

Besluit **Besluit strekkende tot toekenning van het bijzonder kenmerk 'Internationalisering' aan de opleiding hbo-bachelor International Business and Management Studies van de Hogeschool van Arnhem en Nijmegen**

	Gegevens	
datum	30 september 2014	Naam instelling : Hogeschool Arnhem en Nijmegen
onderwerp	Besluit toekenning bijzonder kenmerk 'Internationalisering' (001060) Hogeschool van Arnhem en Nijmegen	Naam opleiding : hbo-bachelor International Business and Management Studies (240 ECTS)
uw kenmerk	utTcvB'12/07030	Datum aanvraag : 20 november 2012
ons kenmerk	NVAO/20143373/AH	Variante opleiding : voltijd
bijlagen	4	Locatie opleiding : Arnhem
		Datum goedkeuren panel : 17 april 2012
		Datum locatiebezoek : 31 mei en 1 juni 2012
		Datum visitatierapport : oktober 2012
		Instellingstoets kwaliteitszorg : ja, positief besluit van 28 augustus 2013
		Datum accreditatie: : 1 januari 2014
		Looptijd accreditatie : tot en met 31 december 2019

Beoordelingskader

Frameworks for the Assessment of Internationalisation, 14 november 2011.

Aanvullende informatie

De NVAO heeft 21 mei 2013 aanvullende vragen gesteld aan het panel met betrekking tot de motivering van standaard 2 'intended learning outcomes' en met betrekking tot de motivering van het criterium 1c 'improvement-oriented evaluation'. De opleiding heeft hierop bij brief van 11 juli 2013 gereageerd (zie bijlage 3). NVAO heeft op 30 juni 2014 een reactie van het panel ontvangen (bijlage 4). Het panel is van mening dat de opleiding voldoende aanvullend bewijs heeft geleverd voor mogelijke toekenning van het bijzonder kenmerk Internationalisering. De NVAO neemt de aanvullende informatie mee in haar besluitvorming.

Paneladvies

Distinctive quality feature Internationalisation

In 2010 a pilot was conducted by the NVAO. The criteria for standard 1 were judged to be below standard at the time. The study programme has worked on improvement measures and concurrent with the audit visit, has submitted a request for allocation of a special feature in internationalisation.

Pagina 2 van 30 The framework for the assessment of internationalisation as a distinctive quality feature consists of five standards and each of these standards has three criteria.

Standard 1: Vision on internationalization

Criterion 1a: Shared vision

The programme has a vision on internationalisation. This vision is supported by stakeholders within and outside the programme.

In the document Internationalization and Internationality IBMS 2011, the study programme gives a comprehensive account of its vision on internationalisation. The panel sees the vision as fit for the study programme. The vision has been formulated from a western point of view and reads as follows:

In this world with increasingly close-knit international relations between people, companies and countries where continuous power shifts are at hand, IBMS stimulates students and staff to adopt an open and active attitude towards the world and its changes.

A description of the process and various interviews make clear that the vision was discussed with various stakeholders. The vision was discussed with teachers on different study days. The vision was also discussed with the Professional Advisory Committee and their input was included in the further development of the vision. In the same way, input by students of the ABS Student Council was also considered.

Assessment:

The study programme has formulated a vision on internationalisation that has been discussed and developed with the help of teachers, representatives of the professional field and students. The vision has broad-based support and shows potential. The panel judges criterion 1a to be satisfactory.

Criterion 1b: Verifiable objectives

The vision on internationalisation includes verifiable objectives.

In the document Internationalization and Internationality IBMS 2011, the study programme has further elaborated the goals with regard to students, teachers and facilities.

The goals have subsequently been translated into indicators. Per indicator it is specified whether it concerns knowledge, skills, attitude or practical/organization. The goals can be satisfactorily assessed in the view of the panel and are an adequate clarification of the vision.

Assessment:

The study programme has translated the vision into core objectives that can be assessed. The panel is positive about the way in which the study programme has elaborated the vision, although some parts require further development. The panel judges criterion 1b to be satisfactory.

Criterion 1c: Improvement-oriented evaluations

The vision on internationalisation is evaluated periodically and this evaluation forms the basis for improvement measures.

The study programme aims to evaluate the vision at least once every six years. It is not clear to the panel who will evaluate the vision. The document Quality Assurance Plan IBMS 2011-2017 shows the objectives, criteria, targets, who is responsible for realisation criteria,

Pagina 3 van 30 evaluation, frequency and who is responsible for improvements. All parts are linked to the PDCA-cycle. The plan shows a well considered system of quality assurance for internationalisation, according to the panel. The one thing that's not quite clear to the panel is if a system for evaluating the vision exists and if the evaluation will form the basis for improvements. The Quality assurance plan IBMS 2011-2017 consists of relevant objectives, but the vision on internationalisation is missing.

Assessment:

The study programme has only indicated that it wishes to evaluate the vision every six years. The panel has difficulty with the six years interval to evaluate the vision. On the other hand, the Quality assurance plan IBMS 2011-2017 consists of relevant objectives and shows a well considered system of quality assurance for internationalisation. The panel judges criterion 1c to be satisfactory.

Assessment standard 1:

The study programme has developed a vision together with different internal and external stakeholders. Based on this vision, goals have been formulated with regard to study, teachers and facilities. The panel finds a working evaluation system for the evaluation of the vision to be lacking. The view of the panel is that the study programme complies with the envisaged quality standards for the distinctive feature, but that the study programme must work on establishing an evaluation system to evaluate its vision regularly. The panel judges standard 1 to be **satisfactory**.

Standard 2: Learning outcomes

Criterion 2a: Intended learning outcomes

The intended international and intercultural learning outcomes defined by the programme are a clear reflection of its vision on internationalisation.

The study programme has formulated learning goals that are based on its vision on internationalisation. The panel finds these learning goals to be sufficiently suited to the vision.

With some goodwill, these can be read as intended international/intercultural learning outcomes, but a direct correlation between the two is lacking. The study programme is working to improve this. The panel has not (yet) explicitly recognized the learning goals as set down in the curriculum prospectus. It therefore recommends that the correlation be made more explicit while also furnishing extra details. The document Internationalization and Internationality IBMS 2011 shows that the study programme plans to draw up a summary in 2012 that will address this problem and consequently decide which aspects need to be accentuated. The panel also recommends that while doing so, the programme should elaborate on the link between the specific international/intercultural learning outcomes and the overall IBMS Framework competencies also in the study guides for students.

Assessment:

The international/intercultural learning outcomes are based on the vision, but cannot as yet be traced back explicitly to the curriculum prospectus. The study programme has already acted to improve this, but the panel insists on continuing and intensifying this exercise. The panel judges criterion 2a to be satisfactory.

The methods that are used for the assessment of students are suitable for measuring the achievement of the intended international and intercultural learning outcomes.

A survey of the competencies and exams (Assessment plan 2010-2011) gives a well-ordered list of which competency is examined in which module at what level and how this is done. Because however there is no clear link between the specific international/intercultural learning outcomes and the overall IBMS Framework competencies used in this survey it is hence not always clear where and how these learning outcomes are specifically assessed. It became also clear that the assessment criteria are not (yet) linked explicitly to the international/intercultural learning outcomes. It is therefore difficult for the panel to gauge if and how the learning goals have been properly assessed.

Assessment:

The panel was not provided with specific information on how international/intercultural learning outcomes are assessed and hence finds it difficult to determine if the assessment is fit. The panel judges criterion 2b to be unsatisfactory.

Criterion 2c: Graduate achievement

The programme can demonstrate that the intended international and intercultural learning outcomes are achieved by its graduates.

The panel has uttered a number of critical comments regarding the graduation assignments (see also the discussion of standard 3 in chapter 2). This criticism does not concern international or intercultural aspects because the graduation assignments are not assessed specifically with regard to the international and intercultural learning outcomes. Interviews with alumni and the Alumni surveys 2011, show that graduates recognize they have achieved international and intercultural competencies. Students must have acquired experience in at least three different cultures before they can graduate. Every year the study programme organizes a Talent event, in which students can present themselves before an international jury of partner universities. For teachers this is an ideal opportunity to exchange knowledge and experiences with foreign colleagues. The programme indicates that each year they receive very positive feedback from partners about their students, including about their readiness to work in an international/intercultural working environment. Unfortunately, the panel was unable to check this with representatives of the working field.

Assessment:

Even though the response rate for the Alumni surveys 2011 was rather low (8,6%) and the panel was unable to check some of the relevant outcomes with representatives of the working field, there seems to be sufficient proof that the intended international and intercultural learning outcomes are achieved by the graduates. Hence, the panel judges criterion 2c to be satisfactory.

Assessment Standard 2:

The programme has been able to define learning goals (international/intercultural learning outcomes) based on its vision, but unfortunately these cannot as yet be traced back explicitly to the curriculum prospectus which also leaves the question unanswered how these are assessed. There seems however to be sufficient proof that the intended international and intercultural learning outcomes are achieved by the graduates. Therefore, the panel judges standard 2 to be **satisfactory**.

Criterion 3a: Curriculum

The content and structure of the curriculum enable the achievement of the intended international and intercultural learning outcomes.

The curriculum continually focuses on the development of international and intercultural skills. Annex 2 includes a schematic representation of the programme structure. Both in the study components abroad and study components offered by the programme, ample attention is devoted to the international aspects of the study programme. During the study programme, students frequently come into contact with international and intercultural aspects. This occurs among other ways through: study abroad at one of the partner institutions, placement abroad, graduation assignments and the use of English as language of instruction and communication at ABS.

Assessment:

The curricular focus on internationalisation and the specific structure of the curriculum, including the '3 cultures' obligation, enable the achievement of the intended international and intercultural learning outcomes. The panel judges criterion 3a as good.

Criterion 3b: Teaching methods

The teaching methods enable the achievement of the intended international and intercultural learning outcomes.

As was stated above, students participating in the programme hail from different cultural backgrounds and have different didactic experiences. In order to ensure that each student adapts to the new learning environment a mixture of more traditional education (discipline based modules) and competency-directed education including more individual work, group work, project work et cetera is being used.

Assessment:

The panel finds it positive that the study programme has recognized the importance of this aspect and is convinced this contributes to enabling the achievement of the intended international and intercultural learning outcomes. The panel judges criterion 3b as good.

Criterion 3c: Learning environment

The learning environment is suitable for achieving the intended international and intercultural learning outcomes.

The use and organization of the space on campus are geared towards the achievement of the intended international and intercultural learning outcomes. Students are offered many opportunities to meet and mingle. Also in the daily schedule and routines and the social and emotional atmosphere created, internationality seems to be taken into account. Groups are deliberately mixed with students from different backgrounds to facilitate the intercultural learning process.

Assessment:

The panel is of the impression that a true 'international and intercultural learning environment' has been created in which students can achieve the intended learning outcomes. The panel judges criterion 3c as good.

The focus on international/intercultural issues in the content, the structure of the curriculum facilitating multiple internationalisation experiences, the variety of teaching methods and a suitable learning environment allow for the achievement of the intended international and intercultural learning outcomes. Standard 3 is being assessed as **good** by the panel.

Standard 4: Staff

Criterion 4a: Staff composition

The composition of the staff (in quality and quantity) facilitates the achievement of the intended international and intercultural learning outcomes.

A survey of the IBMS teachers show that there are sufficient teachers to adequately take charge of the study programme and the students who follow it. Interviews with students verify that teachers are always open to questions. The panel is positive about the teachers. They are well trained and possess sufficient relevant international/intercultural work experience, as shown by their Cv's. In addition, the study programme regularly invites guest teachers.

Assessment:

The study programme has enough teachers to ensure a competent presentation of the study programme. Moreover, the panel is positive about the quality of the teachers, they are well trained and have relevant work experience. The panel judges criterion 4a to be good.

Criterion 4b: International experience and competence

Staff members have sufficient international experience, intercultural competences and language skills.

The IBMS teachers survey makes clear that teachers have sufficient international experience. Moreover, the study programme has implemented a policy that obliges teachers to acquire international experience once every two years. The study programme has 8 foreign national teachers on its staff. These teachers hail from among other places Germany, Russia, Spain, Ghana and New Zealand. The panel recommends that the study programme recruits more non-Dutch teachers so that the share of foreign national teachers increases. In addition, the study programme has gauged the standard of English among the teachers. The investigation established that all teachers have an adequate standard of English proficiency (C1/C2 CEFR). Students indicated in interviews with the panel that they sometimes have difficulty with the accents of certain teachers but that in general lessons proceed smoothly. Every year the study programme organizes a Talent event, in which students can present themselves before an international jury of partner universities. For teachers this is an ideal opportunity to exchange knowledge and experiences with foreign colleagues.

Assessment:

The teachers who teach the study programme possess sufficient international experience and are given ample opportunities to acquire more experience abroad. The foreign teachers quota can be increased. The panel judges criterion 4b to be satisfactory.

The services provided to the staff (e.g. training, facilities, staff exchanges) are in line with the staff composition and facilitate international experiences, intercultural competences and language skills.

Talks with teachers show that they receive sufficient opportunity to gain international and intercultural experience or follow refresher courses. Moreover, the study programme has worked out a Schooling Plan in which the competencies and requirements have been specified. Teachers remark that in most cases they follow schooling or gain experience at their own initiative but that sufficient facilities have been made available.

All teachers have been (re)trained by the Koninklijk Instituut voor de Tropen (KIT) on working with international groups. Teachers can also follow a workshop about sensitivity for cultural differences. In addition, informal intervention takes place between teachers regarding intercultural questions. During the last 'hayday', staff members have undertaken an intercultural readiness check.

Assessment:

The study programme has sufficient facilities available for teachers to gain experience or follow a refresher course. The panel judges criterion 4c as satisfactory.

Assessment Standard 4:

The panel is positive regarding the quality of the teachers. They are well-trained, possess relevant international work experience and know-how. In addition, each teacher gains fresh international experience at least once every two years. The study programme makes sufficient facilities available to teachers who wish to gain extra experience or follow a refresher course. The share of foreign teachers could be increased.

The panel judges standard 4 to be **satisfactory**.

Standard 5: Students

Criterion 5a: Student group composition

The composition of the student group (diversity of national and cultural backgrounds) is in line with the programme's vision of internationalisation.

The 2011-2012 study year commenced with 439 students from 46 different nationalities. Dutch (45%) and German (26%) students make up the largest group. A scheduled group consists of as many nationalities as possible and does not have more than 6 students of the same nationality (except for Dutch students). Moreover, the study programme reports that many students' nationality differs from the culture they grew up in (for example, students with the Dutch nationality who have lived in Asia for years). The panel is positive about the large amount of attention devoted to the intercultural composition of groups and classes. The composition of the groups corresponds admirably with the vision of the study programme.

Assessment:

The composition of groups corresponds admirably with the vision of the study programme. The study programme began the current academic year with 46 different nationalities. The panel is positive about the considerable attention devoted by the study programme to the composition of international/intercultural groups. The panel judges criterion 5a as good.

The international experience gained by students is adequate and in line with the programme's internationalisation vision.

Students gain experience in at least three different cultures. Students spend their entire third year abroad. They follow the first semester at a partner school and the second semester as internship trainee abroad. The graduation assignment may also have an international character. The panel is also positive about how much of the study programme is dedicated to language training. Students choose a modern foreign language and follow language training during the first two years of their study. The panel applauds the amount of international experience acquired by students. Graduates remark that they see this as added value in comparison with other IBMS study programmes.

Assessment:

The panel is positive about the student's international experience. It represents an added value in comparison with other graduates. Students become familiar with at least three different cultures and follow modern language training for the first two years of their study. The panel judges criterion 5b as good.

Criterion 5c: Services provided to students

The services provided to the students (e.g. information provision, counselling, guidance, accommodation, Diploma Supplement) are adequate and in line with the composition of the student group.

The panel can confirm that there are sufficient facilities for the students to follow the study programme with success. There is an admissions office, which takes care of all administrative matters, including student registration (and diploma appraisal). An office for international relations maintains the network of 80 partner universities and organizes the selection procedure for study and placement abroad. It also regulates all other questions to do with study or placement abroad and services provided to incoming students, including accommodation, visa, insurance and social activities. The study programme or associate committees, regularly organize social activities for students. In addition, there is a buddy system whereby students from senior years help young students, to acclimatise and integrate in Dutch society. In talks with the panel, (international) students express their satisfaction about the help and supervision they receive from the study programme. Given information is clear and comprehensible. Students with questions can always find a listening ear.

Assessment

The study programme offers students adequate guidance and facilities for them to successfully complete their study. There are different offices and committees geared to helping the student through his study career. The panel judges criterion 5c as good.

Assessment Standard 5:

The composition of the groups is in line with the vision of the study programme. Students gain broad international experience under competent supervision. Furthermore, a range of offices and committees are committed to helping the student progress with his study. Interviews with students confirm that they are well-informed of study programme activities. The panel judges Standard 5 as **good**.

Based on its vision on internationalisation, the programme has implemented an effective internationalisation strategy, which demonstrably contributes to the quality of the teaching and learning provided to a rather well mixed student group given ample opportunities for international experiences, supplemented by a good supporting services system. This results in the graduates achieving the intended international and intercultural learning outcomes. The staff, although not fully 'international', supports students in this process by deploying their experiences and competences.

Decision: The panel gives a satisfactory as overall assessment for the distinctive quality feature.

Besluit

Ingevolge het bepaalde in artikel 5a.10, derde lid, van de WHW heeft de NVAO het college van bestuur van de Hogeschool Arnhem en Nijmegen te Arnhem in de gelegenheid gesteld zijn zienswijze op het voornemen tot besluit van 1 september 2014 naar voren te brengen. Van deze gelegenheid heeft het college van bestuur geen gebruik gemaakt.

De NVAO besluit het bijzonder kenmerk Internationalisering toe te kennen aan de hbo-bachelor International Business and Management Studies (240 ECTS; variant: voltijd; locatie: Arnhem) van de Hogeschool Arnhem en Nijmegen.

Dit besluit is gekoppeld aan de accreditatie van de opleiding en loopt derhalve van 1 januari 2014 tot en met 31 december 2019.

Den Haag, 30 september 2014

De NVAO
Voor deze:



R.P. Zevenbergen
(bestuurder)

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

Onderwerp	Standaard	Beoordeling door panel voltijd
7. bijzonder kenmerk Internationalisering	1. vision on internationalisation 1a. Shared vision 1b. Verifiable objectives 1c. Improvement-oriented evaluation	Satisfactory Satisfactory Satisfactory Satisfactory
	2. learning outcomes 2a. Intended learning outcomes 2b. Student Assesment 2c. Graduate achievement	Satisfactory Satisfactory Unsatisfactory Satisfactory
	3. teaching and learning 3a. Curriculum 3b. Teaching methods 3c. Learning environment	Good Good Good Good
	4. Staff 4a. Staff composition 4b. International experience and competence 4c. Services provided to staff	Satisfactory Good Satisfactory Satisfactory
	5 Students 5a. Student group composition 5b. International experience 5c. Services provided to student	Good Good Good Good
	Beoordeling BKK	Eindoordeel

- Dr. ir. H. Kievit (chair), Director Centre for Entrepreneurship & Stewardship – Nyenrode Business Universiteit Breukelen and assistant professor chair Social Venturing & Entrepreneurship - Nyenrode Business University (representative profession/discipline);
- Drs. D.W. Richters MBA (member), has gained extensive knowledge of and experience with business economical and management issues via various functions and different work situations (representative profession/discipline);
- F.A.A. De Decker MA is employed as Executive Education at Ghent University Association, the umbrella organisation for Ghent University, Hogeschool Gent, Arteveldehogeschool and Hogeschool West-Vlaanderen (expert in education);
- R.G.P.M. Kuppens is student at the hbo-bachelor study programme International Business and Management Studies (IBMS) at Avans Hogeschool, (student member).

Ing. I.J.M. de Jong, NQA-auditor, acted as secretary of the panel (gecertificeerd).

Bijzonder kenmerk Internationalisering hbo-bachelor International Business and Management Studies (0010600) Hogeschool van Arnhem en Nijmegen

Nadere onderbouwing criterium 1c 'Improvement-oriented evaluation'

The vision on internationalisation is evaluated periodically and this evaluation forms the basis for improvement measures.

Het evalueren van een visie betekent reflecteren op de visie. Blijkbaar heeft de opleiding niet voldoende duidelijk gemaakt hoe dit is geborgd.

Deels is de evaluatie ingebed in de kwaliteitssystemen van de HAN, waarbij voor reflectie op de visie twee belangrijke momenten zijn ingebouwd:

- Bij de kritische reflectie als aanzet in het proces van accreditatie-aanvraag en
- Bij de interne audit, die steeds halverwege de looptijd van een accreditatie plaats vindt.

Daarnaast heeft de opleiding, zoals gebruikelijk binnen de HAN, een kwaliteitszorgplan uitgewerkt. Het panel merkt op dat in dit kwaliteitszorgplan de visie op internationalisering zou ontbreken. Het klopt dat de visie op internationalisering als zodanig niet in het kwaliteitszorgplan voorkomt. De opleiding IBMS heeft haar visie op internationalisering geoperationaliseerd in een aantal basic goals en objectives, criteria en te realiseren targets. Het kwaliteitszorgplan beschrijft hoe en met welke frequentie deze geëvalueerd worden. Het plan volgt de pdca-cyclus, zodat de evaluatieresultaten worden vertaald in acties en - als daar aanleiding voor is - in bijstellingen. Deze zullen eerder betrekking hebben op de manier waarop de visie is geoperationaliseerd en op de ambitie van de opleiding dan op de visie als zodanig. Verschillende geledingen van de opleiding spelen een rol in dit systeem van interne kwaliteitszorg. De verantwoordelijkheid voor de verbeteringen ligt bij de curriculumcommissie en bij de programmacoördinator waar het om inhoud en opbouw van het programma gaat. Het doorvoeren van verbeteringen in faciliteiten of ten aanzien van de kwaliteit van het personeel ligt in hoofdzaak bij de programmacoördinator en de directeur van het instituut.

Voor de volledigheid is het kwaliteitszorgplan van de opleiding IBMS, Internationalization 2011-2017, bijgevoegd in bijlage 1.

Nadere onderbouwing criterium 2a 'Intended learning outcomes'

The intended international and intercultural learning outcomes defined by the programme are a clear reflection of its vision on internationalisation.

Het panel en de NVAO constateren dat de samenhang tussen de visie op internationalisering en de intended learning outcomes niet helder is. Er zijn wel 'learning goals' die met enige welwillendheid als zodanig kunnen worden gelezen, merkt het panel op. Daarnaast constateert het panel dat het verband

tussen de 'international / intercultural learning outcomes' en de algemene competenties van IBMS niet helder was. Wel beoordeelde het panel dit criterium met voldoende.

Tijdens het panelbezoek van mei 2012 is deze informatie wel verstrekt door de opleiding, maar in een minder overzichtelijke vorm. Er is een document gepresenteerd met een overzicht van de intended international learning outcomes en een tabel waarin de relatie is gelegd tussen deze learning outcomes enerzijds en de algemene competenties van IBMS en de beroepstaken anderzijds. Wellicht dat deze vorm tot verwarring heeft geleid, daarom volgt hier in bijlage nogmaals dezelfde informatie, zij het in een overzichtelijker presentatie:

Bijlage 2: Het overzicht van de eindkwalificaties van de opleiding

Bijlage 3: Het overzicht van de intended international learning outcomes, onderscheiden in knowledge, skills en attitudes.

Bijlage 4: De relatie tussen deze learning outcomes en de algemene IBMS-competenties.

De international/intercultural learning outcomes worden met ingang van 2013-2014 ook expliciet opgenomen in de curriculum prospectus, zoals door het panel aanbevolen.

Nadere onderbouwing criterium 2b 'student assessment'

The methods that are used for the assessment of students are suitable for measuring the achievement of the intended international and intercultural learning outcomes.

Het panel had twee problemen met de wijze waarop de opleiding dit criterium invulde. Ten eerste: omdat voor het panel het verband tussen de 'international / intercultural learning outcomes' en de algemene competenties van IBMS onduidelijk was, kon het niet zien op welke wijze, in welke module en op welk niveau deze worden getoetst. Wel vond het panel de presentatie van het toetsen van de competenties op zichzelf helder. Ten tweede vond het panel de beoordelingscriteria nog niet duidelijk in verband gebracht met de international learning outcomes.

Om met het laatste te beginnen: het is duidelijk dat de opleiding nog werk te doen heeft om de intended international learning outcomes meer expliciet te maken in de assessment criteria. Bijlage 5 presenteert echter wel een overzicht van in welke onderwijseenheid toetsing van de international / intercultural learning outcomes plaatsvindt, zowel voor de propedeutische als voor de hoofdfase van de opleiding. Deze bijlage wordt met ingang van 2013-2014 ook onderdeel van prospectus van de opleiding IBMS, zoals het panel adviseerde.

Nadere onderbouwing criterium 2c 'graduate achievement'

Het panel merkt op dat het op basis van een alumni-onderzoek uit 2011 en gesprekken met afgestudeerden wel de indruk heeft gekregen dat de afgestudeerden hun internationale en interculturele competenties behalen, maar dat deze leerresultaten niet expliciet getoetst zouden worden.

Hier is kennelijk sprake van een misverstand, want uit het overzicht in bijlage 5 blijkt dat de international and intercultural learning outcomes op verschillende niveaus in meerdere onderwijseenheden worden getoetst, zowel in de propedeuse als in de hoofdfase. Uiteindelijk worden alle international and intercultural learning outcomes op het vereiste niveau getoetst in de combinatie van de Intercultural learning unit (ICU) en de afstudeeropdracht. De eerste is een tweedaagse intensieve cursus, waarin studenten in rollenspellen en simulaties worden geconfronteerd met hun eigen gedrag in multiculturele situaties. Ze worden getoetst op hun reflecterend vermogen ten aanzien van hun eigen gedrag.

Ook ondergaat elke student een individueel assessment op basis van de Intercultural Readiness test, een internationaal gevalideerde test waarbij de student, voorafgaand aan de gewone stage, wordt getoetst op een aantal criteria. De docent- begeleider formuleert in overleg met de student naar aanleiding van het testresultaat een aantal persoonlijke leerpunten, waar de student aan werkt tijdens zijn stage. Hij documenteert dit in zijn reflectieverslag en dit weegt mee in de beoordeling van de stage. Deze procedure is uiteengezet tijdens het panelbezoek van mei 2012, maar is blijkbaar niet herkenbaar vermeld in het rapport.

Tot slot kan nog worden opgemerkt dat de student een aantal onderdelen verplicht in het buitenland doet. Als een student niet voldoende interculturele competenties bezit kan hij zijn buitenlandse studie en stage en daarmee zijn afstudeeronderzoek niet succesvol afronden. Er is in dit geval dus ook nog sprake van een indirecte toetsing.

Samenvattend:

We hopen dat deze aanvullingen duidelijk maken dat de visie op internationalisering periodiek wordt geëvalueerd en dat deze evaluatie op verbetering is gericht. De opleiding heeft de intended international/intercultural learning outcomes bepaald en die zijn gerelateerd aan de algemene competenties van IBMS. Hiermee is ook het verband gelegd tussen de toetsing van de IBMS-competenties en de international learning outcomes, zij het dat dit naar het oordeel van het panel nog wel explicieter kan (waar de opleiding overigens ook werk van maakt). Wel is helder in welke onderwijseenheid ze worden getoetst. Ook wordt de student beoordeeld op de wijze waarop hij zijn eigen Interculturele ontwikkeling vormgeeft. De toetsing van de internationale competenties vindt tot slot deels impliciet plaats, omdat zonder deze competenties een student zijn afstudeerstage niet succesvol kan afsluiten.

List of Abbreviations

AO	Admission Office
CC	Curriculum Committee
GA	Graduation Assignment
ID	Instituuts Directeur (Director of Institute)
ILO	International Learning Outcomes
IRC	Intercultural Readiness Check
NSE	Nationale Studenten Enquete
P&D	Performance and Development
PLA	Placement
Pr. Co	Programme coördinator
SAB	Study Abroad
SAC	Study Abroad Coach
SMA	Student Management Association
TER	Teaching and Exam Regulations
QO	Quality Officer

Plan			Do	Check				Act
Objective	Criteria	Target		Means/evaluation	Frequency	Evaluation executed by	Report to	Responsible for improvements
<i>Curriculum/Students/Alumni</i>								
a. Students are aware of the main theories in the field of cultural differences	Students are familiar with the theories of cultural differences (for example Hofstede, Hall, Trompenaars, Lewis and others)	Part of the programme and assessment plan	CC	Competences/ ILO matrix	1/ 3 yrs	Pr.Co.	CC	CC
				ILO test matrix (in progress)	1/ 3 yrs	Pr.Co.	CC	
				Analysis assessment results	1/ 3 yrs	Pr.Co.	CC	
	Students are familiar with knowledge of cross-cultural management.	75% satisfaction students		Monitoring results IFA/IBMS	1/ yr	QO	Pr.Co. CC	
		75% satisfaction professional field and alumni		Professional field re-search	1/ 3 yrs	QO	Pr.Co. CC	
				Alumni research	1/ 3 yrs	QO	Pr.Co. CC	

Plan			Do	Check				Act	
Objective	Criteria	Target		Means/evaluation	Frequency	Evaluation executed by	Report to	Responsible for Improvements	
b. Students develop insight into their own and in other cultures, and they develop an open attitude: "Treat other people like they would prefer to be treated"	Students are able to cope with the Dutch education system.	75% satisfaction students	Pr.Co.	Monitoring results IFA/IBMS	1/ yr	QO	Pr.Co.	Pr.Co.	
				NSE – parts G, M and N	1/ yr	HAN	Pr.Co. QO		
				Evaluation Developing Open minds /Buddy project	1 / yr	Project leader Developing Open Minds	Pr.Co. QO		
	Students can effectively function in classes and project groups with students from different cultural backgrounds.	Part of the programme and assessment plan	75% satisfaction students	CC	Competences/ILO matrix	1/ 3 yrs	Pr.Co.	CC	CC
					ILO test matrix (in progress)	1/ 3 yrs	Pr.Co.	CC	
					Monitoring results IFA/IBMS	1/ yr	QO	Pr.Co. CC	
	Students are able to develop a strategy to effectively deal with other cultures	Part of the programme and assessment plan	75% satisfaction professional field and alumni	CC	Competences/ILO matrix	1/ 3 yrs	Pr.Co.	CC	CC
					ILO test matrix (in progress)	1/ 3 yrs	Pr.Co.	CC	
					Analysis IRC results	1/ 3 yrs	Pr.Co.	CC	
		Professional field research	1/ 3 yrs	QO	Pr.Co./ CC				
		Alumni research	1/ 3 yrs	QO	Pr.Co./ CC				
	c. Next to their native tongue, students have	Students are able to communicate in English.	Part of the programme and assess-	CC	Competences/ILO matrix	1/ 3 yrs	Pr.Co.	CC	CC

Plan			Do	Check				Act
Objective	Criteria	Target		Means/ evaluation	Fre- quency	Evaluation executed by	Report to	Responsible for improvements
command of English and one other language (German, French, Dutch, and Spanish).		ment plan		ILO test matrix (In progress)	1/ 3 yrs	Pr.Co.	CC	
	Next to their native language and English, students are able to communicate in another modern language (German, French, Dutch or Spanish)	Part of the programme and assessment plan	CC	Competences/ILO matrix	1/ 3 yrs	Pr.Co.	CC	CC
				ILO test matrix (In progress)	1/ 3 yrs	Pr.Co.	CC	
d. Core subjects are taught making use of international materials/examples	Students are familiar with the (theories of) international (business) environment.	Part of the programme and assessment plan	CC	Competences/ILO matrix	1/ 3 yrs	Pr.Co.	CC	CC
				ILO test matrix (in progress)	1/ 3 yrs	Pr.Co.	CC	
	Up-to-date International literature is used	Up to date / most recent and where possible not only Anglo-Saxon	CC	Analysis booklists IFA and IBMS	1 / yr	Pr.Co.	CC	CC
	Up-to-date international examples/cases are used.	75% satisfaction students	CC	Monitoring results IFA/IBMS	1/ yr	QO	Pr.Co./ CC	CC
e. Assessments meet international standards and insights, relating to the international professional profile.	Professional products of students meet international criteria	75% partners	CC	Monitoring results Talent Event	1/ yr	International relations office	Pr.Co./ CC	CC
		Targets according benchmark plan		Benchmark international partners	1 / 3 yrs	QO		
	Students are to study at a non-Dutch partner university for 1	100%	CC	SAB overview	1 / yr	SAC coordinator	Pr.Co./ CC	CC

Plan			Do	Check				Act
Objective	Criteria	Target		Means/evaluation	Frequency	Evaluation executed by	Report to	
	semester							
f. Relevant contacts with the international professional field	Students get into contact with the international business field through research assignments (research project, placement, Graduation Assignment).	100%	CC	Competences/ILO matrix	1/3 yrs	Pr.Co.	Pr.Co./CC	CC
				PLA overview	1/yr	PLA coordinator	Pr.Co./CC	
				GA overview	1/yr	GA coordinator	Pr.Co./CC	
	Guest lecturers from professional field	2x per cluster	CC	Analysis Introduction programme, overview guest lecturers, IBMS career fair and SMA programme	1/yr	Pr.Co.	CC	CC
g. A minimum of long term international experience during the study programme	Students study, work and live in at least 2 cultures that are different to the 'home' culture.	100%	Pr.Co.	Analysis SAB overview, PLA overview and GA overview	1/3 yrs	QO	Pr.Co.	Pr.Co.
h. A truly international student population	At least 15 different nationalities in IBMS.	15 different nationalities	Pr.Co.	Overview nationalities IBMS	1/3 yrs	QO	Pr.Co.	Pr.Co.
	The maximum representation of one culture should not exceed 20%*	No more than 20% of one nationality	Pr.Co.	Overview nationalities IBMS	1/3 yrs	QO	Pr.Co.	Pr.Co.
	An "International classroom" contains students from as many different cultures	At least students from 5 different nationalities	Pr.Co.	Group lists	1/3 yrs	QO	Pr.Co.	Pr.Co.

Plan			Do	Check				Act	
Objective	Criteria	Target		Means/evaluation	Frequency	Evaluation executed by	Report to	Responsible for improvements	
	as possible.	In one group							
	A project group contains students from as many different cultures as possible	At least students from 4 different nationalities in one project group	Pr.Co.	Project group lists	1/ 3 yrs	QO	Pr.Co.	Pr.Co.	
<i>(i. Scope widening subjects that stimulate broad interest, curiosity and inquisitiveness are part of the curriculum- to be discussed)</i>	Not yet applicable			Not yet applicable					
<i>Lecturers/staff</i>									
J. Lecturers are aware of the main theories in the field of cultural differences, have insight in their own and other cultures and manage to apply this knowledge in education.	Every lecturer/SCC is aware of the educational background differences of International students	At least once a year Hay day devoted to subject	ID/ Pr.Co.	Programme Hay days	1 / yr	Pr.Co.	ID	ID/ Pr.Co.	
		75% satisfaction		Evaluation Developing Open minds	1 / yr	Project leader Developing Open MInds			
		75% satisfaction students		Monitoring results IFA/IBMS	1/ yr	QO			ID/ Pr.Co.
				NSE – part F	1/ yr	HAN			ID/ Pr.Co.
				Group representative meetings	1/ yr	QO/ Pr.Co.			ID/ Pr.Co.
				Attention is paid to this subject at least once a semester, during cluster or pro-	At least once a semester	Pr.Co.			Minutes cluster meetings

Plan			Do	Check				Act
Objective	Criteria	Target		Means/ evaluation	Fre- quency	Evaluation executed by	Report to	Responsible for Improvements
	gramme meeting (Intervision, exchanging experiences)							
k. Maintaining a relevant network (alli- ances) with foreign partner universities and facilitating international staff exchange	Exchange knowledge with partner universi- ty staff (in the field of knowledge as well as experi- ences in working with Internation- al groups).	Once every 3 years a core subject lecturer gives a guest lecture at a partner university. At least 5 guest lec- turers each year in IBMS	ID/ Pr.Co.	P&D conver- sations	1/ yr	ID/ Pr.Co.	ID/ Pr.Co.	ID/ Pr.Co.
				Analysis introduction programme, IBMS career fair, SMA programme and Talent week	1 / yr	Pr.Co.	Pr.Co.	
				Overview guest lec- turers (In- coming and outgoing)	1 / yr	Pr.Co.	Pr.Co.	
	<i>More intensive cooperation with a limited number of foreign part- ners is sought.</i>	<i>In develop- ment</i>						
l. A lecturer population of whom 70% is/has been in close contact with other cultures	There is a distinct focus on recruit- ing lecturers with a non-Dutch- background	20% of the lecturers have a non- Dutch back- ground	ID	Analysis realisation staff re- cruitment policy	1 / 3yrs	Pr.Co.	ID	ID
	International experience and/or interest is a prerequisite when hiring staff	100%	ID	Analysis CV's	1 / 3yrs	QO	ID	ID
	Level of English	100% CPE Level of English	ID	Analysis CV's	1 / 3yrs	QO	ID	ID
			Overview test English	1 / 3yrs	QO	ID		
m. Contacts	Attending PAC	Each core	ID/	Minutes PAC	1 /	QO	ID/	ID/ Pr.Co.

Plan			Do	Check				Act
Objective	Criteria	Target		Means/evaluation	Frequency	Evaluation executed by	Report to	Responsible for Improvements
with international and innovative companies, enabling lectures to apply current developments in the curriculum	meetings	lecturer once every 2 years	Pr.Co.	meetings	2yrs		Pr.Co.	
	Short company placement	2 lectures per year		P&D conversations	1/ yr	ID/ Pr.Co.	ID/ Pr.Co.	
	Contact with guest lecturers			Analysis introduction programme, overview guest lecturers, IBMS career fair and SMA programme	1 / 3yrs	Pr.Co.	ID	
	Contacts with company coaches	At least 2 company placement/GA contacts each year	ID/ Pr.Co.	Deployment database	1 / 3yrs	Pr.Co.	ID	ID/ Pr.Co.
Facilities								
n. Adequate facilities and services regarding admission (check language level and diploma, providing information, intake test), visa, accommodation i.a.	Timely reply	75% satisfaction students	Admission office (AO)	Monitoring Admission Office / International Office procedures	1 / 3 yrs	AO	Pr.Co./ QO	Admission office
	Timely and correct information given AO is staffed every day (including holidays) Timely visa and accommodation i.a.			NSE – parts H and O	1/ yr	HAN	Pr.Co./ QO	
a. Good facilities and services for international students	All programme related information is in English	100%	Pr.Co.	Check information sources like, TER, prospectus IFA/ IBMS, Intranet, HAN-	1 / 3 yrs	QO	Pr.Co.	Pr.Co.

Plan			Do	Check				Act
Objective	Criteria	Target		Means/evaluation	Frequency	Evaluation executed by	Report to	Responsible for improvements
				Scholar, SIS.				
	All other relevant information is in English	100%	ID	Check information sources related to student affairs, financial affairs, e.g.	1 / 3 yrs	QO	Pr.Co./ ID	ID
	Study- and other facilities available	75% satisfaction students	ID	NSE – part H	1/ yr	HAN	Pr.Co./ ID	ID
p. Acclimatisation and social life	Students are introduced to HAN University, new students, lecturers and social life and Dutch educational system	75% satisfaction students	Pr.Co.	Group representative meeting IFA	1/ yr	QO/ Pr.Co.	Pr.Co.	Pr.Co.
				Monitoring SCC	1/ yr	QO	Pr.Co.	
				Evaluation Buddy project	1 / yr	Project leader Developing Open Minds / Buddy project	Pr.Co./ QO	
				NSE – part N	1/ yr	HAN	Pr.Co./ QO	

Bijlage 2: Final qualifications of the study programme

Profession-Related Competencies
I International Business Competencies 1. International Business Awareness 2. Intercultural Adaptability
II General Management Competencies 3. International Strategic Vision Development 4. Organisational Policy Development 5. Entrepreneurial Management
III Functional Key-Areas Competencies 6. International Marketing Management 7. International Operations Management 8. International Accounting and Financial Management
Generic Competencies
I Interpersonal Competencies 1. Leadership 2. Co-operation 3. Communication
II Task-Oriented Competencies 4. Analysing and information processing 5. Creative problem solving 6. Planning and organizing
III Intra-Personal Competencies 7. Learning and self-development 8. Ethical responsibility

Bijlage 3: Intended international learning outcomes

KNOWLEDGE

K1	Students are familiar with the theories of cultural differences (for example Hofstede, Hall, Trompenaars, Lewis and others)
K2	Students are aware of the international (business) environment (have insight in recent developments, contribute to international strategies and overall vision, perform a country analysis – macro, industry and micro level- and conduct an international market survey, assess processes and decisions involved in developing international operations)
K3	Students are familiar with knowledge of cross-cultural management.

ANALYTIC SKILLS

AS1	Students recognise cultural differences in a learning and/or professional environment.
AS2	Students are able to analyse what influence their culture has on their actions.
AS3	Students are able to analyse what the influence is of culture on the actions of others.
AS4	Students are able to see the benefits of these differences.

STRATEGIC / MANAGERIAL SKILLS

MS1	Students can effectively function in classes and project groups with students from different cultural backgrounds.
MS2	Students are able to function in a learning environment foreign to them.
MS3	Students can operate in a professional environment in a foreign culture and/or in an internationally operating professional environment.
MS4	Students are able to build commitment, and respectfully and effectively deal with other cultures.

COMMUNICATION SKILLS

C1	Students are able to communicate in English.
C2	Next to their native language and English, students are able to communicate in another modern language (German, French, Dutch or Spanish).

ATTITUDE

A1	Students are curious and sensitive to cultural differences and aware of the benefits of cultural differences.
A2	Students are willing to adapt their communication style to others.
A3	Students are willing to analyse their behaviour (and that of others, when it concerns culture), to reflect on their behaviour, and make adjustments, when necessary.

Bijlage 5: De toetsing van de international and intercultural learning outcomes**1. Propaedeutic phase****Abbreviations:**

ABP	A cluster Business Plan
AMA	A cluster Management and Accounting
AML	A cluster Marketing and Logistics
BBC	B cluster Economics and Business Communication
BOP	B cluster Operational Plan
BIC	B cluster International Communication

ILO		Study unit:					
		ABP	AMA	AML	BBC	BOP	BIC
	Knowledge						
K1	Students are able to distinguish cultural differences and dimensions, models in cross-cultural management and cross cultural communication	x	x				
K2	Students are familiar with the international business environment (p1), contribute to international strategies and overall vision (p3) perform a country analysis on macro, industry and micro level, conduct an international market survey (p6) and assess processes and decisions involved in developing international operations.	x	x	x	x		
K3	Students can recognize above mentioned phenomena in international cases		x				
	Skills						
CS1	Students are able to communicate in English	x	x	x	x	x	x
CS2	Next to their native language and English, students are able to communicate in another modern language (Ger/Fre/Spa/Dut)						x
CS3	Students can adapt their communication style (In register, choice of words, direct or indirect communication)	x					x
AS1	Students are able to identify cultural signals in an International learning and/or professional environment)	x		x		x	
AS2	Students are able to analyze potential benefits and pitfalls of Intercultural encounters	x		x			
AS3	Students are able to apply the above mentioned knowledge (K1,2,3) in international cases, in international learning environments and/or professional environments	x			x		
MS1	Students can effectively function in international groups and in a learning environment foreign to them	x			x	x	
MS2	Students can operate in a professional environment in a foreign culture and/or in an internationally operating environment					x	
MS3	Students are able to build commitment and reconcile stakeholder needs in an intercultural team					x	

ILO		Study unit:					
		ABP	AMA	AML	BBC	BOP	BIC
	Attitude						
A1	Students are willing to look with an open mind to other people's cultures, countries business conditions and are willing to see their own norms, values and behaviour in an intercultural setting	x					
A2	Students are willing to adapt their communication style to others (sending and receiving) so that the contact is perceived as respectful	x		x			x
A3	Students accept to endure and manage their own uncertainty and complexity of intercultural encounters and conflicts.	x				x	

2. Main Phase

- CEP C cluster International Enterprise
- CEV C cluster International Environment
- CC. C cluster International Communication and Culture (1)
- DMP D cluster Marketing Planning and Budgeting
- DRE D cluster Research
- DC. D cluster International Communication and Culture (2)
- ESA E cluster Study Abroad
- FPL F cluster Placement Abroad
- GCH G cluster Demand Chain Management
- GCU G cluster Culture
- GST G cluster Strategy
- HGA H cluster Graduation Assignment

ILO		Study unit:											
		CEP	CEV	CC.	DMP	DRE	DC.	ESA	FPL	GCH	GCU	GST	HGA
	Knowledge												
K1	Students are able to distinguish cultural differences and dimensions, models in cross-cultural management and cross cultural communication	x							x		x		
K2	Students are familiar with the International business environment (p1), contribute to international strategies and overall vision (p3) perform a country analysis on macro, industry and	x	x		x	x						x	x

ILO		Study unit:												
		CEP	CEV	CC	DMP	DRE	DC	ESA	FPL	GCH	GCU	GST	HGA	
	micro level, conduct an international market survey (D6) and assess processes and decisions involved in developing International operations.													
K3	Students can recognize above mentioned phenomena in international cases	x	x									x	x	x
Skills														
CS1	Students are able to communicate in English		x	x		x	x		x					x
CS2	Next to their native language and English, students are able to communicate in another modern language (Ger/Fre/Spa/Dut)			x			x		x		x			
CS3	Students can adapt their communication style (in register, choice of words, direct or indirect communication)			x			x		x	x		x	x	
AS1	Students are able to identify cultural signals in an international learning and/or professional environment)	x							x		x			
AS2	Students are able to analyze potential benefits and pitfalls of intercultural encounters								x	x	x			
AS3	Students are able to apply the above mentioned knowledge (K1,2,3) in international cases, in international learning environments and/or professional environments		x						x	x	x	x		
MS1	Students can effectively function in international groups and in a learning environment foreign to them					x			x		x	x		
MS2	Students can operate in a professional environment in a foreign culture and/or in an internationally operating environment					x			x		x	x	x	

ILO		Study unit:											
		CEP	CEV	CC	DMP	DRE	DC	ESA	FPL	GCH	GOU	GST	HGA
M33	Students are able to build commitment and reconcile stakeholder needs in an intercultural team					x			x		x	x	
A1	Students are willing to look with an open mind to other people's cultures, countries business conditions and are willing to see their own norms, values and behaviour in an intercultural setting	x		x			x		x		x	x	
A2	Students are willing to adapt their communication style to others (sending and receiving) so that the contact is perceived as respectful	x				x			x		x	x	
A3	Students accept to endure and manage their own uncertainty and complexity of intercultural encounters and conflicts.	x				x			x		x	x	

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Geachte heer Bauland,

In 2012 heeft een panel het bijzonder kenmerk Internationalisering van de opleiding IBMS beoordeeld en voldoende bevonden. De NVAO heeft vervolgens bij de aanvraag aanvullende vragen gesteld (mei 2013). De opleiding heeft daarop in juli 2013 aanvullende informatie aan de NVAO verzonden. De NVAO heeft in mei 2014 per brief laten weten dat zij bij de aanvullende informatie graag een oordeel van het panel ontvangt. Op 5 juni 2014 heeft NQA het dossier van de opleiding ontvangen en aan het panel voorgelegd.

Het panel kan zich vinden in de aanvullende informatie die de opleiding aan de NVAO ter beschikking heeft gesteld. Zo is duidelijk dat de onderdelen waar het panel opmerkingen over had, door middel van de documenten zijn opgehelderd.

- Het blijkt dat de visie op internationalisering in voldoende mate wordt geëvalueerd, zoals is opgenomen in het kwaliteitszorgplan.
- Uit de verschillende overzichten van de eindkwalificaties en de Intended international/intercultural learning outcomes blijkt dat de relatie daartussen duidelijk wordt aangetoond.
- Uit bestudering van bijlage vijf bij de brief blijkt dat de opleiding heeft uitgewerkt in welke study units de internationale en interculturele doelstellingen getoetst worden. Hoewel daaruit blijkt dat elke learning outcome getoetst wordt, onderschrijft het panel nog wel de aanbeveling om de Intended international/intercultural learning outcomes explicieter te maken in de assessmentcriteria. Deze aanbeveling staat wat het panel betreft de toekenning van het bijzonder kenmerk niet in de weg.
- Het panel is het eens met het argument van de opleiding dat de international/ intercultural learning outcomes impliciet getoetst worden, omdat zonder de Internationale competenties de student de afstudeerstage niet succesvol kan afronden. Bovendien wordt de student expliciet beoordeeld op de wijze waarop hij zijn eigen interculturele ontwikkeling vormgeeft.

Samenvattend stelt het panel vast dat de opleiding in voldoende mate aanvullend bewijs heeft geleverd.

Met vriendelijke groet,

Inge de Jong
NQA-auditor
Secretaris panel IBMS