



# **Hogeschool van Arnhem en Nijmegen HAN University of applied sciences**

**International Business and Management Studies**

**Limited Study Programme Assessment**



## Introduction

This is the assessment report of the International Business and Management Studies (IBMS) bachelor degree programme part of the Arnhem Business School and offered by HAN University of applied sciences. The assessment was conducted by an audit panel compiled by NQA and commissioned by HAN. The panel has been compiled in consultation with the programme and has been approved prior to the assessment process by the NVAO. In this report the Netherlands Quality Agency (NQA) gives account of its findings, considerations and conclusions. The assessment was undertaken according to the *Assessment frameworks for the higher education system* of NVAO (6 December 2010) and the *NQA Protocol 2011 for limited programme assessment*.

The site visit took place on May 31 and the 1<sup>st</sup> of June 2012.

The audit panel consisted of:

Mr. dr. ir. H. Kievit (chairperson, representative profession/discipline)

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

Mr. F.A.A. De Decker MA (expert in education)

Mr. R.G.P.M. Kuppens (student member)

Ms. ing. I.J.M. de Jong, NQA-auditor, acted as secretary of the panel.

The study programme offered a critical reflection of which the form and content was in accordance with the requirements of the appropriate NVAO assessment framework and complied with the conditions of the *NQA Protocol 2012*.

The panel studied the critical reflection and visited the study programme. After the site visit the panel assessed another fifteen theses, to ensure the quality of the study programme. Critical reflection and all other (oral and written) information have enabled the panel to reach a well-deliberated judgement.

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

Utrecht, November 1<sup>st</sup> 2012

Panel chairman

Mr. dr. ir. H. Kievit

Panel secretary

Ms. ing. I.J.M. de Jong



## Summary

According to the rules as set by the NVAO the overall assessment of the IBMS programme must be satisfactory, because standard 3 is judged as *satisfactory*. The argumentation on which this judgement is based is given in this summary and in the audit report.

### *Intended learning outcomes - Good*

The course prepares students for a broad range of international management positions. Students are capable of entering a career in both the private and public sectors in the fields of international finance, marketing, business and management.

The course drew up a professional profile for IBMS students, in which attention is given to profession related and generic competencies, for example; international business, general management, creative problem solving and leadership. The profile is translated to sixteen competences. The competencies have the bachelor level and are very relevant for the profession.

The course has concluded agreements with partner schools over the world. In general, lectures at partnerschools are given in English, but Spanish or Portuguese are also possible. Partner schools are all accredited in their own country.

### *Teaching-learning environment - Good*

The program consists of eight half-year clusters. The first year (propaedeutic phase) is a collective year that involves all international bachelor study programs at the Arnhem Business School (ABS): International Foundation Year (IFA). During the first year, students follow general management subjects and certain components which are IBMS-specific. After the first year, students can switch relatively easily to other study programs in the ABS. In the second year, students follow a broader range of IBMS-specific subjects in greater depth. Students spend their entire third year abroad; first a half year Study Abroad (minor) followed by a half year internship. In the first half of the fourth year, students follow components of the study program, after which they work towards their graduation during the second half of the year.

During the study programme, students come into contact with at least three different cultures. Furthermore, classes consist of students from different backgrounds.

The panel has a positive view of the curriculum structure. Different sources verify that the competencies have been clearly worked out according to levels and learning goals. Ample attention is paid to language education, especially in the first two years of the study program. The students spend a major part of their study abroad, so that they gain experience in at least three different cultures. The panel applauds the fact that students spend a lot of time abroad. The panel finds that the communicative skills and the intercultural aspects of the study program distinguish themselves from other study programs. The study program has set up dependable assurance mechanisms to monitor the internship and the study abroad. The panel is also positive about the differentiation the study program has incorporated in the didactic approach during the first year. This helps students adapt to the competency-based education.

During the study program, students work at acquiring relevant knowledge, professional expertise and practical research skills. The panel recommends that the study program pays extra attention to explicit improvement of research skills, also among teachers. Students have a very high opinion of the teachers, both on a substantive and didactic level. They would however prefer some more teachers from non-Dutch origin or with long-term international experience. Students are also satisfied about the supervision they receive, supervisors are easy to approach and give useful feedback.

The panel wishes to draw attention to the above aspects as supplementary points for further improvement of the study program. The basis of the study program is sound. All conditions necessary for attaining the final qualifications are present. Teachers, facilities and the study program offer the student every chance of realizing the final qualifications.

*Assesment and achieved learning outcomes - Satisfactory*

The study programme uses a variety of exams: written exams, computer tests, listening and oral exams, submitted assignments, presentations, projects, portfolios and participation, among others. Exams are consistent with subject matter and sufficiently varied during the course of the study program. The content of the Assessment plan is substantial and offer clear criteria for assessment. The panel has made a number of remarks about quality assurance and the assessment of exams and reports. The *Assessment Plan 2011-2013* (Action Plan) includes goals for improving the exam system. The goals contain a number of points already designated as improvement by the panel. The plan clearly states what action will be undertaken, who will implement it, how it will be done and when it is scheduled to happen.

The panel inspected fifteen thesis in the first selection, in the view of the panel, one had undeservedly received a pass mark and one was seriously doubtful. For that reason, the panel expanded their random check with an additional fifteen theses. In total the panel studied thirty theses, of which one undeservedly received a pass mark and one was doubtful. This number is below 10%. The panel considers these two theses as an incident.

In general the level of the graduates represents bachelor level, according to the panel. Based on the assessment of the thirty theses, as well as the other material studied, the panel finds that IBMS' final qualifications are realised.

*Distinctive Quality feature Internationalisation - Satisfactory*

The study program has developed a vision on Internationalisation 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 program complies with the envisaged quality standards for the distinctive feature, but that the study program must work on establishing an evaluation system to evaluate its vision and goals regularly. The program 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 that the intended international and intercultural learning outcomes are achieved by the graduates. 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. 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 program 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 composition of the groups is in line with the vision of the study program. 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 program activities.





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# 1 Basic data of the study programme

## Administrative data of the study programme

1. Name study programme as in CROHO	International Business and Management Studies
2. Registration number in CROHO	34936
3. Orientation and level study programme	hbo bachelor
4. Number of study credits	240 EC
5. Graduation courses / 'tracks'	Not applicable
6. Variant	Fulltime
7. Location	Arnhem
8. Previous year of audit visit and date decision NVAO	Previous visit: 27 June 2006 Decision NVAO: 22 May 2007

## Administrative institutional data

9. Name institute	HAN University of applied sciences
10. Status institute	Funded
11. Result institute audit	Not applicable

## Basic data concerning the programme

In accordance with Basisgegevens opleidingsbeoordelingen – Indicatoren en definities, 11 september 2012.

### Dropouts within the first year

2005	2006	2007	2008	2009	2010
52,2%	59,0%	67,5%	45,4%	66,7%	63,5%

### Total dropouts

2005	2006	2007
16,7%	36,4%	14,6%

### Rendement

Percentage of students who graduate within four years + one year.

2004	2005	2006
67,3%	61,1%	43,6%

### Quality of teachers

Percentage master and PhD: 84%

### Teacher Student ratio

1:24

**Average amount of face-to-face instruction per stage of the study programme**

	Year 1	Year 2	Year 3	Year 4
Scheduled time in presence of a teacher (lectures, tutorials, coaching, assessments)	485	408	12	200
Placement with a company			840	
Studies with a foreign partner university (minor)			840	
Graduation assignment with a company				840

## 2 Assessment

The panel describes the findings, considerations and conclusions of each standard of the NVAO assessment framework. The final judgement (verdict) concerning the study programme will be presented in chapter 4.

### Standard 1 Intended learning outcomes

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

#### Findings

##### Learning outcomes

The final qualifications of the study programme have been translated into competencies, based on the competencies for the Bachelor of Business Administration 2004. The competencies distinguish between professional competencies and generic competencies (see annex 1) The Framework Competencies IBMS (2004) gives levels for attaining competencies. Level 1 (year 1), level 2 (year 2 & 3) and level 3 (year 4) are bachelor level and level 4 is master level.

The study programme has linked the competencies to the Dublin descriptors. The diagram included in the *Programme Profile 2012* shows that the competencies comply with international requirements (Dublin descriptors).

In 2011 a new Framework Competencies IBMS was drawn up by the national Platform IBMS. The competencies have been validated by the work field committees of the study programme allied to the national consultative council. The main difference with the current set of competencies is the increased focus on student research skills. The study programme has compared the new competencies with the current curriculum and concluded that only limited adaptations are necessary. These adaptations will be examined in 2012 by the management. The link between competencies, the professional profile and developments in the international professional field are assured through contacts with the work field (graduation projects, guest teachers), participation in the national Platform IBMS, input by the Professional Advisory Committee and through regular investigation as to the relevance of competencies.

##### Career

The course prepares students for a broad range of international management positions. They are capable of entering a career in both the private and public sectors in the fields of international finance, marketing, business and management.

A bachelor in Business Administration is able to solve business problems in cooperation with other specialists. In doing so, he is able to balance the demands of the market and the environment, internal processes, financial planning and human resource management.

## External

The IBMS Professional Advisory Committee convenes at least twice a year. The reports show that the committee discusses the contents of the study programme, the final qualifications and topical developments in the work field.

The panel is positive about the partner schools with which IBMS has concluded agreements. These partner schools are distributed over the world. In general, lectures are given in English, but Spanish or Portuguese are also possible. Partner schools are all accredited in their own country.

## Benchmark

The study programme has carried out a national benchmark with the 12 members of the national platform, 2011. The results show that IBMS in Arnhem differs with regard to the following components:

- Relatively speaking, extra emphasis is placed on languages during the first two years of the study programme.
- Students are obliged to establish links with at least three different cultures (internship and study abroad are compulsory).
- Subjects are integrated in projects; as a result fewer separate subjects are given.

In addition to a national benchmark, an international benchmark has been established with five foreign study programmes. The relevant report shows that this benchmark concentrated largely on comparing the programs and less on competency levels. The most important conclusions are: HAN focuses more on offering languages, studying abroad is always mandatory, there is a broad approach to choosing a region or subject, there is a greater emphasis on 'interculturality' (three culture rule), staff have considerable international experience. The panel finds it positive that benchmarks have been carried out; it has led to a clear substantiation of the study programme's profile.

## *Considerations*

The study program is based on nationally prescribed competencies and complies with the Dublin descriptors. Students are trained for a management position in private or public institutions. Both benchmarks show that the study programme has adopted a distinct profile as compared to other study programmes. Among other ways, by devoting extra attention to language lessons and emphasis on interculturality. The study programme substantiates its profile with the aid of benchmarks at a national and international level.

## *Conclusion*

Based on above mentioned considerations the panel comes to the judgement **good**.

## Standard 2 Teaching-learning environment

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

### Findings

#### Programme structure

The programme consists of 8 half-year clusters. Annex 2 includes a schematic representation of the programme structure. The first year (propaedeutic phase) is a collective year that involves all international bachelor study programmes at the Arnhem Business School (ABS): International Foundation Year (IFA). During the first year, students follow general management subjects and certain components which are IBMS-specific. After the first year, students can switch relatively easily to other study programmes in the ABS. In the second year, students follow a broader range of IBMS-specific subjects in greater depth. Students spend their entire third year abroad; first a half year Study Abroad (minor) followed by a half year internship. In the first half of the fourth year, students follow components of the study programme, after which they work towards their graduation during the second half of the year.

During the study programme, students come into contact with at least three different cultures. Furthermore, classes consist of students from different backgrounds.

There are study guides available for IFA and the main phase of the study programme. The *IFA Prospectus 2011-2012* and the *IBMS Prospectus 2011-2012* include the study unit descriptions for each module. Both have the same structure, specifying the following components: cluster, level, EC, entry requirements, professional task, competencies, objectives, lecture hours, literature, assessment criteria et cetera. The panel is very positive about the design of the prospectuses. The information is clear, comprehensive and comprehensible to students.

The prospectuses make evident that the learning goals are consistent with the competencies. All competencies are dealt with in the modules. This has been worked out in detail by the study programme.

#### Literature

The module descriptions include a list of compulsory and advisory literature for students. In addition, there are book and syllabus lists available per study year. The booklist is reviewed on a yearly basis. During lessons, teachers make use of cases and additional topical articles. The panel is convinced that the literature used by the study programme is suitable and up-to-date. The literature is relevant to the discipline.

#### Professional skills

Each cluster consists of Study Units related to a theme (professional task). To successfully complete a professional task, a student must use knowledge, skills and the right attitude. An example is the Study Unit International Enterprise in the C-cluster (1<sup>st</sup> semester 2<sup>nd</sup> year) in which students follow modules in the fields of finance, marketing, management information

systems and international law. Among other assignments, students work on negotiation or an international sales contract, in addition to solving a legal problem.

Close examination of the study programme shows that students work on knowledge, skills and attitude during each component. The panel is especially positive about the communicative skills and intercultural aspects of the study programme. Students work on cases or real life business problems.

#### Research skills

Interviews with students indicate that at different moments during the study programme, students work on practice-based research. Inspection of the curriculum summary does not immediately reveal a research learning track. A research module has been included in the D-cluster (end second year). During this module students carry out marketing research for an external party. They also present the results of their research to the external party. Subjects like Research Methodology and Statistics are given during the module. Graduates remark that this module prepares them for the research assignments they undertake during their graduation year. However, it took time for them to adapt to executing independent research. It becomes clear during talks with students that throughout the whole study programme they have engaged in practice based research. Different modules were scheduled. The panel's view is that research subjects should be profiled more explicitly throughout the curriculum, in line with the ambition of the HAN to become a University of Applied Sciences. The current curriculum focuses more on practice based research than previous cohorts. The panel finds it positive that the study programme devotes more time to practice-based research in the current curriculum, although this could be given more prominence in the programme.

#### Languages

The study programme is given in English and students can also choose one foreign language from the following options: Spanish, Dutch, French or German. During the first year they devote 5 EC and in the second year 15 EC to language study. In the course of business communication lessons, students learn to use the foreign language of their choice in professional situations.

#### Study Abroad

During the first semester of the third study year, students study abroad (30 EC). The study programme has a list of 90 partner schools where students can follow courses. Students can also choose to study at a school of their own choice with the consent of the Senior Study Career Coach (see also standard 3). The panel has inspected a number of student dossiers. The dossiers show that the study programme deals conscientiously with the study abroad and the allocation of EC. The partner schools have accreditation or equivalent in their country of origin.

#### Placement Abroad

During the second semester of the third year, students will embark on an internship abroad. The *Placement Abroad Manual 2011-2012* contains organisational and substantive information for the students. The panel finds the information clear and accessible.



Before students can embark on their study abroad, they must first pass their propaedeutic exam and gain a number of EC for the second year.

Students following an internship in Europe, can expect a mentor to visit them halfway through their internship. If this proves impossible, contact will be conducted per telephone. The study programme mentor of students outside Europe will maintain contact with them using Skype, email, videoconferencing and telephone. During interviews with the panel, students expressed their satisfaction with how they were supervised throughout their internship. The coach provided useful feedback and responds adequately to student questions. Further talks with students also reveal that the study programme supervisor visited new businesses providing internship placements and that during the internship there was sufficient contact via email.

Students are obliged to write two progress reports and two placement reports. The reports should be written in the language of the country where the students are following their internship. If the language is not Spanish, French, English or German, the report must be written in English (see also standard 3).

#### Intake

Talks with students make clear that the study programme corresponds agreeably with their preliminary training. For foreign students, the study programme has requested Nuffic to help with diploma appraisal. Students who fall short of the required English language standard, can follow a preparatory course. If students pass this course they will be admitted to the first year of the study programme after all.

Because students hail from different cultural backgrounds, they have different didactic experiences. In order to ensure that each student adapts to their new learning environment as well as possible, the lessons during the first year are different in structure. There are lessons on the basis of traditional education (discipline based modules) followed later in the first year with competency-directed education including more individual work, group work, project work et cetera. The panel finds it positive that the study programme has recognized the importance of this aspect. Students have also expressed their appreciation for the smooth transition.

#### Study load

The study load has been estimated at 40 hours per week. Students reveal during interviews that they find the study programme very demanding. Sometimes the study load can be as much as 60 hours per week in peak periods. Students point out that the exams are well spread over the year. The prospectus shows that the study load is well-distributed over the study year. Students say that it depends on the type of subject whether face-to-face instruction hours has to be supplemented by a lot of self-study.

#### Lecturers

The teaching staff consists of 44 teachers. The panel finds the education level of the teachers sufficient for the IBMS study programme. Furthermore the teachers have a relevant background.

The education background of the teachers is as follows:

- 2 MBA
- 17 master in language culture
- 15 master In another discipline, for example economy, business science
- 3 master in Law
- 7 bachelor/other

Interviews with students confirm that they are extremely satisfied with the quality of the teachers. Teachers are easily accessible and inspiring. They are up-to-date on topical developments in the work field and use their own experience of the professional field in lessons. In addition to permanent teaching staff, guest teachers from foreign/international businesses are regularly invited. Students are also very satisfied with the guest teachers although they would like to see more of them taking part in the study programme.

Of the 44 teachers, 8 are foreign nationals. The study programme has made clear that it is difficult to secure the services of foreign teachers on a long-term basis. According to *Overview lecturers in IBMS 2011-2012*, the teachers are well-informed of current developments in the work field and also familiar with events at an international level. At least once a year, every teacher gains extra experience in the professional field abroad. The panel recommends that the study programme recruits more foreign teachers who commit to the study programme for a substantial time. If obtaining permanent staff proves impossible, investing in long-term teacher exchange may provide a solution. Students agree that the standard of English spoken by teachers is satisfactory although they sometimes have trouble with accents. The study programme has gauged the standard of English among all teachers. Two teachers are involved with the knowledge network, Entrepreneurship and Innovation. Talks with students make evident that they want teachers to focus more on research skills. Although the vast majority of teachers has scientific schooling or possesses a master degree, the panel nonetheless recommends that more attention is devoted to the research skills of teachers. With a view towards the Higher education school's ambition of attaining a University of Applied Science status, the panel feels it is relevant to concentrate more on this aspect.

The *Medewerkerstevredenheidonderzoek 2011 (Employee satisfaction survey, 2011)* makes clear that IBMS teachers were extremely satisfied with all aspects they were questioned about. Furthermore, there are enough opportunities for teachers to attend refresher courses. In recent times, there was extra consideration for social media, research skills and exams. There are IBMS training days, IB&C workshops, English training and possibilities for intervision.

#### Facilities

A number of panel members have inspected the study programme facilities and confirm that they are adequate for the education offered. The panel has also examined the digital facilities of the study programme, for example the digital learning environment. In the panel's opinion, the digital learning environment is clearly ordered and easily accessible to students. The information is well-structured and easy to find.

## Supervision

During the first two years of the study programme, the student is supervised by a Study Career Coach (SCC). Student groups are mixed according to gender and cultural background. The SCC maintains weekly contact with the group about general ongoing procedures. In addition, each student has an individual talk at least twice a year about his study progress.

In the third and fourth year, students are supervised by the Senior Study Career Coach (SSCC). Supervision during the last two study years is more oriented towards student questions. Additional supervisors to those of the SSCC will be assigned to students to assist them with their study and placement abroad and their graduation assignment.

Students are satisfied with the supervision they receive during their study as shown by the *Nationale Studenten Enquête 2011 (National student satisfaction survey 2011)* and talks with the panel. Supervisors can be contacted easily and provide useful feedback.

Besides supervision, a buddy-system has been provided by the study programme. Senior year students help first year students with their study but also with finding accommodation and other matters.

## Quality Assurance

Subject specialist teams are responsible for the quality and quality assurance of the curriculum. Moreover, the study programme is monitored by the curriculum committee. The curriculum committee includes one member of each subject specialist team, thereby forming a link between the curriculum committee and the specialist teams in order to ensure horizontal and vertical coherence. The curriculum committee also discusses evaluations of the study programme.

## Consideration

The panel has a positive view of the curriculum structure. A clear division is made through the use of clusters per learning year. Different sources verify that the competencies have been clearly worked out according to levels and learning goals. Ample attention is paid to language education, especially in the first two years of the study programme. The students spend a major part of their study abroad, so that they gain experience in at least three different cultures. The panel applauds the fact that students spend a lot of time abroad. The panel finds that the communicative skills and the intercultural aspects of the study programme distinguish themselves from other study programmes. The study programme has set up dependable assurance mechanisms to monitor the internship and the study abroad. The panel is also positive about the differentiation the study programme has incorporated in the didactic approach during the first year. This helps students adapt to the competency based education.

During the study programme, students work at acquiring relevant knowledge, professional expertise and practical research skills. The panel recommends that the study programme pays extra attention to explicit improvement of research skills, also among teachers. Students have a very high opinion of the teachers, both on a substantive and didactic level. They would however prefer some more teachers from non-Dutch origin or with long-term international experience. Students are also satisfied about the supervision they receive, supervisors are easy to approach and give useful feedback.

The panel wishes to draw attention to the above aspects as supplementary points for further improvement of the study programme. The basis of the study programme is sound. All conditions necessary for attaining the final qualifications are present. Teachers, facilities and the study programme offer the student every chance of realizing the final qualifications.

#### *Conclusion*

Based on above mentioned considerations the panel comes to the judgement **good**.

### **Standard 3            Assessment and achieved learning outcomes**

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

#### *Findings*

##### Policy assessment system

The policy regarding exams has been recorded in the *Teaching and Exam Regulations (TER)* and in the *Assessment Policy IBMS 2009-2013, update Jan 2012*. Professional products are central to the exam system of the study programme, in which knowledge, skills and approach are integrated. The professional products are completed in groups, between two students or individually. Moreover, there are separate exams for knowledge and skills which in general, students sit individually. The policy plan gives a schematic representation of the variation between group work and individual exams. Furthermore, the exams are linked to the levels (see standard 1), as shown by the study-unit descriptions.

The *Assessment Plan 2011-2013 (Action Plan)* includes goals for improving the exam system. The plan clearly states what measures will be taken, the person responsible for implementing them and how and when it will happen.

##### Exam committee

The Exam Committee is responsible for the reliability, validity and transparency of all assessments in the programme. IB&C is developing a structure and processes that will guarantee the quality of assessments. The Exam Committee IB&C consists of six members (one member for each programme) and a chair. The Exam Committee has delegated some tasks to other committees. The SSCC of the main phase is authorized to approve the student's proposals for a study abroad. Every authorized committee has to report each year to the Exam Committee.

The Assessment Committee began in October 2011 and is not yet fully operational. The Assessment Committee is commissioned by the management. The Committee started off briskly and has assessed various exams by way of a checklist. Its goal for the coming two years is to assess all the exams of the study programme. The members of the Assessment Committee have been instructed by the CITO, with the aim of improving the assessments. This is a positive development according to the panel.

The panel has interviewed members of the Assessment Committee and the Exam Committee. Although each programme is represented in the Exam Committee, the panel

nonetheless questions the influence they can bring to bear to actually assure the programme's quality. The Exam Committee could intensify its work per study programme by taking random samples from the graduation assignments and other relevant products in order to gain a picture of the students' final level.

#### Assessing

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. The diagram also states what type of exams is used in a module. The study programme makes use of: written exams, computer tests, listening and oral exams, submitted assignments, presentations, projects, portfolios and participation, among others.

The panel has inspected different exams of the study programme (A-cluster through D-cluster and G-cluster) and finds the standard of the exams acceptable. The content of the Assessment plan is substantial and offer clear criteria for assessment. Exams are consistent with subject matter and sufficiently varied during the course of the study programme.

During interviews with the panel, students express themselves positively about the exams; for them it is clear what is being assessed. Moreover, students are positive about the feedback they receive after an exam or assignment.

#### Placement Abroad

The placement abroad (F-cluster) is assessed by the placement supervisor (lecturer) on the basis of a number of placement reports and surveys and a concluding interview. The company coach is asked to give input via a questionnaire.

The panel has studied several placement reports and progress reports. The proposal is assessed by the placement supervisor. Interviews with students indicate that students need to gain approval before starting an internship. The panel is positive about the way the study programme gauges the quality of the plan preceding the internship. The plans and reports do not refer to the competencies, which makes it more difficult to evaluate the internship in relation to the competencies.

The panel has examined the assessment forms for the placement and finds the pass mark unusual. Students must score a minimum of 5 for components and a minimum of 5,5 as total score. The panel's view is that students should at least score a satisfactory mark (5,5) per component. The form does not provide space for a substantiation of an assessment. For the panel it is therefore unclear what the scores are based on.

The panel has discussed these points with the management and steps are being taken to amend future assessment forms. Forms for graduation have already been correlated with the competencies. Internship assessment forms will be amended in the same way.

#### Study abroad

The panel has also examined documents from the study abroad (E-cluster) and confirms that the granting of EC occurs in a serious manner. Agreements exist with various foreign study programmes and the experiences of students are evaluated. The exchange programmes have accreditation or equivalent in their country of origin. Evaluation of foreign study programmes is being put into operation at the IBMS in The Netherlands. The Study Abroad

coordinator is in charge of evaluating the foreign programmes and has to ensure the quality of the modules students follow. Here also, the panel finds it advisable to establish a clearer correlation with the competencies.

#### Realisation of the intended learning outcomes

Some final requirements are assessed before the graduation assignments (GA), for example, foreign languages at the end of the second year. The assessment plan states clearly how a study component will be assessed at the final level.

#### Graduation assignment

The student graduates in the last half year of the study programme (H-cluster). The student executes the GA in the professional field with a company abroad, or with a Dutch company that operates internationally. During the GA, the student is expected to formulate policy as well as recommendations on the basis of a thorough analysis. The assignment and the process are clearly described in the GA guidebook. Before a student can commence with his GA, certain study programme components must have been successfully completed. The student may only begin with his defence once all study components have been completed. In addition, the graduation supervisor must agree to the proposal submitted by the student.

The panel studied fifteen GA, of which four were selected by IBMS and eleven by the panel (see annex 6). Of these fifteen theses, the panel judged one to be unsatisfactory and one as seriously doubtful. One GA labelled by the panel as seriously doubtful, received a mark of 6,0 - just satisfactory. The other GA judged by the panel to be unsatisfactory, was given a total score of 6 by the study programme. Striking in that case was that the report received a 5, later compensated with the marks for presentation and process, thereby gaining just enough points to achieve a satisfactory score. Compensation permitted at that time has been abolished as of September 2011. Students must now score a minimum of 5,5 for all components each.

The panel also inspected the theses that were awarded high marks and was impressed by the sound argumentation and overall standard. In the panel's view, the subjects addressed are relevant to the professional field although it is striking that a large number of students carried out market research.

General points for consideration are: source verification needs to be improved due to the number of digital sources and less use of books not used in the curriculum. Teachers and students of the current cohorts have already made it clear to the panel that they recognize that the way references are given or how a bibliography is listed, is not acceptable. The panel expects that forthcoming theses will show improvement thanks to the study programme's focus on improving research skills. The panel also notes that students seem to have trouble with formulating conclusions/recommendations in relation to the research question.

In general, the panel agrees with the assessment made by the study programme. In a limited number of cases, the panel finds that the marks awarded were too high, but that the scores of 9 were justified. The panel finds the chosen subjects to be relevant for IBMS.

The panel decided to extend its random check with an additional fifteen theses. All fifteen theses were selected by the panel from cohorts 2011 and 2012. The panel studied the theses and in case of all fifteen theses the panel agreed with the assessment made by the programme. The panel is convinced that all fifteen theses, and the thirteen theses the panel assessed earlier, represent the aimed at professional bachelor level. The panel considers the two theses judged unsatisfactory as an incident.

#### Assessment forms

The panel was confused by encountering various different assessment forms that accompanied the theses. In retrospect this was caused by a development initiated two years ago with the aim of improving the 'old' assessment form, in use for some ten years. The panel is positive with regard to a number of changes made to the assessment form by the study programme. The criteria are linked to the competencies. The pass-grade has been adjusted to a minimum of 5,5 per component. In addition, the weighting between mutual components has been revised. Previously the classification was as follows: Process 0,2 Report 0,4 Defense 0,4. In the mean time, the following alterations have been made: Process 0,2 Report 0,5 Defense 0,3. The panel is positive about these changes and the increased attention for the report. Sub-criteria have been formulated per component, which in turn are explicitly linked to the competencies.

Nonetheless the panel still has several remarks concerning the new assessment form. It appears that for sub-criteria, a student may gain an unsatisfactory mark, but on average can still score a satisfactory grade for that component. It is not clear for which and how many sub-criteria an unsatisfactory mark is tolerated, because there is no mutual weighting between sub-criteria. This means that a student can score unsatisfactory on crucial aspects addressed in the sub criteria, but can still pass his graduation. In order to ensure the quality of assessment, the panel would like the exam committee to play a more active role. Moreover the form allows no space for substantiation of the scores or sub-criteria. The panel witnessed that the new assessment form can be completed in two different ways, quantitatively or qualitatively in which case phrasing like thorough, sufficient, insufficient is used. The panel has no view as to the significance of these terms which makes the assessment ambiguous.

#### Assessment of the thesis

Two teachers are responsible for assessing the theses: the supervisor and the examiner who was not directly involved with supervising the graduate student. Both teachers assessing the student are present during his defense. They arrive at a joint assessment and write the allocated mark on the assessment form. After the defence, the student receives feedback regarding his thesis and defense so that it is clear what his mark is based on. The panel advises that a summary of the feedback be included on the assessment form. The panel also wishes to focus attention on the independence of the assessment. Both assessors are teachers of the study programme; one also acts as supervisor of the student in question. The panel advises the study programme to separate the tasks of supervisor and assessor. In interviews held with representatives of the study programme, the panel was told that the above recommendations have already been set in motion.

A pilot aimed at separating the role of supervisor and assessor is scheduled to start in September 2012. The panel commends this initiative.

In addition, it could prove valuable to request the verdict of a representative from the professional field (external expert).

#### Work field

The panel has few indicators to ascertain the opinion of the work field regarding graduates. The panel has not spoken with representatives of the work field. Travel distances and lack of time prevented this from happening. It is surprising to the panel that the programme was not able to provide an alternative since the use of media (e.g. Skype) to assist long distance conversations is available and used, for instance in supervising students abroad.

*The Professional Field Survey 2011* shows that the work field is positive, however this verdict is based on a response of 8,6%. The work field sees most competencies as being relevant to the work field and recognizes these competencies in students and graduates.

The *Alumni Survey 2011* seems to confirm that graduates perform satisfactory in the work field (response 27%). Here too, the opinion is that most competencies are relevant to the work field. The question as to whether they think there are competencies or components the study programme lacks, elicited very diverse reactions on a range of specialized subjects. Alumni and students feel well prepared for the professional field.

#### Considerations

Exams are consistent with subject matter and sufficiently varied during the course of the study programme. The content of the Assessment plan is substantial and offer clear criteria for assessment. The panel is positive about the contents of the exams. It has made a number of remarks about quality assurance and the assessment of exams and reports. The *Assessment Plan 2011-2013 (Action Plan)* includes goals for improving the exam system. The goals contain a number of points already designated as improvement by the panel. The plan clearly states what action will be undertaken, who will implement it, how it will be done and when it is scheduled to happen.

Of the theses the panel inspected, in the view of the panel, one has undeservedly received a pass mark and one was seriously doubtful. For that reason, the panel expanded their random check with an additional fifteen theses. In total the panel studied thirty theses, of which one undeservedly received a pass mark and one was doubtful. This number is below 10%. The panel considers the two theses as an incident.

In general the level of the graduates represents bachelor level, according to the panel. Based on the assessment of the thirty theses, as well as the other material studied, the panel finds that IBMS' final qualifications are realised.

#### Conclusion

Based on above mentioned considerations the panel comes to the judgement **satisfactory**.



### 3 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.

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 internationalisation

##### 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, 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.

**Criterion 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.*

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**.

### **Standard 3: Teaching and Learning**

#### **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.

#### **Assessment Standard 3:**

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.

**Criterion 4c: Services provided to staff**

*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 intervision 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.

**Criterion 5b: International experience**

*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**.



**Overall assessment**

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.



## 4 Final judgement of the study programme

### Assessments of the standards

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

Standard	Assessment
<b>Limited assessment</b>	
1 <i>Intended learning outcomes</i>	<b>Good</b>
2 <i>Teaching-learning environment</i>	<b>Good</b>
3 <i>Assessment and achieved learning outcomes</i>	<b>Satisfactory</b>
<b>Distinctive quality feature Internationalisation</b>	
1 <i>Vision on internationalisation</i>	<b>Satisfactory</b>
1a Shared vision	Satisfactory
1b Verifiable objectives	Satisfactory
1c Improvement-oriented evaluations	Satisfactory
2 <i>Learning outcomes</i>	<b>Satisfactory</b>
2a Intended learning outcomes	Satisfactory
2b Student assessment	Unsatisfactory
2c Graduate achievement	Satisfactory
3 <i>Teaching and Learning</i>	<b>Good</b>
3a Curriculum	Good
3b Teaching methods	Good
3c Learning environment	Good
4 <i>Staff</i>	<b>Satisfactory</b>
4a Staff composition	Good
4b International experience and competence	Satisfactory
4c Services provided to staff	Satisfactory
5 <i>Students</i>	<b>Good</b>
5a Student group composition	Good
5b International experience	Good
5c Services provided to students	Good

### Limited assessment

#### Considerations and conclusion

The panel judged the Intended learning outcomes and The teaching-learning environment as *good* and the Assessment and achieved learning outcomes as *satisfactory*. Consistent with the regulations of the NVAO the audit panel assesses the quality of the hbo-bachelor study programme IBMS from Hogeschool van Arnhem en Nijmegen as **satisfactory**.

### Distinctive quality feature Internationalisation

#### Considerations and conclusion

The panel judged Standard 1 Vision on internationalisation, Standard 2 The learning outcomes and Standard 4 Staff as *satisfactory*. The panel judged Standard 3 Teaching and Learning and Standard 5 as **good**.

Consistent with the regulations of the NVAO the audit panel assesses the Distinctive quality feature Internationalisation for the IBMS programme from Hogeschool van Arnhem en Nijmegen as **satisfactory**.

## 5 Recommendations

### Standard 1 Intended learning outcomes

No recommendations

### Standard 2 Teaching-learning environment

- Pay extra attention to explicit improvement of research skills, also among teachers. (also standard 3)
- Try to hire teachers from non-Dutch origin or with long-term international experience for a period longer than a few guest lessons.

### Standard 3 Assessment and achieved learning outcomes

- Research training for all lecturers assessing theses
- The Exam Committee could intensify its work per study programme by taking random samples from the graduation assignments and other relevant products in order to gain a picture of the students' final level.
- Recommendations with regard to internship assessment:
  - o Adjust the pass mark of all components of the internship assessment to a minimum score of 5,5.
  - o Amend the internship assessment form: provide space for substantiating a given mark.
  - o Given that the study programme is working to revise the internship form, the panel would like to make the following suggestion: correlate the competencies with the internship assessment. If this proves too diverse for some students, a personal plan with internship learning goals (linked to the competencies) may provide an alternative. In this way, students can retrace and gain insight in how they acquire necessary competencies.
- Recommendations with regard to graduation:
  - o Reserve space on the assessment form for substantiation of overall mark/sub-criteria marks given.
  - o Implement weighting of sub-criteria or make it mandatory for students to obtain a pass mark for crucial sub-criteria.
  - o Include a summary of the feedback a student receives in reaction to his defense on the assessment form.
  - o Separate supervision and assessment.
  - o Allow an external representative from the work field to be involved in the assessment of the graduation assignment.
  - o Have the exam committee undertake random checks of theses to assure quality is upheld.

The points of improvement stated above are drawn up in *Verbeterplan 2012*. The panel recommends the programme to carry out the *Verbeterplan 2012* as planned.

### Distinctive quality feature Internationalisation

- The panel recommends that the correlation between the formulated “learning goals” regarding internationalization and the international/intercultural learning outcomes be made more explicit while also furnishing extra details on these “learning goals”. While doing so, the programme should elaborate on the link between the specific international/intercultural learning outcomes and the overall IBMS Framework competencies.
- The programme should work out a system to frequently evaluate the vision on internationalisation, involving all stakeholders.
- The programme should further develop how international/intercultural learning outcomes are assessed.
- The panel encourages the programme in its endeavors to hire more foreign staff members.

## **6 Annexes**





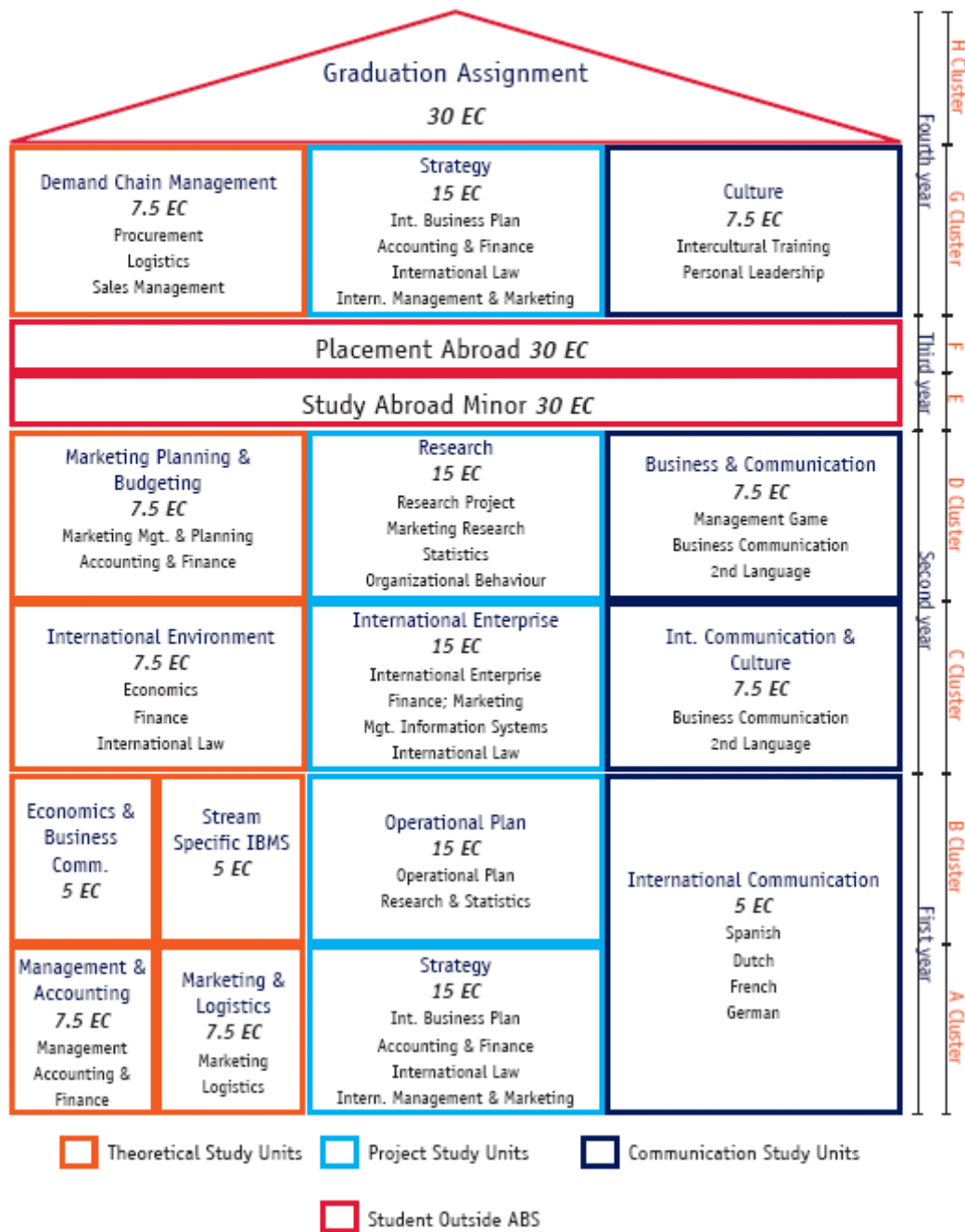
## Annex 1: Final qualifications of the study programme

Profession-Related Competencies	Generic Competencies
<p><i>I International Business Competencies</i></p> <ol style="list-style-type: none"> <li>1. International Business Awareness</li> <li>2. Intercultural Adaptability</li> </ol>	<p><i>I Interpersonal Competencies</i></p> <ol style="list-style-type: none"> <li>1. Leadership</li> <li>2. Co-operation</li> <li>3. Communication</li> </ol>
<p><i>II General Management Competencies</i></p> <ol style="list-style-type: none"> <li>3. International Strategic Vision Development</li> <li>4. Organisational Policy Development</li> <li>5. Entrepreneurial Management</li> </ol>	<p><i>II Task-Oriented Competencies</i></p> <ol style="list-style-type: none"> <li>4. Analysing and information processing</li> <li>5. Creative problem solving</li> <li>6. Planning and organising</li> </ol>
<p><i>III Functional Key-Areas Competencies</i></p> <ol style="list-style-type: none"> <li>6. International Marketing Management</li> <li>7. International Operations Management</li> <li>8. International Accounting and Financial Management</li> </ol>	<p><i>III Intra-Personal Competencies</i></p> <ol style="list-style-type: none"> <li>7. Learning and self-development</li> <li>8. Ethical responsibility</li> </ol>



## Annex 2: Overview study programme

### Structure and Contents of the IBMS Programme





### **Annex 3: Expertise members audit panel and secretary**

Additional information concerning panel members and secretary:

#### Mr dr. ir. H. Kievit, chairperson

Mr Kievit has primarily been asked due to his expertise in international business. He works as an independent senior advisor strategy (family) business and social organisations; social and corporate responsibility, business processes (IT, information management, specification, selection, implementation); organizational consulting - optimization business - business development - new product / market innovations. Moreover, Mr Kievit has teaching experience as lecturer at Nyenrode Business University in Breukelen, Wageningen University and Christelijke Hogeschool Ede. He is currently Director Centre for Entrepreneurship & Stewardship, Nyenrode Business University, responsible for driving curriculum teaching and research of the centre with some professors and PhD students (part time) MSc and MBA programs and research themes: entrepreneurship culture, entrepreneurship in family businesses, social venturing entrepreneurship, entrepreneurship in health care, entrepreneurship spirituality. For this visit, Mr Kievit received our manual for panel members and in an additional preparatory meeting he was instructed about the process of inspection and accreditation in higher education and NQA's working method.

#### *Education:*

2011	Dissertation "Social Venturing Entrepreneurship – een plaatsbepaling"; Nyenrode BU; <a href="http://www.nyenrode.nl/FacultyResearch/research/Documents/Dissertations/Kievit_He nk_Proefschrift.pdf">http://www.nyenrode.nl/FacultyResearch/research/Documents/Dissertations/Kievit_He nk_Proefschrift.pdf</a>
2008	Nyenrode Research Group - Qualitative & Quantitative Research Methods (sequel)
2007	Nyenrode Research Group - Qualitative & Quantitative Research Methods
2006	Denkproducties - MBA in a single day
2006	INSEAD – Social Entrepreneurship
2004	RSM/ Talanton Corporate Finance BV - Impairment & Business Valuation
2003	Scholten&Franssen - Social Return on Investment Valuation and Measurement
1998	Van Veen en Partners – Course Intervention studies: module 'management'
1997	Target Marketing International, Inc. – Managing Strategic Relationships
1997	Alert Management Consultants – Human Development Myers-Briggs Type Indicator; (HK: ENTP)
1996	Target Marketing International, Inc. - Target Account Selling
1994	Twynstra & Gudde – 'Goal Directed Project Management'
1989 – 1994	Agrarian Business Economics; Wageningen Universiteit
1983 – 1989	Atheneum B; Lodenstein College, Amersfoort

#### *Work experience:*

2011 – present	Director Centre for Entrepreneurship & Stewardship - Nyenrode Business Universiteit Breukelen and assistant professor chair Social Venturing & Entrepreneurship - Nyenrode Business University
2009 – present	Part-time teacher academy Business Administration Christelijke Hogeschool Ede
2006 – 2011	Part-time teacher/researcher chair Social Venturing Entrepreneurship - Nyenrode Business Universiteit, Breukelen Guest teacher Wageningen Universiteit Sustainable Marketing for the department of Marketing and chair Cooperation Theory

- 2005 – present Dokifath bv ([www.dokifath.nl](http://www.dokifath.nl)) senior advisor family businesses and private investment funds
- 1999 – 2005 Noaber foundation – international general secretary / social fund manager for private investment funds
- 1993 – 1999 Baan International – Baan Development, international software expert for business processes

*Board experience:*

- 2006 – present Treasurer Board NET Foundation; [www.netfoundation.edu](http://www.netfoundation.edu); supporting of academic institutions and missionary development organisations with digital learning system and internet technology
- 2004 – present Secretary Board Foundation Pro Rege; providing scholarships to students for extra master's Christian Philosophy
- 2003 – 2008 Secretary/Treasurer Foundation MijnZorg, Ede; [www.mijnzorg.nl](http://www.mijnzorg.nl)
- 2001 – 2005 Member of Supervisory Board Eurocenter Amoba; Sf. Gheorge, Roemenie; [www.eurocenter.ro](http://www.eurocenter.ro)
- 2001 – 2005 Chair Foundation Silicon Polder Fund, Lunteren; [www.siliconpolderfund.nl](http://www.siliconpolderfund.nl)
- 2000 – 2005 Member of Supervisory Board Indutech SA, Stellenbosch, Zuid-Afrika; [www.indutech.co.za](http://www.indutech.co.za)
- 2000 – 2005 Member Coordination group Business platform Woord & Daad; <http://bedrijven.woordendaad.nl>
- 1999 – 2004 Member of Supervisory Board JBE Ltd, Jerusalem, Israël

*Publications:*

- 2008 Silent Revolution of Social Venturing Entrepreneurship; Holland Management Review
- 2009 Entrepreneurship for Social Goals, ESB (94) 4555 – p. 141-142
- 2011 Entrepreneurships for Green Goals; ESB (96) 4612S
- Nov. 2011 Dissertation Social Venturing Entrepreneurship – a statement (Nyenrode BU)
- April 2012 Social Venturing Entrepreneurship – a landmark (Van Gorcum, trade edition)

Mr drs. D.W. Righters MBA

Mr Righters has gained extensive knowledge of and experience with business economical and management issues via various functions and different work situations. As a part time lecturer at an economic administrative school for higher education he has an outstanding ability in this field and affinity with the domain, besides as an independent consultant he has experience in business economic issues and management issues, quality management in particular.

Since 2004 Mr Righters is affiliated with the Rotterdam Business School (part of *Hogeschool Rotterdam*) as a lecturer Organizational Behavior & Marketing. Rotterdam Business School has an international setting: the curriculum is in English and students originate from 45 different nationalities. In addition the school has international connections with several universities (Demi) in Europe, Northern America and Asia. Exchanges take place with these Demi partners and students can choose to follow a part of their studies abroad. Mr Righters is regularly second reviewer for theses of foreign students who want to obtain a double degree (a certificate of their own university as well as a diploma of a foreign university). Mr Righters has attended the NQA auditor training for higher education and has knowledge of the system of accreditation through participation in former audit visits. From education and work experience he has international knowledge of the domain, additionally he is a certified Lead-Auditor ISO-9002.

*Education:*

- 2009 Didactic competence – VU (*Vrije Universiteit*) Amsterdam
- 2004 – present Erasmus University Rotterdam, faculty Business Administration; PhD study, focussing on the relationship between quality management and strategy
- 2004 MBA certified Lead-Auditor ISO 9002, Lead Auditor INK
- 1989 Master's Degree Business Administration, partly at Michigan Business School, Detroit, USA
- 1982 higher commercial education, *HEAO*
- 1978 Secondary school *VWO*

*Work experience:*

- 2007 – present University of Lubljana, Slovenia, guest lecturer
- 2005 – present Geely Beijing University, China, guest lecturer
- 2004 – present Lecturer Organizational Behavior & Marketing and lecturer Research, Rotterdam Business School
- 2000 – present Lecturer Business Economics, *Hogeschool Rotterdam*, lecturer Marketing, Finance & Accounting
- 2000 – present Q-minds B.V., consultancy in the domain of economic issues and quality management
- 1997 – 2000 KLM, Coaching and supervision of trainees
- 1993 – 1997 KLM, taking care of training for ground and flying personnel
- 1989 – 1993 KLM, Logistics & Planning (fleet and manpower planning)

Mr F.A.A. De Decker MA

Mr De Decker has primarily been asked due to his expertise in the field of internationalisation. He was chair of the NVAO pilot "Distinctive feature internationalisation". He is employed as executive education at Ghent University Association, the umbrella organisation for Ghent University, Hogeschool Gent, Arteveldehogeschool and Hogeschool West-Vlaanderen. Mr De Decker has received our manual for panel members and during a preliminary meeting he was additionally briefed about the process of auditing and accreditation in higher education and NQA's working method.

*Education:*

- 1989 – 1993 Master Degree in Language and Literature: German Languages (Dutch and English) at Ghent University and Radboud University Nijmegen
- 1992 – 1993 Aggregation of higher secondary education (Teacher) at Ghent University and Radboud University Nijmegen

*Work experience:*

- 2006 – present Executive education at Association Ghent University, the umbrella organisation for Ghent University, Hogeschool Gent, Arteveldehogeschool and Hogeschool West-Vlaanderen
- 2004 – 2006 Head of Department of Education and Internationalisation at Arteveldehogeschool
- 1997 – 2004 Coordinator Department Internationalisation at Arteveldehogeschool (partly at one of the merging colleges: Katholieke Hogeschool voor Gezondheidszorg Oost-Vlaanderen)
- 1994 – 1997 Scientific staff member Department International Relations at Ghent University
- 1993 – 1994 Various assignments in secondary schools, as a translator, at King Boudewijn Foundation, et cetera.

*Various:*

- Guest lectures/participation in debates about internationalisation, intercultural communication, ECTS and credit systems, Tuning methodology, EVC (accreditation of prior learning), renewing education (flexible, competence based learning, et cetera) in organisations like VLHORA (Vlaamse Hogescholen Raad), VLOR (Vlaamse Onderwijsraad), VVKHO (Vlaamse Koepel van Katholieke Hogescholen), EAIE (European Association for International Education), Nederlands-Vlaamse Ontmoetingsdagen, COEHRE (Consortium of Higher Education Institutes in Health Care and Rehabilitation), Santander Group of Universities, et cetera
- Expert trainer on internationalisation and intercultural communication, among others NUFFIC (Dutch organisation for internationalisation in Higher Education), EAIE (European Association for International Education), EURASHE (European association of Higher Education Institutions, VLHORA (Vlaamse Hogescholen Raad).
- Current or former member of various regional, national and international boards: working committees VLOR (Vlaamse Onderwijsraad – including Commission Diversity, Committee Student Centered Learning, Committee Professional Bachelor after Integration), Steering Committee of Dutch-Flemish Meeting Days (NVOD), Council of COEHRE (Consortium of Higher Education Institutes in Health Care and Rehabilitation), Flemish ERASMUS Committee, Committee ADINSA (Advisory Council on International Cooperation of VLHORA), et cetera

*Publications:*

- Articles in NVAO-magazine Q&A: “e-HBO: first Aid Education Cooperation” and “Learning two point zero”
- Contribution to “The SAGE Handbook of International Higher Education” (publication is planned spring 2012).
- EUA Bologna Handbook: “Tensions between the Bologna process and Directive 2005/36/EC for nursing education: the Flemish case”

Mr R.G.P.M. Kuppens

Mr Kuppens is deployed as student panel member. He is student at the hbo-bachelor study programme International Business and Management Studies (IBMS) at Avans Hogeschool, where he is a member of the Academy Board. Mr Kuppens is familiar with (higher) international education. He represents the students' view on teaching methods, facilities and quality of field work. He has been given additional individual briefing about audit visit procedures and NQA's working method.

*Education:*

2008 – 2012 hbo bachelor International Business and Management Studies, Avans Hogeschool  
2004 – 2008 mbo *Internationale Handel en Groothandel*, De Rooi Pannen

*Work experience:*

2012 – present Internship hbo, OTB Solar  
2009 Internship hbo, Maxxelli Real Estate (Chengdu, China)  
2008 Employee Sales Department, Neways  
2007 Internship mbo, Rimpex BV  
2006 Internship mbo, Panalpina World Transport



Mrs ing. I.J.M. de Jong

Mrs De Jong is deployed as an NQA-auditor. Since 2005 she has audit visiting experience in existing and new training programs in different sectors of higher education. She is involved in internal projects of NQA as well as in the standardization of internal processes, the associated logistics and digitization. Mrs De Jong also advises in the preparation and implementation of an integral quality system in secondary education. Besides she is co responsible for creating the audit panels. Since January 2010 account management belongs to her tasks. From training and experience Mrs De Jong has knowledge of organizational, pedagogical and educational processes. Mrs De Jong has attended the NQA auditor training Higher Education. In 2010 she participated in the NVAO training and is certified secretary.

*Education:*

2000 – 2004 Education and Knowledge management in the agricultural sector, Stoas High School, 's-Hertogenbosch, The Netherlands

*Work experience:*

2005 – present Netherlands Quality Agency, auditor/advisor

2004 – 2005 Essent, file analyst, debtor department  
Sogeti Nederland B.V., administrative employee, quotation department

2003 – 2004 For graduation:

- studying the wish for payed advice for internship providers by Aequor
- creating a new structure for the evening course Dutch flower arranger with teacher and student course guides

2000 – 2004 A number of internships as a teacher and developer of study material in secondary schools



## Annex 4: Program for the site visit

### Day 1

Tijdstip	Programmaonderdeel	Deelnemers
12.30 – 13.30u	Lunch en kennismaking panel	Panel ruimte A301
13.30 – 16.30u	Materiaalbestudering: - Studiemateriaal - Studentmateriaal - Alle door NQA geselecteerde scripties	Panel ruimte A301
16.30 – 17.00u	Spreekuur	Ruimte A301 NB. Er hebben zich geen studenten of medewerkers gemeld bij het panel.
17.00 – 17.30u	Rondleiding	drs. Gert de Groot, Instituutsdirectie IB&C Martine Overdijk MBA, Coordinator IBMS
17.30 – 18.30u	Materiaalbestudering	Panel A301

### Day 2

Tijdstip	Programmaonderdeel	Deelnemers (maximaal 6 à 8)
09.00 – 09.45u	Blok Inhoud I: afstuderen	Peter van der Meijden, Peter Steemers, Arno Teunissen, Maurits Cosijn, Matthieu van den Bosch, John Rance, Rob Warmenhoven. (more specific information in overview below)
10.00 – 10.45u	Blok Inhoud II: afstudeerfase	Christian Schulz graduation 24-06-2011, Anne van der Ven graduation 24-06-2011, Mitra Khanpour graduation 26-08-2011, Luc Goutier, graduation 17-01-2011 Mareike Pannen, study year 4, H-cluster Silas Westerink, study year, H-cluster Sonja Akbay, study year, H-cluster Dominik Herwald, study year 4, H-cluster
11.00 – 11.45u	Blok Inhoud III: propedeuse en hoofdfase	Luc Feenstra study year 1, B-cluster Jill Mertens study year 1, B-cluster Nikki Kooger study year 2, C-cluster Florence Versteeg study year 2, C-cluster Clara Heinen, study year 2, D-cluster Katerina Bolgov, study year 3, F-cluster Melike Yalabik, study year 3, F-cluster Maksym Bilostechnyy, study year 4, G-cluster
12.00 – 12.45u	Gesprek met docenten	John Rance, Arno Teunissen, Ton van Osch, Matthieu van den Bosch, Saskia Kreutzer, Heleen Campen, Laurens Zijlstra, Corine van Ellen (more specific information in overview below)

Tijdstip	Programmaonderdeel	Deelnemers (maximaal 6 à 8)
12.45 – 13.45u	Lunchpauze + overleg / extra bestuderen materiaal	Panel
13.45 – 14.30u	1 <sup>e</sup> gesprek met opleidingsmanagement	drs. Gert de Groot, Instituutsdirectie IB&C Masja van Fruchten, Instituutsdirectie IB&C Martine Overdijk, MBA, Coordinator IBMS drs. Nienke van Wermeskerken, Senior beleidsmedewerker IB&C drs. Pauline Sleven, Coordinator IFA
14.45 – 15.30u	Blok Borging	Mick Timmermans Bc, Exam committee Peter van der Meijden, Exam committee IBMS Drs. Rob Warmenhoven, assessment committee Drs. Jannemieke Geessink, lecturer/ Internationalization Drs. Nienke Wermeskerken, Senior beleidsmedewerker IB&C Marcia Kuipers Bc, Senios Study Career Coach Marie-Louise Kemperman Bc, IBL coordinator, OPC member Pauline Sleven, IFA coordinator
15.30 – 16.00u	Gesprek bijzonder kenmerk Internationalisering	Drs. Erna Helsen, director international office FEM Drs. Marc Rensen, coordinator admissions office Drs. Gert de Groot, Instituutsdirectie IB&C Martine Overdijk MBA, Coordinator IBMS Drs. Ton van Osch, study Abroad coordinator and Admission committee Drs. Jannemieke Geessink, lecturer/ Internationalization Ing. Saskia Kreutzer, Projectleader Creating open minds Corine van Ellen, Placement abroad
16.00 – 17.30u	Beoordelingsoverleg Panel	Panel
17.30 – 18.00u	2 <sup>e</sup> gesprek opleidingsmanagement, inclusief afronding	Drs. Gert de Groot, Instituutsdirectie IB&C Masja van Fruchten, Instituutsdirectie IB&C Martine Overdijk, MBA, Coordinator IBMS Drs. Nienke van Wermeskerken, Senior beleidsmedewerker IB&C Drs. Pauline Sleven, Coordinator IFA Drs. Jannemieke Geessink, lecturer/ Internationalization Peter van der Meijden, supervisor graduation assignments Drs. Ton van Osch, curriculum committee

## Overview Lecturers

<b>Naam:</b>	<b>Titel:</b>	<b>Doceert:</b>	<b>Jaren:</b>	<b>Specifieke taken:</b>
John Rance	Master of Business Administration	International Marketing	3 & 4 and MIB	GA coordinator Placement coordinator NL Project recruiter 2nd year Study abroad coordinator Recruiting students NL
Peter Steemers	Bachelor	Marketing E-Commerce Strategy	1, 2,3 & 4	Supervisor graduation assignments
Arno Teunissen	Master of Arts in Economics	Economics International Enterprise	1 & 2 and MIB	Supervisor graduation assignments Study unit supervisor Curriculum Committee
Maurits Cosijn	Master of Business Administration	Marketing Sales	1,2,3 & 4	Supervisor graduation assignments
Matthieu van den Bosch	Master of Business Administration	Marketing Marketing Management Sales management	1,2 & 4	Supervisor graduation assignments Study abroad coordinator Asia
Peter van der Meijden		Marketing Finance	1 & 2	Exam Committee Supervisor graduation assignments
Ton van Osch	Doctorandus	English Business Communication Study Career Coach	1 & 2	Study abroad coordinator UK, Ireland Admission officer Curriculum Committee
Saskia Kreutzer	Ingenieur	Study Career Coach Tutor BSP Trainer Personal Management Event management tutor	1, 2 & 3	Project leader Creating Open Minds Event management coordinator
Marcia Kuipers	Bachelor		2, 3 & 4	Senior Study Career Coach
Laurens Zijlstra	Master of Business Administration (MA)	Research methodology	1, 2 & 4 and MIB	Supervisor graduation assignments HAN research

<b>Naam:</b>	<b>Titel:</b>	<b>Doceert:</b>	<b>Jaren:</b>	<b>Specifieke taken:</b>
Jannemieke Geessink	Doctorandus	Event management Cultural values Global communications	3 & 4	Internationalization Quality officer
Mick Timmermans	Bachelor	Supply chain management Professional development	3 & 4	Supervisor graduation assignments Exam Committee
Rob Warmenhoven	Doctorandus	Marketing Marketing management	1, 2 & 4	Supervisor graduation assignments Assessment Committee
Marie Louise Kemperman	Bachelor	Custom relation management Website		IBL coordinator OPC member
Corine van Ellen	Doctorandus	English	1, 2, 3 & 4	Placement abroad Europe, Asia, Africa
Heleen van Campen-Martens	Doctorandus	English Study Career Coach	1 & 2	

## Annex 5: Documents examined

### List of supporting documents

Title	Location
Assessment Policy Plan IBMS	3.1
Minutes OPC[Institute Course Committee]	3.2
minutes FWC June 2011 and approval FD [Faculty Management] July 2011	3.3
Toetscommissie – opzet en procedures	3.4
Aanwijzigingsbesluit 2011	3.5
Assessment form GA IBMS	3.6
Graduation overview	3.7
Graduation Evaluations PAC	3.8
Analysis Linked-In profiles	3.9
IBC Kwaliteitsverbetering afstudeeropdrachten (Nov 2011)	3.10
Assessment plan	2.3
Teaching and Exam Regulations IBMS 2011 -2012	2.21
Alumni Survey 2011	1.3
Professionals Survey 2011	1.4
Study abroad handbook 2011-2012	2.36
Prospectus IFA 2011-2012	2.1
Prospectus IBMS 2011-2012	2.2

Title	Location
Vision on international learning outcomes	4.1
Internationalisation as distinctive feature at IBMS ABS	4.2
NVAO report on pilot internationalisation	4.3
Programme Profile	1.2

## Overzichtslijst van door de opleiding ter inzage gelegd materiaal

1. Beleidsdocumenten op opleidings- en hogeschoolniveau waaruit in kwalitatieve en kwantitatieve zin blijkt hoe in de afgelopen jaren aan de opleiding gestalte is gegeven en welk beleid de opleiding de komende jaren voor ogen heeft.
2. Onderwijsbeleid en toetsbeleid.
3. Een representatieve selectie uit het studiemateriaal, zoals:
  - Readers/syllabi (selectie)
  - Moduleboeken en handleidingen of studiewijzers (compleet overzicht),
  - (Stage- en afstudeer)handleidingen
  - Literatuurlijst en boekenlijst + selectie van boeken (onderscheiden in verplicht en aanbevolen)
  - Projectopdrachten (selectie).
4. Een representatieve set van gemaakte toetsen (inclusief beoordelingen):
  - Toetsen
  - Opdrachten
  - Portfolio's en assessments
  - Stageverslagen
  - Projectverslagen.
5. Personeelsbeleid (o.a. functie- en kwalificatieprofielen, documentatie over functioneren en professionaliseren, scholingsplan).
6. Informatie over het interne kwaliteitszorgsysteem:
  - Beleid, overzicht van evaluatie-instrumenten, streefcijfers
  - Recente evaluatierapporten (zowel intern als extern, inclusief de meetinstrumenten) van aspecten van het onderwijs, zoals verslagen van gecommiteerden, evaluaties door studenten en docenten, module-evaluaties, studenten tevredenheidsonderzoek, uitkomsten en analyses van evaluaties en verbeteractiviteiten.
7. Samenstelling van relevante overlegorganen (opleidingscommissie, werkveldadviescommissie, examencommissie, stafoverleg, e.a.) statuten/reglementen en /notulen van de overlegorganen.
8. Overzicht van externe contacten en aard van die contacten.
9. Afstudeerproducten (zie lijst van 25), inclusief beoordelingen voor zo ver aanvullend op de reeds toegestuurde documenten. In het geval niet alle eindkwalificaties (facet 1.1) in de eindwerkstukken worden beoordeeld, wil het panel van enkele van de studenten ook de producten inzien, waaruit blijkt dat de overige eindkwalificaties zijn bereikt (facet 6.1). Dit kunnen bijvoorbeeld portfolio's, stagewerkstukken/-verslagen of andere producten zijn. Deze informatie ligt tijdens de visitatie ter inzage.
10. De meest recente voorlichtingsbrochure en overig relevant voorlichtingsmateriaal.
11. Alle overige documenten waar de opleiding in het zelfevaluatierapport naar verwijst.



## **Annex 6: Summary theses**

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

### **First selection:**

435098  
439924  
430334  
437757  
439221  
439898  
445751  
438181  
431592  
444662  
429100  
471242  
471354  
436866  
442559

### **Second selection:**

447907  
439245  
455436  
436843  
439926  
447846  
474563  
482677  
453281  
454176  
441484  
427868  
456717  
447341  
455800



Annex 7: Declaration of Comprehensiveness and Accuracy

Netherlands Quality Agency



**Verklaring van volledigheid en correctheid van de informatie**

Betreffende de visitatie van de

Opleiding: 006A2012.07 IBMS

Instelling: HAN.

Visitatiedatum: 1-6-2012

Ondergetekende: ... *G de Groot*

vertegenwoordigend het management van de genoemde opleiding,

in de functie van: ... *institutsdirecteur*

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

Handtekening:

A handwritten signature in black ink, appearing to read 'G de Groot', written over a horizontal line.

Datum:

*15-5-2012*