

Besluit

Besluit strekkende tot het verlenen van accreditatie aan de opleiding hbo-bachelor International Business and Management Studies van de Fontys Hogescholen en de toekenning van het bijzonder kenmerk "Duurzaam Hoger Onderwijs" (locatie Venlo)

Gegevens

datum	Naam instelling	: Fontys Hogescholen
30 juni 2014	Naam opleiding	: hbo-bachelor International Business and Management Studies (240 ECTS)
onderwerp		
Besluit	Datum aanvraag	: 24 december 2013
accreditatie hbo-bachelor	Variant opleiding	: voltijd
International Business and	Locaties opleiding	: Eindhoven en Venlo
Management Studies van de	Datum instemming panel	: 22 juli 2013
Fontys Hogescholen	Datum locatiebezoek	: Eindhoven 16 september 2013 Venlo: 27 september 2013
(002545)	Datum visitatierapport	: Eindhoven: 4 december 2013; Venlo: 18 december 2013
ons kenmerk		
NVAO/20142054/LL	Instellingstoets kwaliteitszorg	: ja, positief besluit van 5 september 2013
bijlage		
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Aanvullende informatie

De NVAO heeft bij e-mail van 27 februari 2014 het AISHE-certificaat en het onderliggende beoordelingsrapport opgevraagd. De NVAO heeft het certificaat en het beoordelingsrapport bij e-mail van 24 april 2014 ontvangen.

Beoordelingskaders

Beoordelingskader voor de beperkte opleidingsbeoordeling van de NVAO, alsmede voor de beoordeling van bijzondere kenmerken van de NVAO (Stcrt. 2010, nr 21523).

Bevindingen

De NVAO stelt vast dat in het visitatierapport deugdelijk en kenbaar is gemotiveerd op welke gronden het panel de kwaliteit van de opleiding voldoende heeft bevonden, alsmede dat het AISHE-certificaat (twee sterren) op basis van de overgangsmatige bepalingen toereikend is voor toekenning van het bijzonder kenmerk 'Duurzaam Hoger Onderwijs'.

Advies van het visitatiepanel

Samenvatting bevindingen en overwegingen van het panel.

Standard 1, Intended Learning Outcomes

Like all other IBMS programmes in the Netherlands Fontys IBMS Eindhoven has adopted the nationally validated set of final qualifications to function as their intended learning outcomes. IBMS Fontys Eindhoven has been involved in the establishment of the professional profile through their participation in the National Platform IBMS.

Whilst the National Platform Framework includes sixteen competencies, IBMS Eindhoven has a structure that includes just nine competencies. The course has reduced the number of competencies from sixteen to nine, not simply by deleting the other seven competencies, but by clustering and renaming competencies to align them better with the international BBA Standard.

Level-wise the course has nicely linked its intended learning outcomes to the Dublin Descriptors. Also, in a matrix it has made explicit their connection with the BBA standard. By its very nature every International Business and Management Studies programme should have the obvious international focus, starting with the intended learning outcomes. The panel has established that nearly all of the final competencies at IBMS Eindhoven have an explicit international element. Also, research is incorporated in final qualifications of the course.

With the IBMS course being located in Eindhoven, it is obvious to take advantage of the entrepreneurial activities in the vicinity. The panel is of the opinion that, although the profile corresponds to the Eindhoven Brain Port concept, the mission of the programme, as it is formulated in the Self Reflection document, could have been written down by any IBMS course located elsewhere.

The distinctive profile characteristics of the course are (i) international and intercultural, (ii) focus on new business development, (iii) challenging and practical and (iv) talent development. The panel was impressed by the way these profile characteristics were incorporated in the intended learning outcomes.

Though the course failed to communicate its profile clearly in the Self Reflection document, during the interviews with lecturers, students and the Advisory Board it became clear that the course succeeded in enhancing the generally adopted profile by incorporating its own distinctive features. As they are, the panel considers the intended learning outcomes of the course to be 'good'.

Standard 2, Learning Environment

Programme

The panel considers the curriculum very well structured, showing both a good vertical and horizontal coherence. The curriculum provides students with the applicable knowledge and skills to develop the final competencies. The IBMS course has a curriculum committee that is responsible for keeping the curriculum up-to-date. To ensure a topical curriculum the IBMS course takes part in the National Consultation, consults its Advisory Board and invites guest speakers and contacts from the working field to contribute to the programme. Every period of ten weeks has its own theme, whereby each theme includes a mix of knowledge transfer, skills training, integration of theory and practice and the development of personal skills.

The didactical design of all courses at the FHMM comprises a mix of theory, practice and research. These elements are incorporated into five learning tracks: (i) conceptual learning, (ii) research & skills training, (iii) integrated learning, (iv) experience-based learning and (v) study career.

The panel members were impressed by the international character of the course. In 2010 IBMS Eindhoven was awarded the Distinctive Feature Internationalisation by the NVAO. Since then the course management has appointed several new teachers from Poland, China, Cameroon and Thailand. The course is also investigating the possibilities to organize a double degree programme with the University of Oulu in Finland. Furthermore, an International Project Week was implemented in the first year and the curriculum has been enriched with assignments from the international professional field.

Also, the student population is composed of a variety of nationalities. From the first day of their studies students learn to bridge cultural differences and are forced to speak and write in English. The course encourages students to go abroad for their internships or to follow an exchange programme, for which Fontys has many foreign exchange partners. The panel is enthusiastic about the fact that almost 80% of all students go to study in another country during their IBMS course.

Research

IBMS Eindhoven has recently introduced the research & skills training track, including classroom teaching, workshops and practical training. The project assignments at the end of every period force the students to bring the learned theory into practice. The panel established that this makes research expressly important during the study. At the beginning of the seventh semester, those students who want to go to university can choose the Academic Orientation that focuses on research methods, statistics and academic skills.

Facilities and services

To improve students' attendance and study attitude, FHMM introduced the Fontys HighFive which is materialized in a bilateral agreement between students and staff on behavioural rules. The IBMS course has also adopted an internal Code of Conduct to state that students, who attend less than 80% of the classes, will not receive any feedback when failing a test. To stimulate intrinsic motivation, students who excel are literally put into the spotlights. The panel commends the staff for this initiative.

The school buildings generally meet the standards for classrooms and facilities required for professional education, although not always enough classrooms are available. The panel does not consider the facilities to be state of the art, but sufficient for the students to perform their tasks.

The results of the National Student Survey (NSE) 2013 show that students are content with the programme, the teaching staff, provision of information and study counselling. In the audit students also showed their satisfaction with the different aspects of their study. Nonetheless, they expressed their wish for more substantial feedback on their products, the improvement of both teachers' and students' command of English, and the introduction to the curriculum of another foreign language. The panel strongly supports these wishes.

Staff

The permanent teaching staff consists of 19 teachers, who together represent 16,6 fte. All teachers have at least a Masters Degree except for one who holds a Bachelors Degree. The panel established that the teaching staff is well qualified and teachers are continually developing their professional and expert skills. Also, the panel learned that teaching staff members are supported by the management team to update and enlarge their knowledge and skills.

Pagina 4 van 11 Because of the fact that the panel considers the programme, the staff, as well as the physical learning and teaching environment of the IBMS course of a fine quality, the panel's overall judgement on Standard 2 reads 'good'.

Standard 3, Assessment and Learning Outcomes Achieved

The document Toetsbeleidsplan 2013-2017 forms the basis of the assessment system of the IBMS course. The panel noticed that the course uses a functional and adequate mix of testing mechanisms, including written exams, project assessments, presentations, peer assessments and reflection reports. The panel noticed that the course in various ways ensures that the tests are valid, reliable and transparent. All tests are checked according to the four-eye principle, external experts from the professional field are called upon to assist with the assessment of graduation projects and free-riding is prevented by giving each student an individual grade for his contribution to a group project. The panel concludes that the exams are well-constructed and show an adequate level of questions.

The Fontys School of Marketing and Management has one collective Board of Examiners for its three courses. The Board of Examiners consists of five persons and has delegated part of its responsibility to ensure the quality of tests and examinations to the Examination Committee. There is one secretary for both committees. He serves as a linking pin. Both committees are well facilitated by the management regarding time and training opportunities.

Regarding the graduation process, the panel was content with the recent changes made. In semester 7 Graduation Circles have been introduced to prepare students for their research. Also, every thesis is judged by two teachers, not being involved in coaching, and a representative from the working field is asked to give his opinion on the thesis. Furthermore, the assessment form has been changed and IBMS takes part in a review of theses with other Universities of Applied Science in the Netherlands.

A random selection of fifteen theses was evaluated before the audit took place. The panel graded four out of the fifteen unsatisfactory. The panel concluded that in particular the theses graded between 5,5, and 6,5 lacked a reasonable problem definition and research methodology.

Considering the improvements the course had already implemented with regard to research and the graduation process as a whole during the last year, the panel has selected another 10 theses of students that had recently graduated (2nd half of 2013). Although there is still some room for improvement, the panel considered these additional theses to be sufficient. Nevertheless, the panel strongly recommends the Board of Examiners to scrutinise and monitor the entire graduation process and its outcomes in the upcoming year of study. In weighing up all of the above, the panel rates the Achieved learning outcomes and the Assessment system as 'satisfactory'.

Overall conclusion

The audit panel concludes that the IBMS course offers an educational programme that meets Bachelors level. It prepares students sufficiently to execute relevant posts in international business and management, as confirmed by the alumni. The course focusses on innovation and new business development because of its geographical location in the Brain Port area, what could be utilized even more. With reference to the quality of the reviewed theses the panel believes that the course should pay even more attention to the research skills of its students. Nonetheless, the panel agrees with the professional representatives in the audit that the course delivers students that fit the requirements of the professional field.

Standard 1, Intended Learning Outcomes

Like all other IBMS programmes in the Netherlands Fontys IBMS Venlo fully adopted the nationally validated set of final qualifications to function as their intended learning outcomes. IBMS Fontys Venlo has been involved in the establishment of the professional profile through their participation in the National Platform IBMS.

Level-wise the school neatly linked its intended learning outcomes to the Dublin Descriptors. Also, in a matrix it has made explicit their connection with the BBA standard.

By its very nature every IBMS programme should have an obvious international focus, starting with the intended learning outcomes. The panel has established that nearly all of the final competencies at IBMS Venlo have an explicit international element. Also, the research component is incorporated in the final qualifications of the course.

Because of the fact that the panel considers the adaptation of the nationally validated set of final qualifications as adequate, but would like the course to lend its own colour to the intended learning outcomes, the panel considers Standard 1 to be 'satisfactory'.

Standard 2, Learning Environment

Programme

The panel considers the curriculum well structured, showing both good vertical and horizontal coherence. The curriculum provides students with the applicable knowledge and skills to develop the final competencies. To ensure a topical curriculum, IBMS Venlo takes part in the National Consultation, consults its Board of Advice, invites guest speakers from the working field and speaks with supervisors from internship companies.

Every semester of twenty weeks is made up of different learning arrangements, including theory lessons, skills training and one or two project assignments.

The didactical design of all courses at FIBS comprises of a mix of theory, skills and practice. These elements are incorporated into six learning tracks: (i) practical learning, (ii) theory learning, (iii) skills training, (iv) integration learning and (v) study career learning. The sixth learning track, research learning, has been added only recently.

Although IBMS Venlo did not tailor the Nationally adopted Professional Profile to its own characteristics, the curriculum demonstrates that the course lays focus on several themes to distinguish itself. These are Management Controlling, Corporate Social Responsibility and the development of an entrepreneurial attitude. The panel found these three subjects very well integrated into the programme.

Internationalisation

The panel is pleased with the multicultural composition of the student population. IBMS Venlo has integrated the concept of the international classroom by composing mixed classes of students with different nationalities. Likewise, exchange students coming to Venlo follow classes together with the Fontys students.

Not only the student population is multicultural, also the teaching staff is composed of different nationalities, including staff from Germany, Spain, Canada, Mexico, Iran, China, South Africa, the United Kingdom and the Netherlands. Furthermore, Fontys Venlo has over 74 bilateral agreements with partner universities all over the world. The panel is very positive about the course's decision to make going abroad compulsory.

The panel established that most of the project assignments are internationally orientated. Additionally, the panel is enthusiastic about the fact that IBMS students are involved in charity projects in Nepal and Uganda.

The panel observed that research is interwoven in the learning arrangements. Especially during projects the course appeals to the research skills of students. IBMS Venlo has recently introduced a research-learning track, consisting of a series of learning moments in which students expand or deepen their competence to execute applied research. Furthermore, FIBS has submitted an application for the start of a new readership on International Business & Management in Euregional Perspective.

Student appraisal

The results of the National Student Survey 2013 and the student consultation during the audit learned that students are very content with the course. In general, students award the various aspects of the IBMS course with above-average scores in the NSE 2013. During the site-visit students made clear that they are very pleased with the curriculum and with the knowledge and skills of their teachers. Nevertheless, the students expressed their desire to enable a broader selection of foreign languages at IBMS Venlo. And, although all other aspects of the services and facilities are sufficient, the students said to need more parking places.

Educational staff

The educational staff consists of 31 teachers, who together represent 26,5 fte. 7 teachers hold a Bachelors Degree, 23 have obtained a Masters Degree, one of whom holds a PhD. The panel established that the teaching staff is well qualified. The management team supports them to update and elaborate their knowledge and skills. The panel is very satisfied with the fact that several teachers are in the process of obtaining a Masters Degree or PhD.

Because of the fact that the panel members, like the students, consider the programme, the staff, as well as the physical learning and teaching environment of the IBMS course of a fine quality, the panel's overall judgement on Standard 2 reads 'good'.

Standard 3, Assessment and Learning Outcomes Achieved

The documents Test Policy FIBS forms the basis of the assessment system of the IBMS course. The panel experienced that the course uses a functional and adequate mix of testing mechanisms, including written exams, group reports, individual reports and oral exams. Also, the course ensures that tests are valid, reliable and transparent. Teachers and assessors are trained in test construction, tests are based on clear assessment criteria, the test commission screens the tests and free-riding is prevented by giving each student an individual grade for his contribution to a group project. External experts from professional practice are called upon to assist with the assessment of graduation projects. The panel concludes that the exams are well constructed and show an adequate level of questions. The Fontys International Business School has one collective Examination Board for its four courses. The Examination Board consists of five persons and has delegated part of its responsibility to ensure the quality of tests and examinations to the test commission. One member of the Examination Board chairs the Test Commission. He serves as a linking pin between both committees that are well facilitated by the management regarding time and training opportunities.

The panel is of the opinion that the Examination Board members themselves should monitor the entire graduation procedure more closely. Also, in the eyes of the panel, the Board should play a more proactive role with regard to the quality of the theses. A random selection of sixteen theses was evaluated before the audit took place. In general, the panel

Pagina 7 van 11 found the examiners' judgements too generous. The panel graded two out of sixteen unsatisfactory. The panel concluded that the research design in general is a struggle for students.

Considering the improvements the course had recently implemented with regard to the research component, the panel selected another 10 theses of students that had graduated in the 2nd half of 2013. The panel considered these additional theses to be sufficient. Although the panel established still some room for further refinements, clear improvements in the field of structure and research set up was noticeable. However, the panel feels the course should pay more attention to the research skills of its students and to the 'go' / 'no go' procedure regarding the research proposal. In weighing up all of the above, the panel rates the Assessment system and the Achieved learning outcomes 'satisfactory'.

Overall conclusion

The audit panel concludes that the IBMS course offers an educational programme that meets Bachelors level. It prepares students sufficiently to execute relevant posts in international business and management, as confirmed by the alumni. The programme focusses on management controlling, corporate social responsibility and an entrepreneurial attitude, profiling aspects that could easily be integrated in the intended learning outcomes. With reference to the quality of the reviewed theses the panel believes that the course should pay more attention to the research skills of its students. Nonetheless, the panel agrees with the professional representatives in the audit that the course delivers students who fit the requirements of the professional field.

Bijzonder kenmerk: Duurzaam Hoger Onderwijs

Het panel heeft vastgesteld dat de opleiding op de locatie Venlo beschikt over een AISHE-keurmerk met twee sterren, afgegeven op 6 september 2011 en daarmee geldig op het moment van de aanvraag om accreditatie.

Bijzonder kenmerk: Duurzaam Hoger Onderwijs

De opleiding heeft op basis van een AISHE-certificaat, afgegeven op 6 september 2011, het bijzonder kenmerk 'Duurzaam Hoger Onderwijs' aangevraagd voor de locatie Venlo. Dit certificaat heeft een geldigheid van drie jaar. De geldigheid kan, door middel van een positieve *mid term review*, verlengd worden met nogmaals drie jaar. De opleiding is ten tijde van de aanvraag van het bijzonder kenmerk voor de locatie Venlo in het bezet van een geldig AISHE-certificaat. Op basis hiervan kan de NVAO overgaan tot het toekennen van het bijzonder kenmerk. De NVAO vermeldt hierbij dat het AISHE-kader vereist dat een *mid term review* na drie jaar wordt uitgevoerd.

Aanbevelingen

De NVAO onderschrijft de aanbevelingen van het panel.

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Ingevolge het bepaalde in artikel 5a.10, derde lid, van de WHW heeft de NVAO het college van bestuur van de Fontys Hogescholen te Eindhoven in de gelegenheid gesteld zijn zienswijze op het voornemen tot besluit van 28 april 2014 naar voren te brengen. Van deze gelegenheid heeft het college van bestuur geen gebruik gemaakt.

De NVAO besluit accreditatie te verlenen aan de hbo-bachelor International Business and Management Studies (240 ECTS; variant: voltijd; locaties: Eindhoven en Venlo) van de Fontys Hogescholen te Eindhoven. De NVAO beoordeelt de kwaliteit van de opleiding als voldoende.

Tevens besluit de NVAO tot toekenning van het bijzonder kenmerk "Duurzaam Hoger Onderwijs" aan de opleiding hbo-bachelor International Business and Management Studies, locatie Venlo, van de Fontys Hogescholen te Eindhoven, op basis van de afspraken met AISHE.

Dit besluit treedt in werking op 30 juni 2014 en is van kracht tot en met 29 juni 2020.

Den Haag, 30 juni 2014

De NVAO
Voor deze:

A handwritten signature in black ink, consisting of a large, stylized 'P' with a vertical line through it, and a long horizontal stroke extending to the left.

R.P. Zevenbergen
(bestuurder)

Tegen dit besluit kan op grond van het bepaalde in de Algemene wet bestuursrecht door een belanghebbende bezwaar worden gemaakt bij de NVAO. De termijn voor het indienen van bezwaar bedraagt zes weken.

Onderwerp	Standaard	Beoordeling door het panel Eindhoven	Beoordeling door het panel Venlo
1. Beoogde eindkwalificaties	De beoogde eindkwalificaties van de opleiding zijn wat betreft inhoud, niveau en oriëntatie geconcretiseerd en voldoen aan internationale eisen	Goed	Voldoende
2. Onderwijsleeromgeving	Het programma, het personeel en de opleidings specifieke voorzieningen maken het voor de instromende studenten mogelijk de beoogde eindkwalificaties te realiseren	Goed	Goed
3. Toetsing en gerealiseerde eindkwalificaties	De opleiding beschikt over een adequaat systeem van toetsing en toont aan dat de beoogde eindkwalificaties worden gerealiseerd	Voldoende	Voldoende
Eindoordeel		Voldoende	Voldoende

Locatie Eindhoven:

Number of incoming students	2007	2008	2009	2010	2011	2012
▪ full time	100	157	174	165	177	167
Percentage of drop-outs in first year						
uit het eerste jaar	2007	2008	2009	2010	2011	2012
▪ full time	46%	34%	34%	36%	45%	9%
Percentage of drop-outs bachelor		2008	2009	2010	2011	2012
▪ full time		26%	28%	37%	42%	19%
Output cohort (percentage)		2008	2009	2010	2011	2012
▪ full time		56%	32%	2%	-	-
Teaching staff		number			Fte	
▪ full time		19 (permanent) 16 (flex pool)			16,6 2,07	
Teaching staff qualifications (permanent staff)		Bachelor	Master	PhD.		
▪ full time		1	17	1		
Teacher – student ratio		1 : 25				
▪ full time		1 : 25				
Contact hours (average number a week)		1 st year	2 nd year	3 th year	4 th year	
▪ full time		26	25	18	15	

Locatie Venlo:

Number of incoming students	2007	2008	2009	2010	2011	2012
▪ full time	131	127	145	176	155	217
Percentage of drop-outs in first year						
uit het eerste jaar	2007	2008	2009	2010	2011	2012
▪ full time	40%	40%	19%	28%	19%	8%
Percentage of drop-outs bachelor		2008	2009	2010	2011	2012
▪ full time		13%	13%	14%	10%	0%
Output cohort (percentage) ¹		2008	2009	2010	2011	2012
▪ full time (within 3 years)		60%	62%	1%	-	-
▪ full time (total)		81%	63%	1%	-	-
Teaching staff		number			Fte	
▪ full time		31			26,5	
Teaching staff qualifications (permanent staff)		Bachelor	Master	PhD.		
▪ full time		7	23	1		
Teacher – student ratio		1 : 22				
▪ full time		1 : 22				
Contact hours (average number a week)		1 st year	2 nd year	3 rd year	4 th year	
▪ full time		20	21,5	40 ²	16 ³ 40 ⁴	

¹ Starting point is the number of students in the second year² Hours at work placement in company³ 1st semester⁴ 2nd semester, hours at graduation company

Pagina 11 van 11 **Bijlage 3: panelsamenstelling**

- W.G. (Willem) van Raaijen (voorzitter), partner bij Hobéon;
- S. (Saulius) Buivys (lid), docent IBMS en voorzitter examencommissie aan de Hogeschool Rotterdam;
- M.A. (Mark) Luft (lid), eigenaar Valorem Consulting,
- A. (Angel) Izekor (student-lid), vierdejaars student IBMS aan de Hogeschool van Amsterdam.

Het panel werd ondersteund door I.A.M. (Inge) van der Hoorn, secretaris (gecertificeerd).