



ASSESSMENT REPORT

Limited programme assessment

**Bachelor
International Business and Management
Studies**

Full time

**Fontys Hogescholen
Eindhoven**

**De kracht van
kennis.**

ASSESSMENT REPORT

Limited programme assessment

Bachelor
International Business and Management
Studies
Full time

Fontys Hogescholen
Eindhoven

CROHO registration: 34936

Hobéon Certificering BV
4th of December 2013

Audit panel

Drs. W.G. van Raaijen, chair
Drs. M.A. Luft
S. Buivys, MSc
A. Izekor

Co-ordinator

I.A.M. van der Hoorn, MSc

CONTENTS

1.	GENERAL AND QUANTATIVE DATA	1
2.	SUMMARY	3
3.	INTRODUCTION	7
4.	JUDGEMENT ON EACH STANDARD	11
4.1.	Standard 1: Intended learning outcomes	11
4.2.	Standard 2: Teaching and learning environment	14
4.3.	Standard 3: Assessment and learning outcomes achieved	23
5.	OVERALL CONCLUSION	29
6.	RECOMMENDATIONS	31
ANNEX I	Overview of judgements	33
ANNEX II	The course's learning objectives and outcomes	35
ANNEX III	Overview of the bachelors programme	37
ANNEX IV	Programme of site-visit	39
ANNEX V	Documents examined	53
ANNEX VI	Composition of the audit panel	55

1. GENERAL AND QUANTATIVE DATA

General data

Institution

Name	Fontys Hogescholen
Status	Government funded
Result of Institutional Quality Assessment	Positive

Course

Name of the course in Central Register of Higher Professional Education (CROHO)	International Business and Management Studies
ISAT-code CROHO	34936
Orientation and level	HBO Bachelor
Relevant grade and title	Bachelor of Business Administration (BBA)
Number of credits	240
Variant	Full time
Specialisations	N.A.
Location(s)	Eindhoven, The Netherlands
Distinctive Quality Feature	N.A.

<i>Date site-visit</i>	16 th of September 2013
------------------------	------------------------------------

Quantative data of the programme

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)		16,6	
			16 (flex pool)		2,07	
Teaching staff qualifications (permanent staff)			Bachelor	Master	PhD.	
▪ full time			1	17	1	
Teacher – student ratio						
▪ 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

2. SUMMARY

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.

Internationalisation

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.

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.

Therefore, the panel recommends the NVAO to award re-accreditation for another six years to the Bachelor of Business Administration IBMS of Fontys University of Applied Science Eindhoven.

2th of December 2013



Drs. W.G. van Raaijen,
Chair



I.A.M. van der Hoorn, MSc
Co-ordinator

3. INTRODUCTION

The IBMS course of Fontys University of Applied Science is offered at two locations: Eindhoven and Venlo. Both courses share one Croho registration, but they enjoy a relatively large degree of independence in relation to each other. This is reflected in the differences in profiling and the course itself. At each location there are different teaching teams and differences in terms of the course-specific facilities. For these reasons Fontys has decided to arrange two separate visitations and reporting per location. This report contains the results of the visitation of IBMS Eindhoven.

The IBMS course at Eindhoven was introduced in 2001. The course is part of the Fontys School of Marketing and Management (FHMM). FHMM runs three Bachelor Degree courses, i.e. Commerce & Marketing, Small Business & Retail Management and International Business and Management Studies and an associate degree Small Business & Retail Management. Over the past years the course has had a steady inflow of around 170 students per year.

The course has a full time course manager who reports directly to the FHMM Board. The current course manager will change posts shortly within Fontys and on October 1 the newly appointed course manager will start.

In 2010 the course took part in the pilot for obtaining a distinctive quality feature internationalisation. An audit panel of the NVAO conducted an audit to look into international elements incorporated in the programme. The panel awarded IBMS Eindhoven this Distinctive Quality Feature Internationalisation.

National profile

The thirteen accredited IBMS higher education courses in the Netherlands, one of which is Fontys IBMS, work together in the National Platform IBMS. Together they developed the professional and course profile that is currently used by all IBMS courses. All course managers of IBMS programmes meet quarterly during the national programme consultation to discuss current affairs and future developments. One of these recent developments is the integration of the revised BBA standard into IBMS competencies, resulting in a review of the National Framework Competencies document that was issued in February 2011.

Quality Assurance arising from previous audits

The previous accreditation audit took place in February 2007. The audit team evaluated the IBMS course as satisfactory in all aspects. They also recommended several improvements; these are set out in the table below. In its Critical Reflection the course management indicated the actual status of each of the recommendations.

Topic	Judgement of the 2007 audit committee	Improvements
Intended learning outcomes	The audit team suggested looking into an international comparison for the professional profile.	IBMS has analysed their alumni research results, identifying no particular differences between the employment held by their foreign alumni and those of Dutch origin. Fontys also brought attention to this subject during the National Platform review of the competency framework in 2010. There was no further reason to change the intended learning outcomes and the professional profile.
Programme feasibility	Students were reasonably satisfied with the spread of the study load, the organisation of the examinations and the 'small-scale quality' of the programme.	In semester 6 some adjustments were made to reduce the study load. On the other hand, the course strived to encourage students to study more by adding additional assignments, by introducing the Code of Conduct and Fontys HighFive and by changing the structure of the semesters (first theory, then projects and in the last two weeks examinations).
Intake of exchange students	More attention had to be paid to the motivation of the exchange students.	The course implemented a new protocol in relation to the enrolment of exchange students.
Assessment	The audit team did not get a clear picture of the design process of the exams.	The FHMM set up a new assessment policy, explaining in more detail the tasks and responsibilities of the staff involved. One of the elements introduced was the four eyes principle.
Staff	IBMS had relatively few international staff members, a rather high workload and the proficiency in English could be improved.	New staff members were recruited, including a Polish, Cameroonian, Chinese and Thai teacher. The work load has been tackled by decreasing the roles of the staff within the organisation. All of the members of the teaching staff has or will participate in an English training course (Cambridge Advanced English).
Study counselling	Supervision during internships and theses work could be improved.	The course department set up a more intensive system of supervising the business internships in Semester 5. The whole process of supervising and assessing the final thesis has been reorganised. It now takes the form of a solution-orientated research project for which the preparation starts earlier in semester 7, combining subjects in research methods with writing graduation proposals and research design. The involvement of the supervisors and subject experts in the thesis preparation has also been extended. This entire operation will be finalised in the Academic Year 2013 – 2014.
Alumni involvement	A structured and structural alumni policy should be made.	The alumni policy was transferred to the FHMM, which resulted in a more structured approach. The last alumni research showed a response of 28%, which could be further improved, but this was satisfactory in comparison to other alumni research conducted by the FHMM. The National Platform also concluded that it was difficult to establish a sound alumni policy and therefore installed a committee to conduct research into the employability of IBMS alumni. IBMS Eindhoven intends to cooperate with this initiative.
Realised outcomes	More attention should be given to documentation in terms of the assessment of the thesis.	The course department restructured the assessment of the final thesis. The form and structure of the assessment has been changed and for students graduated in June 2013 the new structure was already in place. For 2013-2014, further improvements will be implemented.

Table 1. Improvements made since the last accreditation in 2007

The documentation of the course was provided entirely in English and also the audit discussions were conducted in the English language. The location audit in Eindhoven took place on the 16th of September 2013.

4. JUDGEMENT ON EACH STANDARD

4.1. Standard 1: Intended learning outcomes

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

Explanation: As for level (bachelor or master) and orientation (professional or academic), the intended learning outcomes fit into the Dutch qualifications framework. In addition, they tie in with the international perspective of the requirements currently set by the professional field and the discipline with regard to the contents of the programme.

Judgement: good

Findings

National framework / Intended learning outcomes

Like all other IBMS courses in the Netherlands Fontys IBMS Eindhoven has adopted the nationally validated set of final qualifications to function as its intended learning outcomes. In 2010-2011, the national collaboration platform of IBMS courses in the Netherlands reviewed and updated the National IBMS Profile from 2004 in consultation with representatives of the professional field, lecturers and students. This resulted in the revised IBMS Competencies Framework 2011, which describes nine profession-related and seven generic areas of competence.

Whilst the National Platform Framework includes sixteen competencies, IBMS Eindhoven has chosen to adopt 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. For example IBMS Eindhoven clustered the National Platform competencies International Strategic Vision Development and Business Processes & Change Management into International Management. And to address their focus on new business development and innovation IBMS Eindhoven turned the National Platform competence Entrepreneurial Management into New Business Development.

Profession-related competencies:	<i>I - International business competencies</i>	
	1.	International business awareness & intercultural proficiency
	<i>II - General management competencies</i>	
	2.	New business development
	3.	International management (Strategy, Policy & Process Management)
	<i>III - Functional key area competencies</i>	
	4.	International marketing
Generic competencies	5.	International supply chain management
	6.	International finance & accountancy
	7.	International human resource management
	8.	Business communication
	9.	Research, professional behaviour, personal leadership & ethical responsibility

Table 2. IBMS Eindhoven competencies

Although the audit panel is favourable to the clustering of competencies, it recommends the course department to think about renaming the generic competence number nine of the IBMS course competencies. This competency is now called 'Research, Professional Behaviour, Personal Leadership & Ethical Responsibility' and probably could be renamed in 'Research & Personal Leadership', as personal leadership is mentioned as one of the main unique selling propositions of the course by all teachers and students and because it is also important to emphasize the research aspect.

Level-wise the course has linked its intended learning outcomes to the Dublin Descriptors. Also, in a matrix it has made explicit their connection with the BBA Standard. The panel has established that the intended learning outcomes of the course tie in well both with the higher professional level as indicated by the Dublin Descriptors and the BBA Standard.

Course profile

In relation to the National Platform Competency Framework IBMS every University of Applied Science can create its own IBMS profile by selecting a couple of core competencies or subjects upon which to focus.

Eindhoven is known for its high-tech industries. With a great variety of international operating organisations and the vicinity of the High Tech Campus Eindhoven, the area within 40 kilometres of Eindhoven is called the Brain Port region. With the IBMS course being located in Eindhoven, the panel thinks it is obvious to take advantage of the entrepreneurial activities in the vicinity.

Judging from the Critical Reflection document, the course profile and choices made by IBMS Eindhoven seemed somewhat unfocused. For example, the mission of the IBMS course is "to train students to become entrepreneurial professionals, i.e. students with open minds for the developments in the international business world and the required attitudes to see and create new business opportunities", which in itself is a mission statement that could have been adopted by any IBMS course located elsewhere. The audit panel would therefore suggest to link the geographic location of the course to its focus on innovation and new business development, resulting in something like 'innovations related to the Brain Port area'.

During the interviews with lecturers, students and the Advisory Board it became clear that the course added its own distinctive profile characteristic to the National Competency Framework. To live up to its mission IBMS Eindhoven translated the mission into its own distinctive profile characteristics:

- International and intercultural
- Focus on new business development
- Challenging and practical
- Talent development

The panel was impressed by the way the course has giving the National IBMS Framework its own focus, based on the needs and possibilities in the Eindhoven area. Especially the international characteristic and the focus on new business development are recognizable in the final competencies of IBMS Eindhoven. The two other characteristics are also represented by the learning outcomes, but become even more visible in the curriculum.

Internationalisation and research

By its very nature every International Business and Management Studies course 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.

The more generic competencies of course reflect behaviour that could generally be expected of hbo graduates, but when applicable also demonstrate an international focus in the sense that they require 'the ability to communicate effectively in English in a multicultural context'.

One of the adaptations made to the new national profile in 2011 as opposed to the previous one, is the explicit focus on business research methods. In this field, among other things, graduates are expected 'to apply relevant scientific insights, theories and concepts, to combine several subjects, to gather information and draw conclusions in a methodical and reflective manner'.

By blending the seven generic competencies of the National Platform into two more compact generic competencies, IBMS Eindhoven seems to diminish the importance of (business) research as an intended learning outcome. The curriculum and projects, on the other hand, show that the course definitely pays attention to the aspect of research. The panel members believe that the way the intended learning outcomes of the course deal with research is sufficient.

Professional validation of course profile

IBMS Fontys Eindhoven has been involved in the establishment of the new professional profile through their participation in the National Platform IBMS. As the IBMS framework was drawn up by the National Platform for all IBMS courses, in intensive cooperation with business and industry and with the approval of the Advisory Boards of all courses, the intended learning outcomes can be considered well and broadly validated.

Considerations and judgement

The course has adopted an adequate set of intended learning outcomes, validated by the professional field and used by almost every IBMS course in the Netherlands.

To lend its own colour to the programme Fontys Eindhoven focusses on new business development. According to the panel members this is a legitimate choice, because of the presence of many high-tech and innovative companies in the Brain Port area. In view of this, the panel recommends to rewrite the course mission and to emphasize its unique selling proposition and/or its specific features of the course.

The expected international characteristics of the IBMS course are elaborated in terms of the intended learning outcomes and the way these competencies connect with the international and innovative environment of Eindhoven. The intended learning outcomes enable students to become young professionals at the end of their study. The panel therefore considers Standard 1 to be 'good'.

4.2. Standard 2: Teaching and learning environment

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

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

Judgement: good

Findings

Course structure and coherence

The four-years bachelor IBMS course of Fontys University of Applied Science consists of eight semesters of twenty weeks each. In the first year every semester counts twenty weeks and is divided into two periods of ten weeks.

Every period has its own theme. Each theme includes a mix of knowledge transfer, skills training, integration of theory and practice and the development of personal skills. The first six weeks of a period consist of theoretical knowledge. In the next two weeks students execute project assignments and the last two weeks of a period are reserved for exams.

Year 1	Semester 1		Semester 2	
	The Junior Export Manager	The Junior New Business Developer	The Junior Process Manager	The Junior People Manager
Year 2	Semester 3 The Entrepreneurial Professional		Semester 4 Business Internship	
	Battle of Concepts	Fontys Best Business		
Year 3	Semester 5 Differentiation Minor / Study Abroad		Semester 6 The Junior Consultant	
Year 4	Semester 7 Academic Orientation / New Business Orientation		Semester 8 Graduation Project / Final Thesis & Internship	
	Graduation Preparation: steps 1 – 5		Graduation Preparation: 6 – 10	

Table 3. Programme overview Fontys IBMS Eindhoven

Per period there is one project, which implies that students work on four project assignments in their first year. Students in the audit testified that the labelling of the projects is very clear. 'We know what we can expect before the project starts by reading the semester related study guide, the course outlines and the more detailed project manuals,' say students.

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 study guide is written per semester and sketches the outlines of the projects, courses and competencies that are highlighted in that semester. Also a planning of the whole semester is included in the study guide. The course outline of the first semester contains an overview of the courses related to the competencies students can work on and develop during this semester.

This document also makes clear in which way the different courses are assessed and how many credits are given for passing the assessment.

A full overview of the course design has been incorporated in the Annex III to this report.

Horizontal coherence of the curriculum

The panel believes that the curriculum is very well structured and gives students the opportunity to develop the competencies they have to possess at the end of their study. During the first six weeks of every period the teachers provide their students with the knowledge and skills to perform the project assignment with good results.

For example, in the first period students learn about International Business, Intercultural Proficiency, Marketing & Export and Business Research, which provides them with the knowledge and skills to execute the first project called 'Junior Export Manager'. During this project students have to make an international marketing plan for a real company after having researched the macro, meso and micro environment.

Throughout the projects of the first year, students need to perform various roles such as Junior New Business Developer, Junior Process Manager and Junior People Manager. These roles all represent different aspects of the tasks an international business manager has to fulfil when working in the professional field.

Judging from the content and structure of the study guides and project manuals the panel is positive about the substance of the courses given and the literature used. The profile of the course – focus on international and intercultural aspects and new business development - is reflected in the courses and the project assignments. This is clearly demonstrated, e.g. in the second period which is called the Junior New Business Developer, in which students learn about the topics innovation, entrepreneurship and law. During this project students have to analyse major trends and use those trends to come up with a new business model for a real company.

Vertical coherence of the curriculum

The vertical coherence of the curriculum can be found in the deepening of courses and complexity of tasks students will learn and execute during their study. IBMS uses the three levels of execution formulated by the National Platform IBMS. The panel established that the nine intended learning outcomes have all been translated into these three levels of execution. This is done as follows:

Competency: Business Processes & Change Management			
Level	Levels formulated by the National Platform IBMS	Levels of the competency Business Processes & Change Management	Mastered
1	The ability to execute a simple task. The student has the basic knowledge and skills to apply the competency with guidance in a limited context.	The ability to describe and analyse simple processes in the field of business operations and human resources. The student can recognize and describe company goals, objectives and policies.	In most educational situations this will be learned in the first year.
2	The student can apply the competency independently in a relatively clearly arranged situation.	The ability to analyse and evaluate relevant information on business and human resources processes and to define problems within these processes. The ability to prepare alternative solutions for independent processes: change management.	This will normally be at the end of year 2 or the placement period.
3	The student can apply the competency independently in a complex situation with complete control of the required skills.	The ability to create and change organisational policy while respecting the interdependence between company strategy, business structure and human resources processes.	Bachelor level (graduation)

Table 4. Levels of execution

The vertical coherence is not only shown in the increasing level of mastering the different competencies, it is also noticeable in the accumulation of courses. In the second period of the second semester, e.g., students have lessons in Personal Leadership I. Then in the first ten weeks of the third semester students are being taught Leadership II. The same applies to Business Research & Statistics. Whereas the students first learn about statistics in the beginning of their study, a more advanced course on statistics takes place in the sixth semester.

Topicality of the curriculum

The IBMS course has a curriculum committee that is responsible for keeping the curriculum up-to-date. To guarantee the topicality of the programme the curriculum committee uses different sources of reference.

First of all, Fontys takes part in the National Consultation. In this deliberative body all Dutch IBMS courses confer on the developments in the professional field and its consequences for the competencies the students have to possess at the end of their study. This means that also the curriculum and the courses have to be adjusted, in order for the students to develop the intended final qualifications.

To receive updates on professional developments IBMS Eindhoven consults its Advisory Board regularly. The panel observed that the Advisory Board consists of representatives from the international professional field, e.g. the director of Colors NV (Belgium) and the QxP Program manager of Philips Lightning Eindhoven. One of the recent recommendations made by the Advisory Board was to focus more on supply chain management. The course picked up this advice and now pays more attention on the subject of supply chain management.

Not only Advisory Board members provide important information on current developments in the professional field of IBMS, but also the interaction between teachers and supervisors from internship companies and the deployment of guest speakers ensure that the curriculum stays up-to-date.

Internationalisation

In 2010, the IBMS Eindhoven Course Department participated in the NVAO pilot for the distinctive feature of Internationalisation. The NVAO awarded the IBMS Eindhoven course the Distinctive Feature Internationalisation. With respect to internationalisation the NVAO panel was positive about the clarity of the intended learning outcomes, the achievements of these outcomes and the curriculum, as were the 'services provided to students' and the 'international experience gained by students'.

Also, the panel members of the current accreditation were content with the multicultural composition of the IBMS student population. 50% Of the students have the Dutch nationality. The other 50% comes from all over Europe and even the world to Eindhoven to study IBMS at the Fontys University of Applied Science. From the first day of their studies students learn to bridge cultural difficulties because of the multicultural composition of the classes. All nationalities start together in mixed classes. In this way Fontys stimulates them to cope with intercultural differences. Because of the various nationalities in the classes and in project groups, the students are forced to speak and write in English. The lessons are taught in English and also the mandatory literature is in English.

The programme encourages students to go abroad for their internships or to follow an exchange programme. It is not mandatory to go abroad, but if a student does not want to go abroad or is not able to go abroad then he has to do an internship at an international company in the Netherlands. Because of its location, IBMS Eindhoven can draw from a rich environment of international companies to provide cases, internships and graduation assignments.

Around 80% of all students go abroad to follow an exchange programme, do their work placement or their graduation project. Fontys Eindhoven has 30 partner universities abroad (partner exchange), 10 collaborations with universities and the IBMS course has a couple of specific collaborations with similar universities, of which one is Shanghai University.

The panel is very positive about the truly international environment that IBMS Eindhoven has created. In 2010 the NVAO panel was positive with regard to the staffing, but recommended IBMS Eindhoven to attract more international staff members. Therefore during the last years more foreign teachers were contracted, including staff from Poland, Cameroon, China and Thailand. At this moment seven out of nineteen staff members have foreign nationalities. Furthermore, the new course manager is a native English speaker. The panel is pleased with the fact that at present not only the student population consists of different nationalities, but that the teaching staff also has a multicultural composition.

IBMS Eindhoven stimulates student to excel and tries to boost the students' international attitude. The former lector of the lectorate Trend Watching for example, had asked different project groups to perform a specific assignment. The winning project group was rewarded with the opportunity to go to summer school in Shanghai, completely funded by Fontys. The panel commends the staff for this initiative that will clearly challenge students to excel.

Other examples of international activities of the course are:

- IBMS hired a PhD teacher in intercultural management to design a curriculum line on intercultural communication.
- IBMS takes part in the International Industrial Business Club (IIBC) to get and to keep in contact with entrepreneurs from the Brain Port region. The IIBC is a meeting place for international orientated entrepreneurs in the Eindhoven area.
- In the first year the International Project Week was implemented. During the International Project Week several guest speakers tell the students about real-life case studies.
- The curriculum has been enriched with assignments from the international working field.

To make the programme even more international the course department of IBMS is concentrating on benchmarking their programme against international counterparts. For this purpose, IBMS has already commenced investigating the possibilities to establish a double degree programme with the University of Oulu in Finland.

The panel was impressed by the way IBMS Eindhoven has implemented the concept of internationalisation. After having been awarded the Distinctive Feature Internationalisation by the NVAO in 2010 the course management has made adaptations that provide for an educational environment which is even more international. On top of that, the course management is still looking for ways to broaden the opportunities for students to gain international experiences.

Research

Fontys has the ambition to get every student, every teacher and every course involved in research by 2015. To live up to this ambition IBMS Eindhoven has recently introduced the research & skills training track. This training track includes classroom teaching, workshops and practical training for the purpose of developing research and professional skills. The project assignments at the end of every period force the students to bring the learned theory into practice, because conducting research is part of all of the project assignments. In that manner the theoretical models that students learn about, are being applied in the professional field. The panel agrees with the course management that this approach contributes to making research skills expressly important during the study.

In the first semester students follow the courses Business Research (period 1) and Business Mathematics/Statistics (period 2). At the end of the first year students have to be able to formulate a problem definition and research questions, and present the research findings using simple descriptive statistics.

At the end of the third year students must be able to systematically execute a research study using deductive statistics, report on the findings and translate this into useful conclusions. To master the research competency at this level in semester 3 Business Research and Statistics is offered to the students. And in the fourth semester students have to write a research plan for their business placement in semester 5.

At the beginning of the seventh semester students can choose between two different orientations: New Business Orientation (NBO) and Academic Orientation (AO). The vast majority of students choose NBO. Those students that choose the Academic Orientation will focus on research methods, statistics and academic skills, resulting in a higher research competency level than students opting for New Business Orientation (see table 5).

Level 3 New Business Orientation	The ability to perform a solid research on bachelor level, using statistical methods and evaluating information on reliability and validity.
Level 3 Academic Orientation	The ability to set up and perform a research near to master level, using more advanced statistical methods and the ability of writing an academic research paper.

Table 5. Research on level 2 for NBO and AO

Most of the students choosing the Academic Orientation want to go to university to get a Masters Degree after graduating at Fontys. The panel is pleased with the programme offering students the opportunity to develop more advanced research skills. As one of the alumni told the panel, the Academic Orientation provided him a smooth change from IBMS Eindhoven to a Master Degree course at the University of Maastricht.

The research & skills training track is supported by the Marketing & Innovation Readership. Although the panel is positive about the contribution of the Readership to the IBMS research programme, the panel members think the collaboration can and should be strengthened. This will result in better research skills of both students and teachers. Therefore the panel would recommend the course department and the management of FHMM to speed up the process of appointing a new research reader, as already planned.

Admission to the course

Before the start of their studies new students are being tested on mathematics and analytical skills. This admission test results in an advice that is given to the student. Although the advice may imply that the student is not fully equipped to enter the IBMS course, it is still his own choice to enrol into the course. The advice is supposed to work as a warning mechanism. It helps students gain an insight into their entrance qualifications required to enrol into the IBMS course at Fontys Eindhoven. Students who fail the test, but still decide to enter the course need to follow additional courses.

Study load and study guidance

In the audit discussions, students told the panel that the study load at IBMS Eindhoven normally amounts to 35 till 40 hours per week, with occasional peaks of 60 hours a week. Weeks of 35 to 60 hours are not a regular phenomenon at Universities of Applied Science and can therefore be considered above average. By and large, the study load does not seem to be very much of an issue at Fontys IBMS Eindhoven. Students only consider semester three really 'tough', with a study load that may be too heavy. The panel would recommend the course management to monitor the study load of this semester carefully.

At the beginning of their study every student has been assigned a tutor. This person tracks the individual development of a student. In general terms, the tutor will provide the student with support in making the correct decisions throughout his study career.

When working on a group assignment every project group is assigned a project coach. This person is supposed to guide students in integrating the knowledge and skills into the project. He or she also monitors the project group and the role the various students play in the group.

To improve students' attendance and study attitude, FHMM introduced the reciprocal HighFive, based on the Fontys High Five, which is materialized in a bilateral agreement between students and staff on behavioural rules. Teachers, for example, have to make sure that test results are published in the Progress system ten working days after the actual test date. It is also the task of the course department to publish time schedules and tests no later than three weeks before the start of a new semester. On the other hand the course requires students' commitment to be demonstrated by their behaviour, laid down in a study contract on a set of behavioural aspects, such as the obligation to do their homework, attend classes, take all exams and go for excellence.

The Reciprocal HighFive is explained to the students by their tutor. Both students and teachers are positive about the system. The rules are very clear and students and teachers know what is expected of them.

Besides the HighFive 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. If these students want any help, they have to ask their fellow students to help them. The school holds a list with the names of good students, who can help those students that need extra clarification on a certain subject.

Resulting from its mission, the course strives to create a culture in which students are intrinsically motivated to do the best they can. Therefore the course management does not force students to attend classes, neither does it punish students who do not do their homework, but instead the course has chosen to stimulate intrinsic motivation e.g. by placing students that excel literally into the spotlights.

The five students with the highest grade for a project assignment will receive an IBMS Certificate of Excellence and in the hall of one of the working spaces there is a wall with pictures and names of students and project groups that delivered an outstanding performance. For example on this 'Wall of Fame' there are pictures of students who won an award for their thesis or receive the best grade for a project assignment. The panel commends the staff for these effective initiatives.

It is clear to the panel that at IBMS Eindhoven competition is not abandoned anymore. The aspect of competition is specifically ignited through the strong ambitions to excel of the international students in particular and of course through the teachers.

Building and facilities

As part of the audit the panel members conducted a guided tour around the school. The panel visited the computer area and the library, which provides access to approximately 25.000 digital databases. For students to become successful in finding the books and articles they need, Fontys organizes training sessions to teach students how to search for literature in an efficient and effective way.

From this tour on the premises, it became clear that the school buildings generally meet the standards for classrooms and facilities required for professional education. The panel believes that the physical environment sufficiently contributes to students' attainment of the intended learning outcomes, not state of the art, but sufficient for the students to perform their tasks.

On tour the panel learned about the impressive plans to rebuild the present building R3, not only by making it more open and transparent through the use of glass, but also by creating more floor space.

Student appraisal

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 general students awarded the different aspects of the IBMS course with average and above average scores.

Not only the results of the yearly conducted NSEs provide the management with information on the student appraisal, each class also has its own class representative. As a group, all class representatives speak with the teachers and team leaders during quality meetings and feedback sessions. In the audit the panel learned that students are very pleased with the way teachers take notice of their feedback. 'It really leads to improvements and they put visible effort in enhancing courses and assignments,' say students.

Although students know how and when to address their class representatives, they still call on their teachers if something bothers them. The audit panel is positive about this, as it shows that the teachers themselves are approachable for students at all times.

The consultation of the students made it clear that they are pleased with the curriculum and facilities offered and that they are content with the knowledge and skills of their teachers. Nevertheless, the students expressed their wish for more substantial feedback on their products. Especially, more substantial feedback content wise for students with high ambitions requires additional attention of all teachers.

It appeared that, because of their good grades, ambitious students do not always get feedback from their teachers, although they would like to know how they can improve next time. Because of the fact that 'challenging students' is one of the profiling characteristics of IBMS Eindhoven, the panel would recommend the course to take this request from students very seriously. Providing additional assistance to good students with the purpose to improve themselves even more, might in the eyes of the panel members eventually turn out to be profitable for the level and image of the course.

Currently, only the English language is taught as part of the curriculum. In addition, the programme offers to international (exchange) students the opportunity to learn (basic) Dutch and all students have the opportunity to follow a minor Culture and Languages in which Spanish and German can be trained. However, the students the panel spoke with during the audit said they would prefer to have the opportunity to learn to speak more languages as part of the major programme. The panel members strongly agree with their plea that languages like Spanish, German and Chinese can be very useful working in an international environment. Therefore the panel would like to encourage the course management to consider adding a second language to the curriculum.

Furthermore, in the opinion of the students and the panel, both teachers' and students' command of English can be improved.

Students are generally of the opinion that the theory and skills taught at school equip them well to fulfil the required tasks during internships. One of the students told the panel that on the subject of Export Management and Logistics his basic knowledge acquired at school, appeared to be sufficient to carry out his basic duties. In addition, he said to have learned a lot more about this subject as a result of his internship.

Educational staff

The Fontys Quality Agenda contains a set of goals for the whole of the university. One of these goals is to make sure that 80% of a course teaching staff holds a Master's Degree (or PhD).

The panel concluded that IBMS Eindhoven already meets this standard. The permanent staff is composed 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. With the exception of two recently appointed lectures, all of the staff members have didactic qualifications. The two newly appointed teachers are obliged to obtain these qualifications within a year of the commencement of their contracts.

Specific expertise that is not available within the permanent staff is sourced externally by utilising a flex pool, with a capacity of 2,07 fte. The flex pool provides the course with the opportunity to integrate knowledge and experience from the international field of business. The Fontys Language Centre provides the course with English teachers. And TU Eindhoven, for instance, provides specific expertise regarding Innovation & Entrepreneurship.

To get a clear picture of the didactic qualities of the teachers the panel members attended some classes. The panel learned that the classes are taught in a really interactive way. The lecturers concerned showed enthusiasm and seemed to inspire their students. The panel witnessed teaching staff members who delivered solid and convincing performances, meanwhile presenting topical and relevant examples to bring theory to life.

Staff development

The panel has established that the teaching staff at IBMS is well qualified and judging from the panel discussions teachers are continually developing their professional and expert skills. They are supported by the management team to update and enlarge their knowledge and skills. Last year most of the teachers followed English training programmes and several team members took training programmes to improve their skills in developing instruments for assessment purposes. To improve their research skills, special training sessions for lecturers are organised.

The panel learned that teaching staff members are supported by the management team to update and expand their knowledge and skills. Teachers are facilitated to go to (international) conferences, training sessions, workshops and it is even possible for them to do their own internships. One of the teachers submitted a request for a training in London, which was approved by the course management. The lecturers of the course expressed their satisfaction with the opportunities given to them by the management to develop themselves. The panel fully agrees with this.

In addition, every once in a while peer consultations between staff members or examiners are organized, e.g. related to the development among staff of a common framework of reference on assessment criteria or the required graduation level. Staff members on the panel confirmed that these intervision sessions contribute extremely well to a shared framework and approach.

Workload

On average, teachers spend 15 hours per week in the classroom. Teachers do at times experience a peak load in their activities, but in general staff members said not to experience any serious overload. Peaks in the workload happen when students are handing in their assignments and theses, and teachers have to make sure that grades are giving in time.

But as one of the teachers said 'we know when these peak loads arise and that makes it easier to handle'.

At any rate, the panel observed that the current workload is not really experienced as a problem by the teachers. However, due to the fact that some students are worried about and even slightly suffer from the workload of their teachers, the panel would recommend the course management to pay slightly more attention to the issue of work pressure.

Considerations and judgement

The panel is of the opinion that the IBMS course at Fontys Eindhoven has a solid base. The elements of theory, practice and research are adequately incorporated into the five learning tracks assuring that students are taught similar topics from different angles and in different ways. Not only do they gather knowledge during classes, but also do students get encouraged to apply this knowledge during projects and by doing their internship.

The course gives students the opportunity to develop themselves and provides them with a sufficient amount of baggage to become young professionals who are ready to start working in the professional field. The curriculum has a well-wrought vertical and horizontal coherence exemplified by its set up and the way the semesters and periods are organized.

Although the course was rewarded the Distinctive Feature Internationalisation by the NVAO in 2010, the course has recently made some respectable improvements to make the educational environment even more international. The panel agrees with the teachers that the course is truly international. The student population, the composition of the teaching staff, the collaboration with partner universities in other countries, the literature, the cases, the internships and assignments, and the introduction of among others the International Project Week show the truly international characteristics of IBMS Eindhoven.

The study load at IBMS Eindhoven is above average with peaks of 60 hours per week, but students do not complain. Nevertheless, the panel thinks that the course department should pay more attention to the relatively high study load, especially in semester three.

The panel is satisfied with the attention IBMS Eindhoven pays to research, although appointing a new research reader could help improve the research skills of students and teachers even more. The buildings and facilities are sufficient to execute the IBMS curriculum. The panel considers the Fontys HighFive and the Code of Conduct good mechanisms to stimulate both students and teacher to perform the best they can. The concept of rewarding students, who deliver an outstanding performance, is highly appreciated by the panel.

The students are satisfied with the curriculum, the facilities, and the knowledge and skills of the teachers, although they say their level of English can be improved. The panel is also pleased with the quality and composition of the teaching staff. Almost all of the teachers have a Masters Degree and they participate in various activities to keep their knowledge and skills up-to-date.

In the eyes of the panel the curriculum content, structure and coherence are good, as well as the international and challenging character of the programme. Both services and facilities are regarded of sufficient quality to facilitate students' learning process. Taking into account all of these, and considering the highly adequate composition of staff and their fine teaching abilities, the panel rates Standard 2 'good'.

4.3. Standard 3: Assessment and learning outcomes achieved

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

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

Judgement: satisfactory

Examination- and assessment system

The document Toetsbeleidsplan 2012-2017 (Examination Policy Plan 2012-2017) forms the basis of the assessment system of the IBMS course. The program-overview table (CLOTS¹) provides a total overview of the competency descriptors per level, the subjects, courses, projects and skills training that will contribute to the realisation of the competency descriptors, the relevant number of ECs and the relevant assessment form.

On the basis of the selection of tests, assignments and assessments the course had on display in the audit, the panel members conclude that the programme uses a functional and adequate mix of test formats, including written interim-exams, project assessments, presentations, peer assessments and reflection reports. An overview of the assessment formats used per learning track is displayed below.

Conceptual learning	Research & skills training	Integrated learning	Experience-based learning	Study career
<ul style="list-style-type: none"> ▪ Examinations - multiple choice & open questions ▪ Subject assignments 	<ul style="list-style-type: none"> ▪ Demonstrations ▪ Presentations ▪ Communication products ▪ Research assignments 	<ul style="list-style-type: none"> ▪ Project assignments ▪ Peer assignments ▪ Internship assignments ▪ Thesis 	<ul style="list-style-type: none"> ▪ Internship evaluations ▪ Thesis evaluations 	<ul style="list-style-type: none"> ▪ Reflection reports ▪ Self-assessment ▪ Personal professional profiles

Table 6. Assessment form per learning track

Validity, reliability and transparency

The panel established that the course in various ways ensures that the tests are valid, reliable and transparent:

- For each period, competency cards and assessment tables outline which subjects, projects and/or training exercises will contribute to the acquisition of the competency in question, the form of assessment applicable and the minimum requirements to achieve a passing grade. The students are provided with the information (competency card, study guides and course outlines) that outlines both the intended learning outcomes and the assessment requirements.
- The different stages in mastering the intended learning outcomes (level descriptions) are reflected in the assessment format that is allocated to each specific subject. This variation in assessment forms enhances the valid assessment of each student's knowledge and skills.
- For projects that are executed in groups, the individual student's contribution to the final group product is assessed and each student is awarded an individual grade for the project to prevent free-riding. This assessment includes a grade for the final product that is awarded by a content expert, based on specified criteria and a grade awarded for an oral defence, whereby each student must individually defend the final group product.

¹ CLOTS: Competenties, Leerdoelen, Onderwijseenheden, Toetsing en Studiepunten (in English: Competencies, Learning objectives, Courses, Assessment and Credits)

Finally, the process is evaluated by way of peer assessment. These sub-grades are combined to arrive at the final, individual grade for the project.

- The criteria for each assessment are derived from the learning outcomes formulated in the course outlines.
- All tests developed at IBMS Eindhoven are being checked according to the four-eye principle, meaning all tests are peer-reviewed before deployment. Special attention is paid to a number of aspects, such as the quality of content, the language usage, readability, layout, validity, reliability and transparency. The same lecturers also determine the applicable answer key.
- Company representatives are invited to attend student presentations and to act as advisory jury members for project assessments.
- Internship company recommendations are incorporated into the assessment of the students' internship, whereby the final assessment is provided by an independent assessor.
- External experts from professional practice are called upon to assist with the assessment of graduation projects.
- To guaranty transparency in the grading of exams and projects each examination result is accompanied by feedback.

Board of Examiners and Examination Committee

The Fontys School of Marketing and Management has one collective Board of Examiners for its three courses (Commerce & Marketing, Small Business & Retail Management, International Business & Management Studies). The Board of Examiners consists of five persons; the chair, three members and a secretary. Each course is represented by at least one member of its teaching staff.

The Board of Examiners has delegated to the Examination Committee part of its responsibility to ensure the quality of tests and examinations. The Board of Examiners retains final responsibility. For that reason the Examination Committee annually checks a sample of exams and assessments to ensure that all requirements as stated in the Examination Policy Plan are met. There is one secretary for both committees who serves as a linking pin.

The Examination Committee has delegated authority. This means that they can report to the management themselves. The Examination Committee operates independently and is well facilitated by the management regarding time and training opportunities to execute its duties. Some of the members of the Examination Committee follow courses at the Education & Research Office of Fontys (Dienst Onderwijs & Onderzoek). They go to meetings of the Vereniging van Hogescholen on examination and recently went to the Testing Conference in Tilburg.

As part of the audit, the panel members inspected randomly a selection of exams and found out that in general the exams showed an adequate level of questions. The interim-exam on Business Mathematics (IC9MA) for example has a clear structure and design. The section of multiple choice questions checks student's knowledge of mathematics irrespective of the business-subject. The open questions of the same test, on the other hand, were all related to (international) business. Also the exam on finance and accounting (2A B) is another good example of a valid exam with questions on the topic of financial and managerial accounting that could very well be related to the learning objectives of the course.

When in 2010 the Higher Education Act (WHW) changed, the Board of Examiners adopted a different approach and strategy and implemented the new policy. First of all, the preparation process for the theses was improved. The graduation process already starts in Semester 7 with the Graduation Circles that prepare students for conducting their research and writing their theses. In this seventh semester students must present their project plan. On the basis of this project plan the lecturer gives advice to the graduation co-ordinator and decides on a 'go' or a 'no go'.

Also, under the supervision of the Examination Board IBMS Eindhoven improved the assessment procedure for grading the theses. Every thesis is evaluated by two teachers (assessors). Both teachers are not involved in the supervision of the student to make a clear distinction between coaching and assessing. In addition, a representative of the professional working field is asked to give his opinion on the thesis. It turns out there is hardly any difference between the teachers and the external assessor when it comes to grading students' final papers.

IBMS Eindhoven has also slightly adapted the assessment form. Each criterion on the form has been clarified to make the assessment procedure more transparent for both teachers and students, and to aim for a uniform application of the assessment criteria. In the eyes of the audit panel the new form is detailed enough and convenient to work with. Nevertheless, the panel studied some assessment forms that were not completely filled out. Therefore the panel would recommend the Board of Examiners to make sure that every assessment form is completely filled out by the assessor to ensure a transparent assessment procedure.

Furthermore, the panel would like to make one suggestion for improvement with regard to the 'consulting' section of the form. Most of the students seem to put a lot of effort in conducting market research, but only few of them succeed in translating this information into constructive and useful recommendations. Therefore the panel would suggest a higher weighting to be applied to the item of 'consulting'.

A fourth item for improvement concerns the review of theses executed with other Universities of Applied Science in the Netherlands, like Hogeschool Leiden and Hogeschool Zuyd. Once in a while these universities exchange already approved theses. After having read and assessed these exchanged theses, a group of teachers of the different universities come together and discuss with each other the results of their findings. By discussing issues on problem definition, research questions and research methodology, lecturers of different Universities of Applied Science develop a shared view on the quality and the level of graduation projects.

The audit panel is very much in favour of these intervision sessions between Universities of Applied Science, but on the other hand considers it even more important to reach consensus on the caesura within one's own organization. The panel was pleased to learn that for this purpose IBMS Eindhoven prior to the audit had already started to organise biannual meetings with all examiners. In these meetings the examiners discuss the outcomes of their assessments and the substantiation of their judgements with colleagues.

Despite all the improvements made, the panel observed that the Board of Examiners which operates on the Faculty level is perhaps slightly remote from the programme itself. The panel discussed the theses it had reviewed prior to the audit with the Board of Examiners. Despite the fact that under the 2010 Act the Board is held responsible for students' graduation level, its members did not have an independent judgement on the quality of the theses. Therefore the panel would recommend the Board of Examiners to bring in place mechanisms that enable the Board members to reach their own judgement on students' graduation level.

Exemptions

Students who change studies, for example, from Logistics to IBMS may be qualified for one or more exemptions. When such a request is submitted, the Board of Examiners makes a comparison between the previous course and the programme offered at IBMS Eindhoven. The panel reviewed three exemption files and found these both transparent and complete. The forms were correctly filled in and signed by the Board of Examiners.

Quality of partner universities

Whenever Fontys Eindhoven desires to start a new collaboration with a foreign University of Applied Science, the curriculum of that University is being checked first. Therefore employees of Fontys travel to this University abroad to check the level of the programme and the level of the students.

When a student wants to study at a university that is not a partner of Fontys, the programme offered by that university will be checked by the exchange co-ordinator. When the exchange co-ordinator does not find any irregularities the student can hand in his exchange proposal to the Board of Examiners. The Board will verify the proposal and sign for it when found in order.

Despite these precautions it appeared that Spanish exchange students who were already studying at IBMS Eindhoven did not have the required command of English after all. For that reason Fontys stopped the collaboration with this Spanish partner university. The panel considers this a right decision, but in order to prevent these situations from happening again, would recommend the staff to monitor the quality of the exchange partners more closely. Currently, the monitoring is done in a rather reactive way, whereas the panel would like to encourage the course management to develop a more proactive monitoring procedure. This can be accomplished by checking the programme and quality of the partner university every year instead of only at the beginning of the collaboration.

Graduation and achieved level

A random selection of fifteen theses was evaluated by the panel members before the audit took place. An overview of the inspected theses is provided in the Annex V. The choice for these theses was made by the panel members from a list provided by the course that included the final papers of all course graduates of the past two years.

Panel judgement on the theses

The panel graded four out of fifteen unsatisfactory. The panel concluded that particularly the research design is a struggle for the students. In particular the theses graded between 5,5 and 6,5 lacked a reasonable problem definition and research methodology.

According to NVAO regulations an unsatisfactory rate of 10% is considered acceptable. With a sample of 15 theses this means that an upscale of another 10 theses is required if the panel considers more than one final paper to be unsatisfactory.

An upscale by another 10 theses is done to ascertain that the fails were coincidental or, reversely, to confirm that there is a structural problem with the achieved level of the graduates.

The four failed theses were written by students graduated in 2011/2012 and early 2012/2013. Considering the improvements the course has implemented with regard to both the research component and the graduation process as a whole during the last year, the panel selected another 10 theses from students that had recently graduated (2nd half of 2013). Although the panel established still some room for improvement, the panel graded these additional theses sufficient. These theses showed improvement on the research methodology part, but could still be upgraded on this matter. Nonetheless, the panel is confident that the students who now start their graduation project are well equipped to design and perform a research, as a result of the intensified focus on research skills in the curriculum.

Considerations and judgement

Based on the CLOTS scheme and the tests, the panel concludes that the course applies an adequate mix of testing instruments to evaluate students' knowledge, skills and attitude. By means of a firm quality assurance system the course ensures that the exams are valid, reliable and transparent.

Assessments take place on the basis of clear criteria and they are executed by two or more assessors. The panel members reviewed some tests and labelled them up to the mark. The panel concludes that the course possesses a solid system of testing and assessing.

When the Higher Education Act (WHW) changed in 2010, the Board of Examination accordingly adjusted its working methods and approach. This demonstrates that the Board takes its job seriously. Under the Board's supervision the graduation process was reviewed and improved, as well as the assessment procedure for grading theses. The panel also appreciates the fact that Fontys has chosen to collaborate with several other Universities of Applied Science on the reviewing of theses. Similarly it would like to recommend to give priority to internal reviews at Fontys.

With regard to the positioning of the Examination Board the panel observed a gap between the collective Board of Examiners (that governs all courses of the Fontys School of Marketing and Management) and the IBMS programme. For the Board to actually be fully in control of students' graduation level, it is still required to enhance the Board' control over the output level of the IBMS course.

On the basis of an additional sample of theses taken from the most recent batch of graduates, the panel concluded that the improvement scheme implemented by the staff had clearly rendered fruitful results. In particular in the field of research methodology improvement was noticeable. Although further refinements can still be made, the most recent papers clearly reflect HBO bachelor's level and were accordingly rated sufficient by the panel members.

Overall the panel holds a positive judgement on the attained level of the course. This is supported by the professional representatives in the audit who told the panel that the course delivers students that unquestionably fit the requirements of the professional field.

The panel appreciates the elaborate and solid assessment system, and the ability of the course to demonstrate adequate improvements with regard to the graduation trajectory and students' achievement of the intended learning outcomes in particular. On the other hand, the panel would like to see more control of the Examination Board over the final level of the course, as well as some continued progress in research methodology of the theses. Weighing up all of these findings the panel rates Standard 3 on assessment and the achievement of the learning outcomes of the course 'satisfactory'.

5. OVERALL CONCLUSION

With the National Competency Framework as a basis, the course uses an adequate set of intended learning outcomes that provide students with the right competencies to become successful in the professional field.

The programme is very international, topical and practical, challenging students to perform the best they can. Also, the enthusiasm and professionalism of the teaching staff contribute to a pleasant learning environment. The buildings and facilities are sufficient, as well as the study guidance.

The course takes care of a valid, reliable and transparent way of testing and assessment. All competencies are represented in the various exams and assignments. Comparing the theses of the first batch with those of the second batch, improvement on research methodology is shown. The panel has established that, as a result of the intensified focus on research skills, the level of the achieved learning outcomes of students is sufficient.

The panel gives a 'good' for standard 1 and 2. Standard 3 is rewarded with a 'satisfactory' by the audit panel. According to the regulations of the NVAO, the panel recommends the NVAO to award re-accreditation for another six years to the Bachelor of Business Administration IBMS of Fontys University of Applied Science Eindhoven.

6. RECOMMENDATIONS

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

Bringing more focus into the mission and profile

According to the panel, the mission of IBMS Eindhoven could be applied to every other IBMS course in the Netherlands and is therefore not really characteristic for the Eindhoven course. To distinguish itself from other IBMS courses, in the opinion of the panel members, it should link its mission to the unique geographic location of the course. The Eindhoven area is known for its high-tech companies that create a rapidly changing environment with emphasis on innovation. Of course, the IBMS course is responsible for its own mission, but the panel would suggest the mission statement of the course to be related to 'innovation in relation to the Brain Port area'.

Research skills

Although the course has recently introduced the research skills training track and started with the Graduation Circles last year, improvements can and should be made regarding the research skills of students. A first sign of improvement, particularly with regard to the research methodology could already be observed in the most recent theses. Nonetheless, the panel thinks that these improvements must be consolidated and intensified. The appointment of a new research reader, involved with the IBMS course, could help improve students' research skills. In this respect, the panel does not only consider it important to teach students how to conduct research, but also to make them aware of how research can contribute to a well-substantiated advice or as a basis for an key decision.

Excellent students

As stated, the panel was impressed by the mechanisms the course had put in place to challenge students to bring out the best in their students. The panel met some well-motivated and excellent students. As befits motivated students, they would like to improve themselves even more.

The panel would therefore recommend the teachers to also attach importance to giving these students substantial feedback even though their performance is already extremely good. In addition, it could also be considered to give them additional assignments that have a higher degree of complexity and challenge them even more.

Board of Examiners

In reviewing the theses, the panel disagreed with some of the examiners' judgements. Therefore the panel members would recommend the Board of Examiners to scrutinise and monitor the graduation process by taking themselves samples of theses. Structurally, the Board must at all times ensure to be well informed on the level and quality of the theses, preferably through the Test Committee or, otherwise, through one's own investigation.

ANNEX I**Overview of judgements**

Overview of judgements on the Bachelor International Business and Management Studies of the Fontys University of Applied Science	
Standard	Judgement
Standard 1: Intended learning outcomes	Good
Standard 2: Teaching - learning environment	Good
Standard 3: Assessment and achieved learning outcomes	Satisfactory
Overall conclusion	Satisfactory

ANNEX II

The course's learning objectives and outcomes

The IBMS competencies provide the filling in of the BBA domain competencies in the sense that the IBMS-context and the description of the professional tasks and responsibilities are given. The profession-related competencies refer to competencies specific for an IBMS professional. They specify the tasks and responsibilities that distinguish an IBMS professional from others. In order to perform the professional's tasks described in the former section a graduate needs to have general competencies: behaviour and skills that are general for professionals operating at bachelor's (HBO) level. Often they are referred to as personal effectiveness or personal skills. On the basis of the 10 generic HBO-qualifications IBMS will focus on interpersonal, task-oriented and intra-personal competencies.

IBMS will concentrate on 9 professional competencies and 7 generic competencies:

Profession-related competencies

I International business competencies

1. International business awareness
2. Intercultural competence

II General management competencies

3. International strategic vision development
4. Business processes & change management
5. Entrepreneurial management

III Functional key-areas competencies

6. International marketing and sales management
 7. International supply chain management
 8. International finance & accounting
 9. International human resource management (HRM)
-

Generic competencies

IV Interpersonal competencies

1. Leadership
2. Co-operation
3. Business Communication

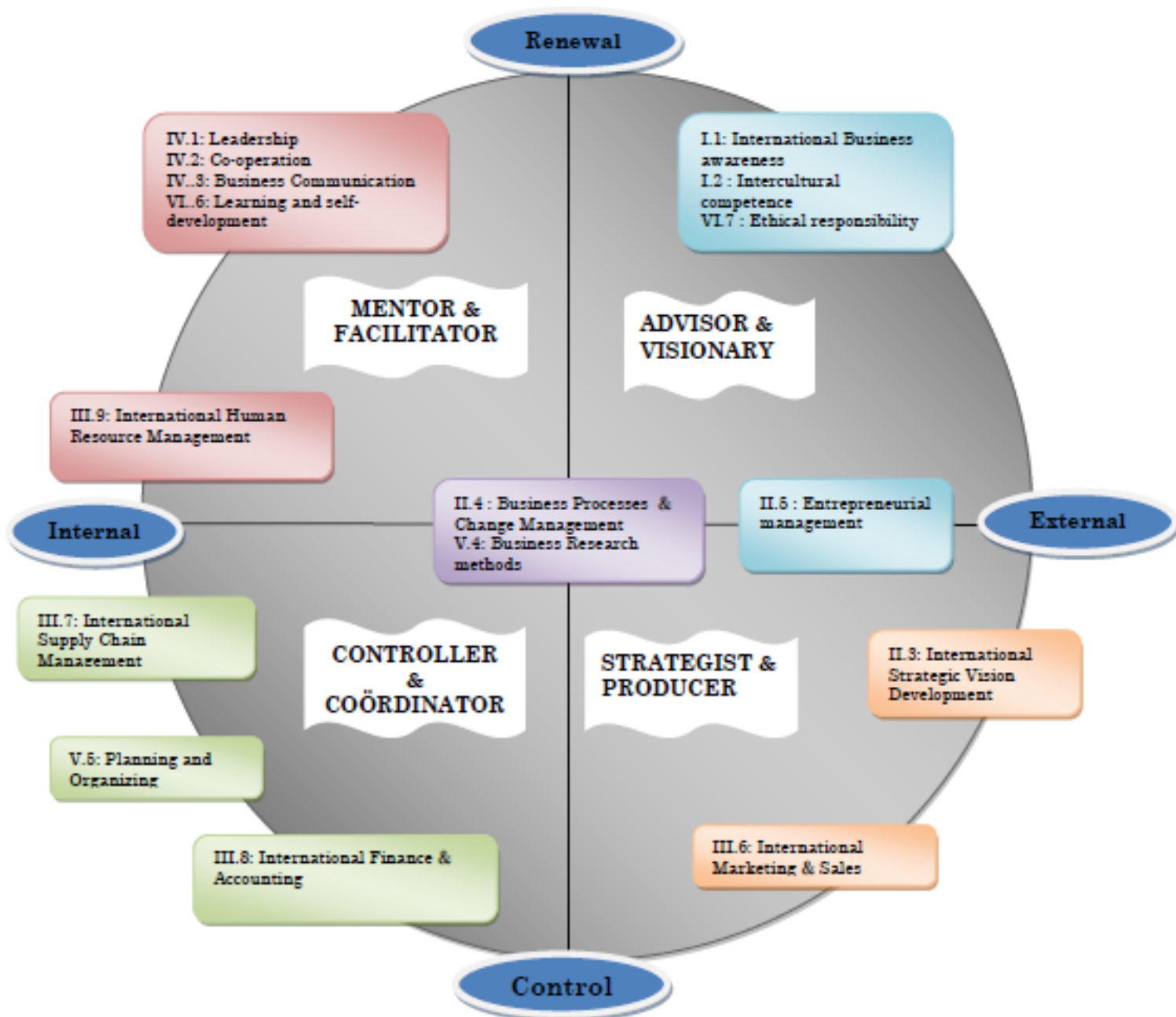
V Task-oriented competencies

4. Business research methods
5. Planning and organizing

VI Intra-personal competencies

6. Learning and self-development
7. Ethical and corporate responsibility

The IBMS competences will be combined with the description of the management roles of Quinn and the principles of the balanced scorecard. This combination will order the competences in the following way:



ANNEX III

Overview of the bachelors programme

PROGRAM-OVERVIEW TABLE

LEVEL 1

<u>Competence</u>	<u>Courses</u>	<u>Sem/Period</u>	<u>Assessment: Individual or group assessment</u>	<u>Credits</u>
<u>C1: International business awareness and intercultural proficiency</u>				
<u>International Business/Economics/Law:</u>				
<ul style="list-style-type: none"> The ability to describe and understand the key patterns and trends in international business. The ability to perform a basic country analysis, using relevant information. The ability to explain the impact of governmental policies on international trade and the role of principal international institutions. The ability to identify and apply basic elements of law relating to international business. 	<p><u>1 Internat. business/Economics A</u></p> <p><u>2 Internat. Business/Economics B</u></p> <p><u>3 Law I</u> <u>4 Law II</u></p>	<p><u>1a</u></p> <p><u>1b</u></p> <p><u>1b</u> <u>2b</u></p>	<p><u>Exam: individual</u></p> <p><u>Exam: individual</u></p> <p><u>Exam: individual</u> <u>Exam: individual</u></p>	<p><u>2</u></p> <p><u>2</u></p> <p><u>2</u> <u>2</u></p>
<u>Intercultural Proficiency: recognize</u>				
<ul style="list-style-type: none"> The ability to identify the various relevant levels of culture and to recognize the several dimensions of culture. The ability to indicate if different behavior could be based on difference in cultural background. To be aware and recognize the elements of one's own cultural background. 	<p><u>5 Case Cultural integration</u></p>	<p><u>1a</u></p>	<p><u>Performance assessment: individual</u></p>	<p><u>2</u></p>
<u>C2: New business development</u>				
<ul style="list-style-type: none"> The ability to spot international trends and relate this to innovation opportunities. The ability to use basic creativity techniques to develop a concept for a new business ideas. The ability to develop and visualise a new business concept and to draft a simple business plan 	<p><u>1 Project 1B: Junior Business Developer (report + defense)</u></p> <p><u>2 Entrepreneurship/innovation</u></p>	<p><u>1b</u></p> <p><u>1b</u></p>	<p><u>Project report: group + individual</u></p> <p><u>Exam: individual</u></p>	<p><u>2</u></p> <p><u>2</u></p>
				<u>4</u>

<u>C3: Strategy, policy and process management</u>					<u>7</u>
<p>International Management: Strategy & Policy</p> <ul style="list-style-type: none"> The ability to identify and describe the basic elements of the vision/ mission and internationalisation strategy of a company The ability to understand organisational structures and designs when being involved in international business. The ability to recognise and describe the cycle: goals, objectives, policies and operational activities. <p>Business Processes Management:</p> <ul style="list-style-type: none"> The ability to describe simple business processes in the field of business operations. The ability to use various quality systems and techniques to improve the organization's business process. 	<u>1 Management 1</u>	<u>2a</u>	<u>Exam: individual</u>	<u>2</u>	
	<u>2 Management 2</u>	<u>2b</u>	<u>Exam: individual</u>	<u>2</u>	
	<u>3 Project 3a: Junior Process Manager</u>	<u>3a</u>	<u>Report+defense: group + individual</u>	<u>3</u>	
<u>C4: International marketing management</u>					<u>9</u>
<p>International (e-)Marketing:</p> <ul style="list-style-type: none"> The ability to describe the marketing policy of an international company and to make suggestions for improvements. The ability to understand the impact of consumer behaviour on the marketing policy. The ability to draft an export plan, including an entry-strategy and the implications for export-operations. The ability to understand the use and value of recent e-marketing developments and to draft a basic e-marketing plan. 	<u>1 Marketing + export + CB</u>	<u>1a</u>	<u>Exam: individual</u>	<u>4</u>	
	<u>2 Project 1A: Junior export manager</u>	<u>1a</u>	<u>Report+defense: group + individual</u>	<u>2</u>	
	<u>3 E-Marketing</u>	<u>1a</u>	<u>Exam + assignment: Individual</u>	<u>3</u>	
<u>C5: International supply Chain Management</u>					<u>2</u>
<p>SCM:</p> <ul style="list-style-type: none"> The ability to describe and understand how the company should structure itself when being involved in international business. The ability to describe the importance of logistics and SCM in relation to the operations of the company. 	<u>1 Management 1/SCM</u>	<u>2a</u>	<u>Exam: individual</u>	<u>2</u>	
	<u>2 Project 2a (process improvement)</u>	<u>2a</u>	<u>Report+defense: group + individual</u>	<u>See c3</u>	

<u>C6 International Finance & Accounting</u>					<u>6</u>
Financial accounting/Management accounting:					
<ul style="list-style-type: none"> The ability to translate simple financial activities into journal entries, prepare a balance sheet, an income & cash flow statement and a financial plan for a start-up company. The ability to describe various classifications of costs and revenues and perform simple-cost (and revenue) calculations. 	<u>1 Finance & Accounting 1</u>	<u>2a</u>	<u>Exam: individual</u>	<u>3</u>	
Financial management:					
<ul style="list-style-type: none"> The ability to assess the value of an investment proposal, describe various forms of long-term financing (equity and debt), perform a ratio-analysis and to describe and understand the role of the stock exchange. 	<u>2 Finance & Accounting 2</u>	<u>2b</u>	<u>Exam: individual</u>	<u>3</u>	
<u>C7 International HRM</u>					<u>5</u>
HRM					
<ul style="list-style-type: none"> The ability to indicate the importance of human resource management and the most important tools involved. The ability to indicate the importance of motivating employees and apply basic theoretical models in practical situations. 	<u>1 Management 2/HRM</u>	<u>2b</u>	<u>Exam: individual</u>	<u>2</u>	
		<u>2 Project 2b IPW</u>	<u>2b</u>	<u>Report+defense: group + individual</u>	<u>3</u>
<u>C8 Business Communication</u>					<u>8</u>
English:					
Business English CEF Level B2 Independent User: Effective command of the language in a range of situations;					
<ul style="list-style-type: none"> The ability to understand extended speech and lectures, discussions, provided the topic is reasonably familiar; The ability to read factual texts related to field of interest; The ability to interact with a degree of fluency that makes regular interaction possible; the ability to take active part in discussion in familiar contexts; The ability to produce a clear, detailed text on a business-related subjects 	<u>1 FCE B2 course 1</u>	<u>1a+b</u>	<u>Exam: individual</u>	<u>4</u>	
		<u>2 FCE B2 course 2</u>	<u>2a+b</u>	<u>Exam: individual</u>	<u>4</u>

C9: Research, professional behavior and personal leadership			10	
<p>Research:</p> <ul style="list-style-type: none"> The ability to formulate a problem definition and research questions and present the research findings using simple descriptive statistics. <p>Professional behaviour:</p> <ul style="list-style-type: none"> Co-operation and leadership: the ability to recognize the principles of group dynamics and the importance of team roles and the ability to chair a meeting Planning and Organising: The ability to use simple project management tools and to keep to deadlines. Problem solving: The ability to solve problems in a structured manner with the use of simple creativity techniques. <p>Personal leadership</p> <ul style="list-style-type: none"> Learning and self-development: The ability to critically observe one's actions, use feedback, to set personal goals, plan actions, perform these actions according to planning and evaluate the results and to see the importance of networking. <p>Ethical responsibility:</p> <ul style="list-style-type: none"> The ability to understand ethical issues at hand in international business, understands the theory, concepts and principles of business ethics and has an understanding of his own values. 	<p>1 Business research</p> <p>2 Business Mathematics/statistics</p>	<p>1a</p> <p>1b</p>	<p>Exam: individual</p> <p>Exam: individual</p>	<p>2</p> <p>2</p>
	<p>3 Professional Behavior:</p> <p>4 Cultural Integration</p> <p>5 Project 2b IPW</p>	<p>2a</p> <p>1b</p> <p>2b</p>	<p>Exam: individual/performance assessment</p> <p>Performance ass: individual</p> <p>Report+defense: group + individual</p>	<p>2</p> <p>See c1</p> <p>pm</p>
	<p>6 Personal leadership 1/ Study Skills</p> <p>7 Personal Leadership 2</p>	<p>1a/b</p> <p>2a</p>	<p>Individual assignment</p> <p>Individual assignment</p>	<p>1</p> <p>1</p>
	<p>8 Ethics</p>	<p>2b</p>	<p>Exam: individual</p>	<p>1</p>
	TOTAL Semester 1+2			60

PROGRAM-OVERVIEW TABLE

LEVEL 2

<u>Competence</u>	<u>Courses</u>	<u>Sem/Period</u>	<u>Assessment: Individual or group assessment</u>	<u>Credits</u>
<u>C1: International business awareness and intercultural proficiency</u> <u>International Business/Economics/Law:</u> <ul style="list-style-type: none"> The ability to elaborate further on the theory and practice of international trade and financial markets. The ability to make legal statements supported by legal arguments and to be familiar with the different aspects regarding European and International Trade Law. <u>Intercultural Proficiency: recognize</u> <ul style="list-style-type: none"> The ability to identify and assess the dimensions of culture within a business context and the ability to relate this to his behaviour. The ability to show an open attitude and motivation to work or study abroad 	<p><u>1 Economics</u></p> <p><u>2 Law III</u></p> <p><u>3 Intercultural Management</u></p> <p><u>4 Business placement: Intercultural awareness</u></p>	<p><u>3a</u></p> <p><u>3b</u></p> <p><u>3b</u></p> <p><u>Sem 5</u></p>	<p><u>Exam: individual</u></p> <p><u>Exam: individual</u></p> <p><u>Exam: individual</u></p> <p><u>Assignment</u></p>	<p><u>1</u></p> <p><u>1</u></p> <p><u>See c7</u></p> <p><u>pm</u></p>
<u>C2: New business development</u> <ul style="list-style-type: none"> The ability to pro-actively generate new opportunities for both new product/services and new markets and to draft a business case. 	<p><u>1 Project 3a: Battle of concepts</u></p> <p><u>2 Project 3B: Fontys Best Business</u></p>	<p><u>3a</u></p> <p><u>3b</u></p>	<p><u>Project report: group + individual</u></p> <p><u>Project report: group + individual</u></p>	<p><u>3</u></p> <p><u>3</u></p>
<u>C3: Strategy, policy and process management</u> <u>International Management: Strategy&Policy</u> <ul style="list-style-type: none"> The ability to outline the planning cycle for an internationalisation strategy of a company and to describe basic strategic options. The ability to describe the policy in the main functional areas of a company. <u>Business Processes Management:</u> <ul style="list-style-type: none"> The ability to describe the key functional processes of a company and make suggestions for improvement. 	<p><u>1 Strategic Business Planning</u></p> <p><u>2 Project 3b</u></p>	<p><u>3a</u></p> <p><u>3b</u></p>	<p><u>Exam: individual</u></p> <p><u>Project report: group + individual</u></p>	<p><u>2</u></p> <p><u>See c2</u></p>

<u>C4: International marketing management</u>		-	-	4
International (e-)Marketing:				
<ul style="list-style-type: none"> The ability to write and defend an international marketing and sales plan, including E-commerce activities, for a new product introduction. The ability to plan tactical and operational marketing, sales and e-marketing activities 	<p>1 <u>Marketing</u></p> <p>2 Sales call</p> <p>3 <u>E-Marketing</u></p>	<p>3b</p> <p>3b</p> <p>3 a+b</p>	<p>Exam: individual</p> <p>Individual assignment</p> <p>Exam + assignment: Individual</p>	<p>1</p> <p>1</p> <p>2</p>
<u>C5 International supply Chain Management</u>				4
SCM:				
<ul style="list-style-type: none"> The ability to analyse the impact of outsourcing on logistics, purchasing and supply management and the concept of international supply chain management. 	<p>1 <u>SCM</u></p>	<p>3a</p>	<p>Exam + assignment: individual</p>	<p>2</p>
<u>C6 International Finance & Accounting</u>				3
Financial accounting/Management accounting:				
<ul style="list-style-type: none"> The ability to translate more complex financial activities into journal entries, prepare a (consolidated) balance sheet and an income & cash flow statement. The ability to work with various inventory costing systems and to outline the differences between various (external) reporting standards. 	<p>1 <u>Finance & Accounting 1</u></p>	<p>3a</p>	<p>Exam: individual</p>	<p>1</p>
<ul style="list-style-type: none"> Financial management: The ability to perform calculations regarding working capital management, scenario and sensitivity analysis and to choose among alternative investments using methods like NPV & IRR and among financing alternatives (equity / debt etc.) The ability to describe, understand and manage the consequences of the various risks inherent to international business. 	<p>2 <u>Finance & Accounting 2</u></p>	<p>3b</p>	<p>Exam: individual</p>	<p>2</p>
<u>C7 International HRM</u>				4
HRM				
<ul style="list-style-type: none"> The ability to construct relevant hrm processes and tools like: reward 	<p>1 <u>Intercultural Management</u></p>	<p>3b</p>	<p>Exam: individual</p>	<p>2</p>

<p>systems, recruitment/selection- and HRD methods.</p> <ul style="list-style-type: none"> The ability to identify key aspects in international HRM: (HCN/PCN and TCN; expatriation and repatriation) and the intercultural management of individuals and teams. 	<p>2. Business Placement: HRM assignment</p>	<p>Sem 5</p>	<p>Individual assignment</p>	<p>pm</p>
<p><u>C8 Business Communication</u></p>				
<p>English: Good operational command of the language in a wide range of real world situations: Level B2: the ability to</p> <ul style="list-style-type: none"> participate effectively in formal discussions and meetings; can present a viewpoint, present clear, descriptions on professional subjects with an effective, logical structure; write various clear, detailed texts, making use of prescribed conventions (report, business correspondence) 	<p>1. CAE I course 2. Report business placement</p>	<p>3a+b Sem 5</p>	<p>Exam: individual Individual</p>	<p>4 2</p>
<p><u>C9: Research, professional behavior and personal leadership</u></p>				
<p>Research:</p> <ul style="list-style-type: none"> The ability to systematically execute a research using deductive statistics, report on the findings and to translate this into useful conclusions. <p>Professional behaviour:</p> <ul style="list-style-type: none"> Co-operation and leadership: The ability to show empathy in dealing with others and to deal effectively with conflicts in teams and the ability point out which style of leadership suits the best. Planning and organizing: The ability to use a system to monitor the progress of one's tasks and responsibilities. Problem solving: the ability to take several aspects of the problem into account with a broadened view using different lines of thinking and creativity techniques. Critical thinking: the ability to critically evaluate the applied practice in a business environment. <p>Personal leadership:</p> <ul style="list-style-type: none"> Learning and self-development: The ability to further evolve the personal goals and plan actions to reach these goals using feedback of others and the ability to enlarge one's professional network to do so. Ethical responsibility: The ability to align his own values with that of a company and 	<p>1. Business research and statistics 2. Research plan business placement 3. Professional Behavior 4. Project plan business placement 5. Personal leadership 6. Ethics: business placement</p>	<p>3a Sem 5 3b Sem 5 3a Sem 5</p>	<p>Exam: individual Individual assignment Performance assessment: individual Individual assignment Exam + assignment: individual Individual assignment</p>	<p>2 pm 1 pm 2 pm</p>

understands the ethical implications of his job.	7: Business placement	Sem 5	28
<u>TOTAL Semester 3</u>			60
<u>Semester 5: Business Placement</u>			60
<u>Minor: semester 4</u>			60

PROGRAM-OVERVIEW TABLE

LEVEL 3

Competence	Courses	Period	Assessment: Individual or group assessment	Credits
<u>C1: International business awareness and intercultural proficiency</u>				
<p>International business/Economics/Law:</p> <ul style="list-style-type: none"> The ability to perform a country's opportunities and risk analysis and to advise management in these issues. The ability to show a deeper insight in specific aspects of international law. <p>Intercultural Proficiency: optimise</p> <ul style="list-style-type: none"> The ability to choose the best strategy to behave in an intercultural context. 	<p>1 <u>Legal aspect in E-business</u></p> <p>2 <u>Intercultural Proficiency</u></p>	<p>6b</p> <p>6a</p>	<p>Exam: individual</p> <p>Exam + assignment: individual</p>	<p>2</p> <p>4</p>
<u>C2: New business development</u>				
<p>NBO-program New business Development:</p> <ul style="list-style-type: none"> The have a solid understanding of the principal concepts of new product development processes. The understanding of entrepreneurship and the ability to design rough business concepts. The ability to write and defend a business case for a new business venture. 	<p>NBO: Innovation&Entrepreneurship</p> <p>NBO: New Product Development</p>	<p>Za+b</p> <p>Za+b</p>	<p>Ind exam+ group assignments</p> <p>Ind exam + group assignments</p>	<p>(3)</p> <p>(6)</p>
<u>C3: Strategy, policy and process management</u>				
<p>International Management: Strategy&Policy</p> <ul style="list-style-type: none"> The ability to use several diagnostic strategic models, to develop and assess various strategic scenarios, to define goals/objectives and to outline the consequences of the strategy for its implementation. The ability to create an organisational policy while respecting the interdependence between the four realms: customer, finance, business processes and learning/growth (human resources/knowledge management). <p>Business Processes Management:</p> <ul style="list-style-type: none"> The ability to analyse and evaluate business processes and to define and measure problems with these processes, design actions for improvement, 	<p>1 <u>Performance Management</u></p> <p>2 <u>Lean Manufacturing</u></p>	<p>6a</p> <p>6a</p>	<p>Exam: individual + group assignment</p> <p>Exam: individual + group assignment</p>	<p>2</p> <p>2</p>

<p>implement and control the results.</p> <ul style="list-style-type: none"> The ability to outline several quality systems and to contribute to solving quality problems using up to date quality methodologies, tools and techniques. <p>NBO-Program:</p> <ul style="list-style-type: none"> The ability to formulate a new or improved value proposition and business model based on trends in international markets 	<p><u>3 Six Sigma green Belt</u></p>	<p><u>6b</u></p>	<p>Exam: <u>individual + group assignment</u></p> <p>2</p>
<p>NBO-Program:</p> <ul style="list-style-type: none"> The ability to formulate a new or improved value proposition and business model based on trends in international markets 	<p><u>NBO Business Modeling + scenario planning</u></p>	<p><u>7a</u></p>	<p>Group <u>assignment + ind assessment</u></p> <p>(2)</p>
<p><u>C4: International marketing management</u></p>			
<p>International (e-)Marketing:</p> <ul style="list-style-type: none"> The ability to use several strategic marketing tools to improve the market position of a company. The ability to draft an e-marketing strategy in a b2b environment, based on an thorough analysis of the customer (internet-) behaviour 	<p><u>1 International Marketing</u></p> <p><u>2 E-Marketing</u></p>	<p><u>6a</u></p> <p><u>6a</u></p>	<p>Exam: <u>individual</u></p> <p>Exam + assignment: <u>Individual</u></p> <p>2</p> <p>2</p>
<p><u>C5 International supply Chain Management</u></p>			
<p>SCM:</p> <ul style="list-style-type: none"> The ability to assess and develop innovative value chain approaches. 	<p><u>NBO Value chain Innovation</u></p>	<p><u>7b</u></p>	<p>Exam + assignment: <u>individual</u></p> <p>(2)</p>
<p><u>C6 International Finance & Accounting</u></p>			
			<p><u>2 + (2)</u></p>

<p>Management accounting:</p> <ul style="list-style-type: none"> The ability to prepare a budget for a department of an organisation, to prepare an analysis of variances The ability to perform cost calculations involving indirect costs and to understand the implications thereof. The ability to determine and to work with the information needs of an SME, among which the chart of accounts; The ability to contribute to management control of a multinational organisation by means of an integrated application of his knowledge of business accounting, management accounting, financial management, and other relevant aspects. <p>NBO-program</p> <ul style="list-style-type: none"> The ability to write a business case for a new venture 	<p><u>1 Management Accounting</u></p>	<p><u>6b</u></p>	<p><u>Exam: individual</u></p> <p><u>2</u></p>
<p>C7 International HRM</p> <p>HRM</p> <ul style="list-style-type: none"> The ability to carry out job-interviews, appraisal-interviews, bad news interviews and engagement interviews from a managerial point of view and employee's point of view. The ability to define strategic HRM in relation to change processes inside a company and to align HRM in all organisational aspects of a company <p>Organizational Behaviour:</p> <ul style="list-style-type: none"> The ability to identify the importance of organizational behaviour. The ability to describe the main techniques of organizational development and change. The ability to identify the key aspects of organisational learning and the learning organisation in a company and to advise on how to improve 	<p><u>NBO Business case</u></p> <p><u>1 Organizational change</u></p>	<p><u>7a</u></p> <p><u>6b</u></p>	<p><u>Exam: individual</u></p> <p><u>Exam: individual + group assignment</u></p> <p><u>2</u></p>
<p>C8 Business Communication</p>			<p><u>2 +</u></p> <p><u>(5)/(3)</u></p>

<p>English: Fully operational command of the language at a high level in most situations: Level C1: the ability to</p> <ul style="list-style-type: none"> understand complex speech on professional topics understand lengthy, complex texts within field of interest; use language fluently in conversations with native speakers; can use language effectively for social and professional purposes; write clear, well-structured texts on subjects related his professional field, using correct style and tone <p>AO-program:</p> <ul style="list-style-type: none"> The ability to write a research paper in the required academic English 	<p><u>1 English C1</u></p> <p>AO: Academic English NBO: Academic English</p>	<p>6a+b</p> <p>Za+b Za+b</p>	<p>Exam: individual</p> <p>Exam: individual Exam: individual</p>	<p>2</p> <p>(5) (3)</p>
<p>C9: <u>Research, professional behavior and personal leadership</u></p>				
<p>Research:</p> <ul style="list-style-type: none"> The ability to perform a solid research on bachelor level, using statistical methods and evaluating information on reliability and validity. <p>AO-program</p> <ul style="list-style-type: none"> The ability to set up and perform a research near to master level, using more advanced statistical methods and the ability of writing an academic research paper <p>Professional Behaviour:</p> <ul style="list-style-type: none"> Co-operation and leadership: The ability to contribute to the effective forming and development of a team and to describe and underline the preferred role model of leadership. Planning and organizing: The ability to work according to plan, formulate milestones, control the progress and adjust planning if necessary. Judgement: The ability to define alternative options for complex problems, daring to look outside the given context and to come to a balanced solution. 	<p>1 Business research and statistics NBO: Applied Research Methods NBO: Overall project</p> <p>AO: Research Methods AO: Statistics AO Academic Skills AO Overall Research Assignment</p> <p>2 Project 6A: planning + Project 6B: consulting</p>	<p>6a 7a+b 7b</p> <p>Za+b Za+b Za+b Za+b</p>	<p>Exam: individual Exam: individual Group assignment + individual assessment Exam: individual Exam: individual Exam: individual Exam: individual</p> <p>Group assignment + individual assessment</p>	<p>2</p> <p>(5) (4) (5) (5) (5) (5)</p> <p>6</p>

<ul style="list-style-type: none"> ● Consulting: the ability to advise management to take preferred actions, balancing active and reactive positions in the company. ● Critical thinking: The ability to use evidence based practise derived from academic research and to judge accepted theoretical models and theories on its usefulness in a business environment. <p>Personal leadership:</p> <ul style="list-style-type: none"> ● Learning and self-development: The ability to know the limits of his competencies, to critically devaluate and account for his own actions; to take criticism and put it to good use, to present oneself to the professional field and to build relations that could be of importance for reaching professional goals. <p>Ethical responsibility:</p> <ul style="list-style-type: none"> ● The ability to contribute actively to a corporate responsibility policy and to handle dilemmas in a way he shows he is responsible for and can be held accountable for. <p>AO-program: The ability to write an academic synopsis/essay on an ethical dilemma.</p>	<p>3 <u>Thesis</u></p> <p>4 <u>Personal leadership Sem 6</u></p> <p>5 <u>Pers. Professional Profile Sem 8</u></p> <p><u>AO Ethics</u></p> <p><u>NBO Ethics</u></p>	<p><u>Sem 8</u></p> <p><u>6a/b</u></p> <p><u>8</u></p> <p><u>7a+b</u></p> <p><u>7a+b</u></p>	<p><u>Individual Assessment</u></p> <p><u>Individual Exam + assignment</u></p> <p><u>Individual assessed</u></p> <p><u>Exam: individual</u></p> <p><u>Exam: individual</u></p>	<p><u>28</u></p> <p><u>2</u></p> <p><u>2</u></p> <p><u>(5)</u></p> <p><u>(3)</u></p>
<p><u>TOTAL:</u></p> <p><u>Semester 6</u></p> <p><u>Semester 7 AO/NBO</u></p> <p><u>Semester 8</u></p>				<p><u>60</u></p> <p><u>60</u></p> <p><u>60</u></p>

ANNEX IV Programme of site-visit

Programme of 16th of September 2013

Location: Fontys Hogeschool Eindhoven, Rachelsmolen 1, Building R4

Time	Room	Auditees
08.15 – 08.30	3.06	Reception by school management
08.30 – 09.30	3.06 / 3.12	Preparatory meeting panel members Review of additional documents
09.30 – 10.30	3.06	School Management and Programme management Mrs. Rookmaker Director Institute FHMM Mr. G. Sijben Team leader IBMS Mr. A. Murphy Team leader IBMS (1 September 2013)
10.30 – 10.45	3.06	Break Panel retrospective
10.45 – 11.45	3.06	Teaching staff members Mr. J. de Schouwer Marketing, coordinator semester 8, chair curriculum committee Ms. Kwanjai Intercultural management, coordinator semester 7 (AO en NBO) Mr. E. de Ruijter General management/lean and quality management, coordinator semester 6 Ms. T. Cuijpers Foreign languages, representative IBMS Exam Committee, coordinator semester 4 Mr. J. Aarts E-marketing/Business Research & Statistics, member participation council, coordinator semester 3 Mr. R. Boon General management/Personal leadership, coordinator foundation year Mr. S. v.d. Bergh Marketing, Quality coordinator Mr. G. Szanto Marketing, Member test committee Mr. E. Jansen Finance, coordinator internationalisation
11.45 – 12.00	3.06	Break Panel retrospective
12.00 – 13.00	3.06	Students Mr. M. van Hooft Student semester 1 / Class representative Ms. M. Meszaros Student semester 3 / Class representative Mr. M. Winkels Student semester 3 / Class representative Ms. R. Ilco Student semester 5 Mr. R. Wenmakers Student semester 7 / Class representative Mr. T. de Ruijter Student semester 7 / Member Participation Counsel E. Ng Student semester 8 / Graduated in June 2013
13.00 – 13.45	3.06	Lunch Panel retrospective Review of additional documents
13.45 – 14.30 simultaneously	3.06	Consultation session for students and teaching staff
		Tour around the school / programme facilities
14.30 – 15.15	3.06	Assessment system and Examination Board

Time	Room	Auditees
		Examination Board: Mrs. P. v.d. Velden Chair Exam Committee Ms. T. Cuijpers IBMS Representative Mr. J. Paulusse Secretary (SB&RM) Martin Hummelink Member (CE) Examination Committee: Boudewijn Raessens (voorzitter, CE) Jan Paulusse
15.15 – 15.30	3.06	Break Panel retrospective
15.30 – 16.30	3.06	Field representatives and alumni Mr. I. Vermeeren Chair IBMS advisory board, Director Color Belgium Mr. I. Reumkens Member IBMS advisory board, QxP Program manager Philips Lightning Eindhoven Mr. I. Mauricio Alumnus: graduated in 2009 Mr. G. Aslanthas Alumnus: graduated in 2010 Ms. J. van Putten Alumnus: graduated in 2013
16.30 – 16.45	3.06	Break Panel retrospective
16.45 – 17.00	3.06	Pending issues
	3.12	Review of additional documents
17.00 – 17.45	3.06	Panel retrospective <i>drawing up of preliminary conclusions</i>
17.45	3.30	Panel feedback <i>to all invited by the school</i>

Selection of the delegations / the auditees

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

An 'open consultation session' was scheduled as part of the site-visit programme. The panel verified that the scheduled times of the consultation session had been made public to all parties involved in the school community correctly and timely. The consultation session was attended by a single student, mainly with the purpose to highlight the positive features of the course and to express concern about teachers' average work load.

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

ANNEX V Documents examined

- Critical Reflection
- Overview of the curricula structure and content
- National Platform: Framework Competencies IBMS
- Programme Overview (KLOTS)
- Semester Course Outlines
- Teaching and Examination Regulation
- Staff Portfolio and Analysis 2013
- List of all final theses of the past two years, demonstrating titles of theses and the exit levels attained by the students
- External Assessors
- Overview of the contacts maintained with the professional field
- Previous NVAO accreditation report
- Reference books and other learning materials
- Sets of criteria for (i) research plan and research report, (ii) admission procedure
- Overview of alumni, their work environment and awards
- Overview of Advisory Board members
- Summary and analysis of recent evaluation results and relevant management information
- Documentation regarding teacher and student satisfaction
- A representative initial selection of final theses, selected by the panel, of the past two years with corresponding assessment criteria and requirements; :

No.	Year of graduation	Student no.
1.	June 2012	2121010
2.	June 2012	2121874
3.	April 2012	2049517
4.	January 2013	2143330
5.	April 2013	2119277
6.	December 2012	2134387
7.	October 2012	2156344
8.	June 2013	2154000
9.	June 2012	2125557
10.	August 2012	2145284
11.	August 2012	2133019
12.	March 2013	2139907
13.	June 2013	2150465
14.	September 2012	2111604
15.	June 2013	2147202
Second batch		
16.	June 2013	2148885
17.	June 2013	2158269
18.	June 2013	2152818
19.	July 2013	2157078
20.	June 2013	2154893
21.	July 2013	2169949
22.	July 2013	2146983
23.	May 2013	2178531
24.	May 2013	2145032
25.	June 2013	2208730

Additional documents examined

No additional documents were examined

ANNEX VI Composition of the audit panel

Panel members	Expertise					
	auditing and quality assurance	education	professional field	discipline	International	student-related
Drs. W.G. van Raaijen, chair	x				x	
S. Buivys, MSc, expert		x	x	x	x	
Drs. M.A. Luft, expert			x	x	x	
A. Izekor, student					x	x

co-ordinator/certified secretary I.A.M. van der Hoorn, MSc

On 24 July 2013 the NVAO approved the composition of the panel of the HBO Bachelor programme International Business & Management Studies # 001935 – Hogeschool Fontys, location Eindhoven.

Succinct CVs of panel members and secretary/co-ordinator

1	Mr W.G. (Willem) van Raaijen is partner at Hobéon, one of the evaluation agencies with regards to accreditation of higher professional education in the Netherlands. As a lead-auditor he has conducted numerous audits in higher professional education, both inside and outside of the Netherlands. Mr Van Raaijen is a certified lead auditor (LRQA QMS Lead Auditor Training Course, based upon ISO 9001:2008).
2	Mr S. (Saulius) Buivys is a teaching staff member at the IBMS course of the Rotterdam Business School (UoAS Rotterdam). In that capacity he chairs the Examination Board and is a member of the Curriculum Committee. Mr Buivys has a background in economics and teaches Finance and Accounting, as well as Business Ethics & Policies, and Interactive Project Design.
3	Mr M.A. (Mark) Luft is the owner of Valorem Consulting, a consultancy agency that helps organisations achieve their business objectives. Previously, he worked as a Format Manager at ABN AMRO and he has worked in various capacities in a number of national and international companies. Mr Luft was Head of Marketing department of Grolsch Bierbrouwerijen and Brand Manager at Smiths Food Group B.V.
4	Ms A. (Angel) Izekor is a fourth year IBMS student of the Amsterdam University of Applied Science and member of the Student Council. She is originally from Nigeria. She has lived and worked in Italy and now lives, works and studies in the Netherlands.
5	Ms I.A.M. (Inge) van der Hoorn is a NVAO certified secretary and consultant at Hobéon.

Onafhankelijkheids- en geheimhoudingsverklaring voorafgaand aan het beoordelingsproces

Ondergetekende (naam en privé adres)

De heer W.G. (Willem) van Raaijen
p/a Lange Voorhout 14, 2514 ED Den Haag

is als voorzitter gevraagd voor beoordeling van de opleiding:

Hbo-bacheloropleiding International Business and Management Studies (locatie Eindhoven)

aangevraagd door de instelling:

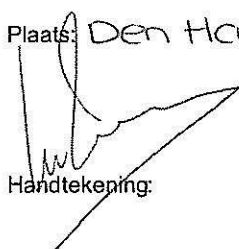
Fontys Hogescholen

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

Plaats: Den Haag

Datum: 3 juli 2013

Handtekening:



Declaration of Independence and confidentiality to be submitted prior to the assessment of the programme

The undersigned (name and home address):
Saulius Buivys

Has been asked to assess the following programme as an expert :
Hbo-bachelor International Business and Management Studies (location: Eindhoven)

Application submitted by the following institution:
Fontys Hogescholen

- Hereby certifies to not maintaining any (family) connections or ties of a personal nature or as a researcher / teacher, professional or consultant with the above institution, which could affect a fully independent judgement regarding the quality of the programme in either a positive or negative sense;
- Hereby certifies to not having maintained such connections or ties with the institution during the past five years;
- Certifies to observing strict confidentiality with regard to all that has come and will come to his/her notice in connection with the assessment, insofar as such confidentiality can reasonably be claimed by the programme, institution of NVAO;
- Herby certifies to being acquainted with the NVAO code of conduct.

Place: Rotterdam Date: 10 June 2013

Signature: 

Onafhankelijkheids- en geheimhoudingsverklaring voorafgaand aan het beoordelingsproces

Ondergetekende (naam en privé adres)

Mark Luft

is als deskundige gevraagd voor beoordeling van de opleiding:

Hbo-bacheloropleiding International Business and Management Studies (locatie Eindhoven)

aangevraagd door de instelling:

Fontys Hogescholen

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

Plaats:

Oldenzaal

Datum:

30/5/13

Handtekening:



Declaration of Independence and confidentiality to be submitted prior to the assessment of the programme

The undersigned (name and home address):

Angel Izekor

Has been asked to assess the following programme as a student :

Hbo-bachelor International Business and Management Studies (location: Eindhoven)

Application submitted by the following institution:

Fontys Hogescholen

- Hereby certifies to not maintaining any (family) connections or ties of a personal nature or as a researcher / teacher, professional or consultant with the above institution, which could affect a fully independent judgement regarding the quality of the programme in either a positive or negative sense;
- Hereby certifies to not having maintained such connections or ties with the institution during the past five years;
- Certifies to observing strict confidentiality with regard to all that has come and will come to his/her notice in connection with the assessment, insofar as such confidentiality can reasonably be claimed by the programme, institution of NVAO;
- Herby certifies to being acquainted with the NVAO code of conduct.

Place: Amsterdam Date: 1/07/2013

Signature:



Onafhankelijkheids- en geheimhoudingsverklaring voorafgaand aan het beoordelingsproces

Ondergetekende (naam en privé adres)

Mevrouw I.A.M. (Inge) van der Hooft

p/a Lange Voorhout 14, 2514 ED Den Haag

is als secretaris gevraagd voor beoordeling van de opleiding:

Hbo-bacheloropleiding International Business and Management Studies (locatie Eindhoven)

aangevraagd door de instelling:

Fontys Hogescholen

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

Plaats: Den Haag

Datum: 24 juni 2013

Handtekening:





Strategische dienstverlener voor kennisintensieve organisaties



Lange Voorhout 14
2514 ED Den Haag

T (070) 30 66 800

F (070) 30 66 870

E info@hobeon.nl

I www.hobeon.nl