-2013 - Curriculum overzicht cohort 2011-2012 - Curriculum overzicht cohort 2010-2011 - Curriculum overzicht cohort 2009-2010 - Curriculumontwikkeling School of Business (v2011)	J J J J J	J J J J J	TL	KM

Programma	Map 2	Literatuurlijst	- Literature list Applied Business Administration 2009-2010 - Literature list Applied Business Administration 2010-2011 - Literature list Applied Business Administration 2011-2012 - Literature list Applied Business Administration 2012-2013	J J J J	J J J J	TL	KM
Programma	Map 2	Course document	- Course document ABA v.2013 - Excellent organizer 2.0 v 2007 - Excellent organizer 2.0 v 2005	J J J	J J J	TL	TL
Programma	Map 3	Afstudeergids	- Individual Research Project Module book 2010-2011 - Individual Research Project Module book 2011-2012 - Individual Research Project Module book 2012-2013 - Begeleidingsformulier ABA	J J J	J J J	AD	AD/KM
Programma	Map 3	Stagegids	- Module book Industrial Placements 2010-2011 - Module book Industrial Placements 2011-2012 - Module book Industrial Placements 2012-2013	J J J	J J J	Doc	TL
Programma	Map 3	Minorenoverzicht (profilering)	- Overzicht Stendenbrede minoren 2009-2010 en 2010-2011 - Maatwerk met minoren versie 1.0, 2011 NED - Customization in minors versie 1.0, 2011 ENG	J J J	J J J	TL	KM
<i>Handboeken en studiemateriaal</i>							
Programma	Map Moduul- boeken	Moduulboeken ABA	- M1 t/m M 10	J	J	Doc	KM
<i>Onderwijsbeleidsplan opleidingsspecifiek</i>							
Programma	Map 3	Onderwijsbeleidsplan	- Samenvatting onderwijsbeleidsplan Stenden Hogeschool (v. 2011)	J	J	AD	KM

<i>Onderzoek</i>							
Programma	Map 4	Jaarplan lectoraat en onderzoek	- KSI Jaarplan 2013	J	J	AD	HoS
Programma	Map 4	Beleidsplan onderzoek / onderzoeksleerlijn	- KSI; De medewerker van de 21 ^{ste} eeuw in Noord Nederland (v2012) - Terugblik en voortzetting KSI Inhoudelijk eindverslag 22 dec 2008-31 dec 2011 - Zelfevaluatie-rapport Kwaliteitszorg Onderzoek (v2012) - Wereldwijs: Onderwijs en onderzoek, de koers van Stenden 2012-2016 - New University, strategieplan 2008-2012 ENG en NED	J J J J J	J J J J J	HoS	KM
Programma	Map 4	Resultaten onderzoeksleerlijn binnen opleiding (aantonen inbedding van onderzoeksleerlijn)	- Onderzoekslijnen binnen de SB (v0.8, dec 2012) - KSI Magazine oktober 2012 - KSI Nieuwsbrief 2012 - KSI Winter update 2012 - KSI Zomer update 2012 - KSI #5 2011, winter update - KSI #4 2011, Najaarsupdate - KSI #3 2011, Zomer update - KSI #2 2011, Voorjaars update - KSI #1 2011, een update - KSI update, even een laatste update	J J J J J N N N N N N	J J J J J J J J J J J	HoS	AD
<i>Kwantitatieve gegevens</i>							
Programma	Map 5	In-, door- en uitstroomgegevens van - zo mogelijk - de laatste 6 cohorten;	- Totaal uitstroom - Totaal uitstroom vol en deeltijd ABA - Totaal instroom - Totaal instroom vol en deeltijd ABA	J J J J	J J J J	ESR	KM
Programma	Map 5	Gerealiseerde docent-student ratio per jaar	- Zie Kritische Reflectie	J	J	ESR	TL

Programma	Map 5	Gemiddeld aantal contacturen per fase van de studie (een fase kan bijvoorbeeld aangegeven worden in reguliere studiejaren, de stage en de afstudeerperiode)	- Docent-student contacturen overzicht per moduul, versie sept. 2012 - + Zie Kritische Reflectie	J	J		
<p><i>Een samenvattend overzicht van de docenten met informatie over:</i></p> <ul style="list-style-type: none"> - Naam, functie, omvang aanstelling - Opleidingsachtergrond en graad - Vakspecifieke kennis - Onderwijskundige en didactische kwalificaties - Kennis van, ervaring in en relaties met de beroepspraktijk. 							
Personeel	Map 6	CV's medewerkers	- Overzicht CV's medewerkers ABA	J	J	HRM	TL
Personeel	Map 6	Documentatie over docenttevredenheid: MTO en verbeterplannen opleiding	- MTO 2012 - MTO 2009	J J	J J	HoS	AD
Personeel	Map 6	Personeelsbeleid opleidingsspecifiek	- HRM plan 2012	J	J	AD	KM
Personeel	Map 6	Overzicht publicaties en presentaties door docenten met verslagen	- Nieuwsbrieven SB + zie CV's	J	J	KM	KM
Personeel	Map 6	Overzicht gastdocenten	- Overzicht guest lectures	J	J	Moco/ TL	KM
<p><i>Opleidingsspecifiek beleidsplan / onderzoek / analyse gericht op voorzieningen waaruit blijkt dat de ruimtelijke en materiële infrastructuur passend is bij de opleiding</i></p> <p><i>Notitie / beleid waaruit blijkt dat studiebegeleiding integraal onderdeel is van het programma, gericht op begeleiding van student door docent, werkveld en decanaat.</i></p>							
Voorzieningen	Map 7	SCP (Study Career Planning)	- Vision document SCP Study Career Planning, okt. 2012	J	J	SCP lectures	KM

<i>Beleid op opleidingsniveau gericht op Handicap en Studie</i>							
Voorzieningen	Map 7	Beleid Handicap en Studie	<ul style="list-style-type: none"> - Beleidsplan Handicap en studie 2007-2010 + bijlagen - Contract Study and Disability - Contract Studeren met een functiebeperking - Contract dyslexia - Gebruikerstoets studeren met een handicap 2010 - Stenden stage stimulans ENG + NED - Studentenbrochure handicap & studie - Graduate or drop out - Uitnodiging student - Boekenleger met info 	J	J	Decanaat	KM
Voorzieningen	Map 7	Beleidsplan Bibliotheek	<ul style="list-style-type: none"> - Beleidsplan Library Knowledge concept - Guide to Stenden - Academic year calendar 2012-2013 - Academic year calendar 2011-2012 - Academic year calendar 2010-2011 	J	J	I-Study	KM
Kwaliteitszorg <i>Beleid</i>	Map 8	Annual Quality Report	<ul style="list-style-type: none"> - Kwaliteitskompas SB nov 2012 - Annual Quality Report 2010-2011 ABA - Annual Quality Report Opleidingen School of Business 2010-2011 - Annual Quality Report 2009-2010 OM - QA-Reflection AQR 2009-2010 	J	J	HoS	KM
Kwaliteitszorg	Map 8	Beleidsplan kwaliteitszorg	<ul style="list-style-type: none"> - Management en Organisatie (v. sept. 2012) - Educational Quality Plan 3, 2009-2012 	J	J	HoS	KM
<i>Overzicht van evaluatie instrumenten + uitkomsten, analyses en verbeteractiviteiten</i>							
Kwaliteitszorg	Map 8	Overzichtsbestand opleiding / evaluatie agenda	<ul style="list-style-type: none"> - Verbeterplannen 				
Kwaliteitszorg	Map 8	NSE rapportage en analyses	<ul style="list-style-type: none"> - NSE 2012 open vraag School of Business - Factsheets 2012 - NSE Office Management VT (2011) - Landelijke Studenten enquête OM-VT (2010) - Landelijke Studenten enquête OM VT (2009) - Landelijke Studenten enquête OM DT (2009) - Publicatie studietijd uit NSE 2011, QA 	J	J	ESR	KM

Kwaliteitszorg		Moduulevaluatie	Opgenomen in moduul mappen				
Kwaliteitszorg		Stage evaluaties	Opgenomen in studenten file				
Kwaliteitszorg		Afstudeer evaluaties	Opgenomen in studenten file				
Kwaliteitszorg	Map 9	HBO-monitor	<ul style="list-style-type: none"> - HBO-Monitor 2011 Management summary School of Business - ESO QA Samenvatting Trendence barometer (v. 19 april 2011) - Stenden brede Analyse HBO-Monitor 2010 afname 2009 - Stenden brede Analyse HBO-monitor 2009 verschenen 2010 - Feiten en Cijfers; HBO-Monitor 2011 De arbeidsmarktpositie van afgestudeerden van het hbo (v.2012) 	J J J J J	J J J J J	AD	KM
Kwaliteitszorg	Map 9	Keuzegids (Elsevier)	<ul style="list-style-type: none"> - Elsevier ranglijst hogescholen 2012 - Elsevier ranglijst ABA 2012 - Elsevier onderzoek arbeidsmarkt 2011 deel 2 - ESO QA Analyse Resultaten Elsevier 2010 - ESO QA Analyse Keuzegids deeltijd 2011 	J J J J J	J J J J J	AD	KM
Kwaliteitszorg	Map 9	Aansluitingsmonitor	<ul style="list-style-type: none"> - Eindrapportage aansluitingsmonitor 2010-2011 - Maatwerkrapportage bij aansluitingsmonitor totaal alle opleidingen Stenden Leeuwarden 2010-2011 - Aansluitingsmonitor 2008-2009 	J J J	J J J	AD	KM
Kwaliteitszorg	Map 9	Instroomenquête	<ul style="list-style-type: none"> - Rapportage Instroomenquête september 2011, VT - Rapportage Instroomenquête september 2011, Deeltijd, dual, verkort 	J J	J J		
Kwaliteitszorg		Studiestartweek	Zie AQR				
Kwaliteitszorg	Map 10	Rapport vbi vorige visitatie	<ul style="list-style-type: none"> - NVAO rapport visitatie sept. 2007 - NVAO Besluit visitatie sept. 2007 - OM self Evaluation report 2007 	J J J	J J J	-	AD
Kwaliteitszorg	Map 10	Actieplan natraject	<ul style="list-style-type: none"> - Projectplan accreditatietraject 2012-2013 incl. actieplan natraject - Actieplan Natraject Accreditatie (v.2009) 	J J	J J	ESR	TL
Kwaliteitszorg	Map 10	Grand tour evaluaties uit NSE	<ul style="list-style-type: none"> - STO Specifieke vragen 2009 - NSE Specifieke vragen 2010 - HBO monitor specifieke vragen 2009 - Grand Tour Evaluation 	J J J J	J J J J	Grand Tour	KM

<i>Samenvatting en analyse van recente evaluatieresultaten en relevante managementinformatie</i>							
Kwaliteitszorg	Map 10	Jaarplannen opleiding	<ul style="list-style-type: none"> - Jaarplan 2013 School of Business (v 1.7) - Jaarplan 2012 School of Business (v 1.4) - Jaarplan 2011 International Office Management - Jaarplan 2010 International Office Management 	J	J	ESR	KM
Kwaliteitszorg	Map 10	Kwartaalrapportages opleiding	<ul style="list-style-type: none"> - T rapportage periode 2, 2012 - T rapportage periode april 2012 - Q rapportage vierde kwartaal 2011 - Q rapportage derde kwartaal 2011 - Q rapportage tweede kwartaal 2011 - Q rapportage eerste kwartaal 2011 	J	J	HoS	KM
Kwaliteitszorg	Map 11	Benchmark internationaal en nationaal	<ul style="list-style-type: none"> - Benchmark in perspectief 2012 - Internationalisering - 0-meting 	J	J	ESR	KM
<i>Overzicht van de contacten met het werkveld (indien relevant)</i>							
Kwaliteitszorg	Map 11	Overzicht van de contacten	<ul style="list-style-type: none"> - Overzicht van de contacten is digitaal aanwezig + zie overzicht gastdocenten en bedrijfsbezoeken 	J	J	TL	KM
Kwaliteitszorg	Map 11	Raad van Advies verslagen	<ul style="list-style-type: none"> - Overzicht leden ABA - Jaaragenda - Notulen - Reglement raad van advies (v. 2011) ENG + NED 	J	J	OS	KM
Kwaliteitszorg	Map 11	Alumni verslagen / notulen waaruit blijkt welke contacten de opleiding heeft met alumni	<ul style="list-style-type: none"> - Alumnibeleid 2011-2014 (v. 2012) - Uitnodiging Alumni event LWD 16-12-2012 	J	J	KM	KM
Kwaliteitszorg	Map 11	Overzicht stage instellingen	<ul style="list-style-type: none"> - Lijst met contacten met bedrijven via afstudeeropdrachten 2011-2012 - Lijst met contacten met bedrijven via afstudeeropdrachten 2010-2011 	J	J	Doc	KM
<i>Samenstelling, reglementen en verslagen van overleg in relevante commissies / organen</i>							
Kwaliteitszorg	Map 11	Overzicht commissies	<ul style="list-style-type: none"> - Werkplannen commissies 	J	J		KM AD
Kwaliteitszorg	Map 11	Opleidingscommissie	<ul style="list-style-type: none"> - Notulen Opleidingscommissie ABA - Reglement Opleidingscommissies Stenden - Annual Report ABA Course Committee 	J	J	Doc	KM

Kwaliteitszorg	Map 11	Examencommissie	<ul style="list-style-type: none"> - Notulen Examencommissie ABA - Regeling Examencondities 2012-2013 - Reglement Examencommissie Opleiding of groep van Opleidingen 2012-2013 - Geslaagd - Handreiking examencommissie - HBO-raad februari 2011 - Jaarverslag 2011 - Jaarverslag 2012 	N J J J J J	J J J J J J	OS	KM
Kwaliteitszorg	Map 11	Toetscommissie	<ul style="list-style-type: none"> - Notulen toetscommissie aanwezig - Notulen toetscommissie School of Business 	J J	J J	OS	KM
Kwaliteitszorg	Map 11	Curriculumcommissie	<ul style="list-style-type: none"> - Notulen - Revisieplan deeltijd TB 2013 / 2014 - Overzicht vrijstellingen afgestudeerden deeltijd 2010/11 en 2011/12 - Overview curriculum committee 2011-2012 	J J J J	J J J J	AD	KM
Kwaliteitszorg	Map 11	Stura	<ul style="list-style-type: none"> - Notulen en nieuwsbrieven 	J	J	Doc	KM
Kwaliteitszorg	Map 12	Managementteam School of Business	<ul style="list-style-type: none"> - Notulen 2012-2013 - Notulen 2011-2012 	J	J	OS	KM
Kwaliteitszorg	Map 13	Teamvergadering	<ul style="list-style-type: none"> - Notulen 2010 - Notulen 2011 - Notulen 2012 - Notulen 2013 	J J J J	J J J J	OS	KM
Kwaliteitszorg	Map 13	Analyse en PvA van langstudeerders	<ul style="list-style-type: none"> - Overzicht Langstudeerders - Feiten en cijfers afgestudeerden en uitvallen in het Hoger onderwijs, v mei 2012 	J J	J J	OS	KM
Kwaliteitszorg	Map 13	Uitvalreductieplan	<ul style="list-style-type: none"> - Exit gesprekken - Exit enquête (v.2010) - Aanval op uitval, v 2009 	J J J	J J J	ESR	KM

Standaard 3 Toetsing en gerealiseerde eindkwalificaties

Categorie	Mapaan- duiding	Onderwerp	Naam Document	Digitaal	Hardcopy	Document eigenaar	Verant- woordelijke
<i>Toetsopgaven met bijbehorende beoordelingscriteria en normering (antwoordmodellen) en een representatieve selectie van feitelijk gemaakte toetsen (zoals presentaties, stages, assessments of portfolio's) en beoordelingen</i>							
Resultaten		Toetsopgaven met antwoordmodellen	- Zie modulboek mappen				
Resultaten		Representatieve selectie van feitelijk gemaakte toetsen en beoordelingen	- Zie modulboek mappen				
Resultaten	Map 1	Beoordelingscriteria van afstudeerwerkstukken (Zie ook: IP book en IRP map 3)	Beoordelingsformulieren IP (Scriptie) - Industrial Placement Appendix G-M 2012-2013 - Industrial Placement Appendix G-M 2011-2012 - Industrial Placement Appendix G-M 2010-2011 Beoordelingsformulieren IRP (Stage) - IRP Appendix A-F 2012-2013 - IRP Appendix A-E 2011-2012 - IRP Appendix A-E 2010-2011 - IRP Appendix A-E 2009-2010	J J	J J	AD	KM
Resultaten	Map 1	Beoordelingscriteria van toetsen	- Checklist schriftelijke toetsing	J	J	AD	KM
<i>Documenten waaruit blijkt: op welke wijze de kwaliteit van de toetsen en beoordeling wordt geborgd en dat toetsen en beoordeling valide en betrouwbaar is</i>							
Resultaten	Map 1	Toetsbeleidsplan opleidings specifiek	- Toetsen en Beoordelen NED + ENG (v2010) - Kader kwaliteitszorg Onderzoek sept 2010 - Integraal beleidsplan toetsen en beoordelen (v.2009) - Kader integraal toetsbeleid (v. 2008) NED + ENG - Appendix E Applied Business Administration Year test schedule – On behalf of the TEST OFFICE	J J J J J	J J J J J	Toets- commissie	KM
Resultaten	Map 1	Voortgangstoetsbeleid	- Plan van Aanpak toetsbeleid SB (2012)	J	J	HoS	KM
Resultaten	Map 1	Toetsmatrijs	- Competentiematrix (zie CD bijlage)	J	J	ESR	KM

Resultaten	Map 1	BSA	- Overzicht data en briefcodes voor BSA (v.2010-2011) - BSA rapportage kwantitatieve resultaten (v.2009) - Bindendstudieadvies + bijlage "Met beide benen op de grond" (v. 2010) - Vrijstellingenbeleid BE	J J J J	J J J J	ESR	KM
<i>Overzichtslijst van de afstudeerwerken van de laatste twee jaar (of van portfolio's / werkstukken waaruit het door de student bereikte eindniveau kan worden afgeleid)</i>							
Resultaten	Map 1	Overzichtslijst van de afstudeerwerken	- Overzicht afgestudeerden 2010-2011 en 2011-2012	J	J	TL	KM
<i>Door het visitatiepanel bepaalde representatieve selectie van afstudeerwerken van de afgelopen twee jaar met bijbehorende beoordelingscriteria en normering</i>							
<p><i>Per Alumni archiefmap:</i></p> <p>2010-2011:</p> <ol style="list-style-type: none"> 1. Mark Laurens Boonstra 2. Else-Marlies Gerrie Bij nagte 3. Sujan Karki 4. Nadia el Habziz 5. Sjoukje Janke van der Heide 6. Geeske Pool 7. Anna Willemijn van de Kraats 8. Karlijn Gea Hessels 9. Hillechina Ineke Stoit <p>2011-2012:</p> <ol style="list-style-type: none"> 10. Mariëtte Boone 11. Céline Hebeline Charlotte Enuma 12. Olga Sabine Klaassen 13. Pieter Koehoorn 14. Ingrid Geke Kuipers 15. Lonneke Lisette van der Lee 16. Sanne Schulte 17. Sandra Rosita Mannes 18. Janinne Venema 							

Annex 6: Summary theses

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

69563
76833
58509
123889
63629
70184
107409
63367
78861
79665
71429
70535
73709
73948
81770
63973
64516
60891

Annex 7: Declaration of Comprehensiveness and Accuracy

Netherlands Quality Agency



Verklaring van volledigheid en correctheid van de informatie

Betreffende de visitatie van de

Opleiding: Toegepaste Bedrijfskunde

Instelling: Stenden Hogeschool

Visitatiedatum: 28 maart 2013

Ondergetekende: *A.B. Meuwissen*

vertegenwoordigend het management van de genoemde opleiding,

in de functie van: *head School of Business*

verklaart hierbij dat alle informatie ten behoeve van de visitatie van de genoemde opleiding in volledigheid en correctheid ter beschikking wordt gesteld, *waaronder informatie over alternatieve afstudeerroutes die momenteel en/of gedurende de afgelopen 6 jaar (hebben) bestaan*, zodat het visitatiepanel tot een op juiste feiten gebaseerde oordeelsvorming kan komen.

Handtekening:

[Handwritten signature]
Datum: *1 maart 2013*