

Christelijke Hogeschool Windesheim

Windesheim Honours College

Limited Study Programme Assessment

Introduction

This is the assessment report of the hbo-bachelor degree programme Windesheim Honours College (WHC) offered by Christelijke Hogeschool Windesheim. The assessment was conducted by an audit panel compiled by Netherlands Quality Agency (NQA) and commissioned by Christelijke Hogeschool Windesheim. The panel has been compiled in consultation with the study programme and has been approved prior to the assessment process by NVAO.

In this report 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 (22 November 2011) and the *NQA Protocol 2014 for limited programme assessment*.

The site visit took place on the 24th and 25th of March 2014.

The audit panel consisted of:

Mr drs. D.W. Righters MBA (chairperson, representative discipline)

Mr drs. P.J. van Eijl (representative discipline)

Mr drs. R.J.A. Schoen (representative profession)

Mr drs. P.H.E.J. Gremmen (representative profession)

Mr prof. dr. B.M. Mosselmans (representative distinctive quality feature)

Mr J.D.H. Wilkinson (student member)

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

The study programme offered a critical reflection; form and content according to the requirements of the appropriate NVAO assessment framework and according to the requirements of the *NQA Protocol 2014*.

The panel studied the critical reflection and visited the study programme. The critical reflection and all other (oral and written) information have enabled the panel to reach a deliberate judgement.

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

Utrecht, 15 mei 2014

Panel chairman

Mr drs. D.W. Righters MBA

Panel secretary

Ms ing. I.J.M. de Jong

Summary

Windesheim Honours College (WHC) is a broad international (honours) programme that prepares students for a position in the international professional field of project management. At the end of year 1 students choose one of the two professional fields: Public Health or Communication and Media. WHC focuses on talented and motivated students. The WHC programme is offered at Christelijke Hogeschool Windesheim in Zwolle. The overall judgement about WHC is *good*. The argumentation on which this judgement is based is given in this summary and in the audit report.

Intended learning outcomes - Excellent

The panel is impressed by the way WHC has used its strategy and goals as a starting point to compose the intended learning outcomes. The link between intended learning outcomes, the professional profile and developments in the international professional field are assured by: contacts with the work field (internships, electives, graduation projects, guest lecturers), participation in the International Project Management Association (IPMA) and other relevant platforms, and by input from the Advisory Board. The panel studied several matrices and considers the competences of WHC in line with the relevant frameworks (level and content). The panel highly values the effort of WHC to maximize the potential and personal qualities of the students by a special focus on self reflection. The honours characteristics of the programme give an exceptional quality in the goals of WHC and maturity of its graduates. Furthermore this type of programme is unique in the Netherlands. There is no other hbo-bachelor programme in project management like WHC. And also in this aspect WHC strives at a high level at the end of the second year (IPMA D). Regularly, students at the end of a specialized bachelor or master programme take this exam.

Teaching-learning environment - Good

The learning environment of WHC is challenging to students and fits the intended learning outcomes very well. During the study programme, students work at acquiring relevant knowledge, professional expertise and practical research skills.

The structure of the courses in the programme is logical and coherent in its content. WHC is a four year programme. In years 1 and 2 students follow a fixed programme. At the end of each semester, students work on a project in which they have to apply the acquired knowledge and skills. During the projects at the end of year 2 students operate as an international and interdisciplinary project management team that has to write a project proposal for a real client. Year 3 consists of an internship and electives at Windesheim or at accredited other universities. Year 4 starts with electives and ends with internship 2 and the capstone (reflection assignment). Throughout the programme, students follow the mentoring programme. The panel highly values the career coaching at WHC.

The level of independence students show in the first internship is high, according to the panel. This internship demands greater independence of students than at regular hbo bachelor programmes. The panel recommends that WHC pays more attention to the focus in the research questions within the internships. The subjects of the projects are relevant, but the research questions could be more focussed.

In order to provide a small-scale and intensive educational setting, students have a steady number of contact hours of 20 hours per week. Next to the contact hours students work together in small projects and group assignments. The panel is impressed by the motivation of the students. They work on up-to-date and innovative projects. First year students are obliged to live in the students' residence. This enhances the close involvement between students and the formation of a learning community. Furthermore there is close involvement between lecturers and students in socially relevant extra-curricular activities. The panel is positive about the educational level of the lecturers: all lecturers hold a Masters degree and 36% hold a PhD. The percentage of international staff is 42%. All conditions necessary for attaining the final qualifications are present. Lectures, facilities and the study programme offer the student every chance of realizing the intended learning outcomes.

Assessment and achieved learning outcomes - Good

The variation in tests complies with the courses offered and the constructivistic learning strategy. Students are tested throughout the course, both with summative tests and with formative tests. WHC uses a variety of assessment methods, such as written exams, oral exams, (group) assignments and presentations. Criteria are clearly described in course manuals that students receive up front. WHC guarantees the quality of the tests very well. The panel is impressed with the way the examination board executes its tasks in cooperation with the assessment committee.

During the last semester of the study programme students work on a research project in an international internship. Furthermore students work on a capstone product to reflect on their personal and professional development. Students are able to give a clear image of their development in relation to the competences. This is a good basis for life long learning. The reports of the internship clearly represent the hbo-bachelor level. The panel concludes that the level realised is good. The products can be used in the professional field and address interesting problems in the global environment.

Some students continue their studies at high standard institutions for further education (sometimes even an academic master course without a premaster). Some students find work as e.g. account managers. Even though the number of graduates is still small, the panel is convinced that students from this programme have all reached the final qualifications. They are well prepared for a 'learning' future.

Distinctive Quality Feature 'Small-scale and Intensive education' - Satisfactory

The panel judges all standards of the NVAO-framework as satisfactory (scale satisfactory/unsatisfactory). Given the considerations and the conclusion per standard, the panel advises NVAO to decide positively regarding the distinctive quality feature small-scale and intensive education to WHC of Christelijke Hogeschool Windesheim.

In addition

WHC proposes to change the CROHO name 'Windesheim Honours College' to 'Global Project and Change Management'. The name Windesheim Honours College will remain as an institutional name, only the name of the programme will change. The new name is in line with the aims and content of the programme. Moreover, it provides a more clear insight into the profession of its graduates. The panel gives a positive advice about changing the name of the programme.

Furthermore WHC requested the panel to advise the NVAO about the title degree of the programme. In the cluster list of NVAO (January 2014) WHC is listed as a Bachelor of Arts. WHC proposes to change the title in Bachelor of Business Administration. The panel also gives a positive advice to change the title degree into Bachelor of Business Administration.

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1 Basic data of the study programme

Administrative data of the study programme

1. Name study programme as in CROHO	Windesheim Honours College
2. Registration number in CROHO	30017
3. Orientation and level study programme	Hbo bachelor
4. Number of study credits	240 EC
5. Graduation courses / 'tracks'	None
6. Variant	Fulltime
7. Location	Zwolle
8. Previous year of audit visit and date decision NVAO	Previous visit: April 2 nd and 3 rd 2009 Decision NVAO: 9 th June 2009
9. Code of conduct	Signed

Administrative institutional data

10. Name institute	Christelijke Hogeschool Windesheim
11. Status institute	Funded
12. Result institute audit	Not yet available

Quantitative data regarding the study programme

Table 1 Intake, population and graduation data

Intake Cohort	2009 2010	2010 2011	2011 2012	2012 2013	2013 2014
Intake in full-time programme	17	15	27	38	39
Number/rate of dropouts after one year	5 (29%)	1 (7%)	5 (19%)	19 (50%)	
Number/rate of dropouts from Bachelor phase (main phase)	2 (17%)	5 (36%)	4 (18%)		
Bachelor completion rate	5 (42%)				

Explanatory comment:

Status as at 13 November 2013; data are available from the 2009 cohort. Dropouts here do not include students switching to a different programme. The calculation of dropouts from the bachelor phase is based on the population re-registering in the same degree programme after one year of study.

The calculation of the bachelor completion rate is based on the bachelor student population re-registering in the same degree programme after one year of study and getting their Bachelor's degree in the same programme in the nominal study duration plus one year.

NB. For WHC the bachelor completion rate stated above refers to nominal study duration (i.e. completion in four years). The completion rate will be 81.8 % within 10 semesters (see 3.2.3 for a further explanation).

Table 2 Educational background of intake

Educational background	HAVO	VWO	MBO	CD (*)	Other (**)
2009-2010	9	7	1		
2010-2011	6	4	1	3	
2011-2012	12	14		1	
2012-2013	12	21	1		2
2013-2014	21	13	2	2	2
Total	60	59	5	6	4

(*) *Colloquium Doctum*

(**) *Students with a completed Bachelor or Master*

Table 3 Lecturer quality and student-lecturer ratio

Lecturer quality	December 2013
Staff (number)	4 (7) ¹
Staff (fte)	4,1 (4,7)
Lecturers (number)	15
Lecturers (fte)	11 ²
Percentage of lecturers with Master degree	100%
Percentage of PhD lecturers	36%
Percentage of international staff	42%
Number of nationalities	9
Percentage of lecturers with international work experience (1 year or longer)	85%
The actual student-lecturer ratio	14

1 *The number in between brackets includes two educational advisors and the international recruitment officer; they are not on the payroll of WHC.*

2 *The fte's for teaching represent around half of the total. Three lecturers (0,8 fte) are not on the payroll of WHC.*

Table 4 Average number of contact and counselling hours per year

Year	Contact hours / internship counselling	Career counselling (mentoring programme)
1	20 hours per week	8 hours per student
2	20 hours per week	6 hours per student
3	10 hours per internship (*)	4 hours per student
4	10 hours per internship (*)	4 hours per student

(*) *There are considerably more contact hours in years 3 and 4. However, we cannot calculate this, because most students take elective courses at other universities.*

2 Assessment

The panel describes the findings, considerations and conclusions of each standard of the NVAO assessment framework. The final judgement 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

Competences

WHC aims to educate highly qualified professionals in project management, who are active across public and private domains, with a critical and reflective attitude, and a global perspective with a strong focus on intercultural diversity and sustainability. In order to do so, WHC has developed seven intended learning outcomes. The intended learning outcomes are laid down in the *Competence matrix*. See annex 1 for an overview of the learning outcomes.

Analysis of the competence matrix presents that the intended learning outcomes comply with the Dublin descriptors. The intended learning outcomes meet the international requirements of the bachelor level.

The domain competences for Business Administration, 2004 (BBA) were the starting point to develop the intended learning outcomes. WHC has reframed the BBA competences in order to fit the profile better. WHC has used the four professional competences of BBA and two generic competences. The other two competences are not used. Instead WHC added two global competences to emphasize the international and sustainability focus in their professional profile. In addition, an honours competence is added to highlight the honours characteristics of WHC.

In 2012 the Netherlands Association of Universities of Applied Sciences approved the new BBA-standard, which replaces the BBA domain competences. The intended learning outcomes have been aligned with the new BBA-standard and will be of effect within cohort 2014-2015.

Each intended learning outcome is elaborated into indicators and described at four levels of competence: basic, advanced 1, advanced 2 and bachelor level. The levels correspond mainly with the years of the programme. WHC made a clear overview of the levels of competences and the outline of the programme. The panel values the way WHC has made an explicit elaboration of the intended learning outcomes.

Honours characteristics

In 2013 WHC has executed an investigation towards meeting the ten characteristics of honours programmes. The ten characteristics were elaborated by Van Eijl, Pilot & Wolfensberger (2010). The report of Adviesbureau Meeder shows that WHC meets all the characteristics. The panel endorses the report and concludes WHC meets the honours characteristics.

An important difference between WHC and other honours programmes is that WHC is a four year, 240 EC bachelor programme. Most honours programmes are 30 EC or less. These programmes are open to the motivated students of regular bachelor degree programmes.

Project management

WHC aims to educate students towards global project managers within their field (Public Health or Communication and Media). To ensure international standards in project management competences, WHC joined the International Project Management Association (IPMA) in 2010. IPMA developed the IPMA Competence Baseline in 2006 (ICB) that covers 46 competences divided into three main areas: technical, behavioural and contextual. WHC has linked the 46 competences to the courses in the study programme. Furthermore WHC has linked the ICB with the BBA learning outcomes. The panel concludes the link that WHC made between IPMA and BBA is unique for a bachelors degree in project management.

WHC strives to educate students up to IPMA level D by the end of the second year which corresponds with the medium level regarding knowledge characteristics and a low level regarding experience characteristics as defined by IPMA. The goal to reach level D is very much in line with the ambitions and aims of WHC. The panel finds this an ambitious, but realistic goal regarding the honours characteristic of WHC.

Professional field

WHC has a strong external orientation to the professional field. The link between intended learning outcomes, the professional profile and developments in the international professional field are assured through contacts with the work field (internships, electives, graduation projects, guest lecturers). The panel noticed that WHC is well aware of current developments through active participation in relevant networks.

Current developments have led to repositioning the programmes' profile. So far students could choose between two specializations: Public Health or Communication and Media. The choice for a specialization occurred in the second year. The new programme (with effect from 2014-2015) provides students four choices in the last two years of the programme. The panel is of the opinion that these developments fit the focus of WHC very well. The intended learning outcomes are in line with these new developments. The strategy of WHC and the way they strongly act on this focus is certainly one of the strong points of WHC.

In order to reposition the profile of the programme (from two specializations to four broader areas) WHC has installed a new Advisory Board in 2013.

Change of name and title degree

WHC requested the panel to advise the NVAO about the change of the CROHO name of the programme. WHC proposes to change the CROHO name 'Windesheim Honours College' into 'Global Project and Change Management'. The name Windesheim Honours College will remain as an institutional name, only the name of the programme will change. WHC is educating students for a career in project and change management in a globalizing world. The panel discussed this during the site visit and gives a positive advice about changing the name of the programme. The new name is in line with the aims and content of the programme. Moreover, it provides a more clear insight into the profession of its graduates.

Furthermore WHC requested the panel to advise the NVAO about the degree title of the programme. In the cluster list of NVAO (January 2014) WHC is listed as a Bachelor of Arts. WHC proposes to change the title into Bachelor of Business Administration. The panel also gives a positive advice to change the title degree into Bachelor of Business Administration. The panel is convinced this degree title is a more accurate reflection of the programme than Bachelor of Arts because: 1) The programme adheres to the (international) BBA standard, 2) the professional profile has a business orientation and 3) the international recognisability of the programme is of great importance for national and international students.

Considerations and conclusion

WHC used several relevant frameworks to compile a set of intended learning outcomes in order to realize the strategy. This has led to a strong focus. The panel is impressed by the way WHC used the strategy and goals as a starting point to compose the intended learning outcomes. WHC chose a deliberate strategy that is also performed as such. The strategy is a clear starting point for further development of WHC.

The link between intended learning outcomes, the professional profile and developments in the international professional field are assured through contacts with the work field (internships, electives, graduation projects, guest lecturers), participation in IPMA, input by the Advisory Board and other relevant platforms. The panel studied the matrices and considers the competences of WHC in line with the relevant frameworks. The panel clearly recognizes the Dublin descriptors (bachelor level) in the intended learning outcomes.

The panel highly values the effort of WHC to maximize the potential and personal qualities of the students. The honours characteristics of the programme give an exceptional quality in the goals of WHC. Furthermore this type of programme is unique in the Netherlands. There is no other hbo-bachelor programme in project management like WHC. And also in this aspect WHC strives at a high level at the end of the second year (IPMA D). Regularly, students at the end of a specialized bachelor or master programme take this exam.

All in all, WHC elaborated a unique profile that distinguishes from other BBA-programmes. Based on the above-mentioned considerations the panel comes to the judgement **excellent**.

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

WHC is a four year programme. In years 1 and 2 students follow a fixed programme of twenty courses and four projects of 5 EC each. At the end of each semester students do a project in which they have to apply the acquired knowledge and skills.

All students engage in the same courses in the propaedeutic phase (year 1). For example courses in: organization and management, applied research, project management, statistics and two introductory courses in the two specializations. At the end of year 1, students choose one of the two fields: Public Health or Communication and media. In the second year four courses are allocated to the field of their choice. The courses of year 2 build on the knowledge and skills of year 1. During the project at the end of year 2 students operate as an international an interdisciplinary project management team that has to write a project proposal for a real client. In a project in year 2, students can either travel to Africa (Kenya, Uganda or Ethiopia) or stay in the Netherlands. Year 3 consists of an Internship (30 EC) and electives (30 EC). Year 4 starts with electives (30 EC) and ends with Internship 2 (25 EC) and the Capstone (5 EC). Throughout the programme, students follow the mentoring programme (career counselling). No credits are awarded to this part of the programme. See annex 2 for an overview of the curriculum.

There are course manuals available for every course in the study programme. Every manual has the same structure, specifying the following components: level, EC, entry requirements, competences, objectives, lecture hours, literature, assessment criteria et cetera. The panel is very positive about the design of the course manuals. The information is clear and comprehensible to students. The course manuals show that the learning goals are consistent with the competences. All competences are dealt with in the courses. This has been worked out in detail by WHC.

Content of the curriculum

A central element of the programme are the global challenges. The topics of the global challenges are embedded in the courses through case studies or assignments. One example is the course Organization and management (first year), where students participate in a competition (ENVIU, Investors in Sustainability). The competition addresses global problems such as waste, water, housing and energy in a specific context. Students have to come up with a business idea to tackle the specific issue.

The professional field is involved within the content of several courses. For example, two courses have originally been designed and executed by people from the professional field (Sustainable leadership and Project Management 2). In each course a maximum of two guest lecturers can be invited or one guest lecturer combined with one site visit.

Some examples of guest lecturers are: Doctors without borders, Centre Media and Health, and Outreach International. For example students visit SOA/AIDS Nederland (STI and HIV control), the Royal Tropical Institute in Politics and Health Policy Making and Seats2Meet (project management).

In the first two years of the programme students follow courses in the following topics:

Year	Body of knowledge and skills
1	Project Management theories and skills, Organization behavioural theories, International Business related theories, Social Marketing theories, Sustainability approaches, Sociological theories. Writing, Applied Research (qualitative, interview and observation skills), Statistics, Critical thinking skills, Teamwork skills
2	Project Management theories and skills, Economics, models for Good Governance (transparency, corruption, state capture, poverty alleviation, democracy), Sociological and Psychological theories on in/out-group, inclusion and exclusion, stereotyping etc., Leadership theories and skills, Applied Research (quantitative, market research, SPSS).
PH	Health system analysis, Access framework, Prevention framework, Logical framework, Social determinants of health, Global health framework, Epidemiology
CM	Public Opinion Research (Habermas and the Public Sphere, Research approaches for public opinion research, Media Pluralism, Theories on Power and Democracy), Media Production and Consumption theories and skills

PH = Public Health

CM = Communication and Media

The panel is positive regarding the content of the curriculum. The courses are relevant and challenging. The panel is also positive about the literature that students have to use (up-to-date and of substantial level). WHC checks the literature list every year in order to make sure that students have access to the latest knowledge. Students have complained about the availability of English literature at the media centre of Windesheim. The panel discussed this with the chair of the Executive Board and with effect of April 2014 all students have access to academic journals through Scencedirect, Springerlink and Wiley Journals. The panel is positive about this development.

Students practice their knowledge and skills in real life cases/projects at the end of the semester. Students work on research plans and reports, different types of project plans and reports, project and grand proposals, advisory and evaluation reports and presentations to the client. For example second year students (public health) work on an evidence based analysis of a public health system in a country of their choice, using the WHO health system framework to assess the performance of the health system. Students with a specialization communication and media have to design and develop an interactive story or an online game that will explain the benefits and risks of social media to a vulnerable community, such as children of elderly people.

WHC will give more attention to accounting and finance skills in the new curriculum. Alumni mentioned that they missed this in the programme. The panel endorses this and is of the opinion that accounting and finance skills should get more attention in the programme.

In year 3 and 4 students choose several electives (total of 60 EC). The electives have to cover four learning outcomes (1 advanced research, 3 advanced project management, 5 specialization related and 7 independent career navigator). They have to be of an advanced level and they must be offered by accredited Research Universities or Universities of Applied Sciences. Students make a proposal for the electives, which includes an overview of the match between the course objectives and the intended learning outcomes, indicators and levels. The panel is positive about the sound procedure WHC uses in order to assure the quality of the electives. Furthermore, the electives offer students the opportunity to specialize and broaden their expertise and skills.

Research skills

In the first two years of the programme students have four research courses (total of 20 EC), one of which is related to their specialization. An overview of activities is shown below.

Year	Research
1	Information literacy Writing skills Qualitative research design and analysis (interview and observation skills) Statistics
2	Quantitative research design and analysis (SPSS) Specialization-related research designs and analysis (Epidemiology or Public Opinion Research) Literature review, conceptual framework
3	Applied research for development of professional product for an organization
4	Cross-organizational research to contribute to the professional practice

Overview main focus on research per study year

Students work on interview skills in year 1. They have to interview a professional in the field of sustainable developments. In year two students write a paper about good governance principles in a specific country. In years 3 and 4 students have to take advanced research courses of 10 EC as part of the electives, either at WHC or at other universities.

In the first internship (year 3) students perform applied research resulting in the development of a professional product. Students can choose to go abroad or stay in The Netherlands. In the past two years students for example went to Chile, England, Vietnam and Israel. Some examples of products are: a social marketing framework for fair trade campaigning in Asia, a life-skills programme for secondary schools in Uganda and an EU proposal on developing low-threshold mental health care in Yogyakarta, Indonesia.

The panel studied several products of students from the first internship. Students work on relevant and interesting projects. According to the panel, the level of independence students' show in the first internship is high. This internship demands greater independence of students than at regular hbo-bachelor programmes.

The panel is positive about the products, but also has one remark. Some research questions are too broadly formulated and as a result these products show a lack of focus. Students have difficulty to get to the core of the research and to get to a concise product. This is not a major remark, but just an observation of the panel where WHC could improve.

Given the still limited number of students and alumni, the research products on which the panel made this remark was also limited. The panel is convinced that the implementation of the new curriculum will provide a good opportunity to further strengthen research skills.

In relation to research, WHC could enhance the engagement and involvement of the Research Group (lectorates) of Windesheim. There is some cooperation, which could be extended according to the panel: for example by involving students in the research areas of the professor (lector).

Educational concept

The educational concept of WHC is based on the approach to honours in an HBO context. The concept consists of three components:

- 1) WHC focuses on talented and motivated students. These students need to be challenged to develop personal leadership through individual profiling.
- 2) The 'college concept'. First year students are obliged to live in the students' residence. This enhances the close involvement between students and the formation of a learning community. Furthermore there is close involvement between lecturers and students in socially relevant extra-curricular activities.
- 3) The teaching strategies. The strategies are translated into different learning activities in courses and projects. For example there is a high level of interaction in in-class assignments, discussions, presentations and group assignments. Another example is the high level of professionalism in simulations, interaction with real-life clients and during visits to conferences.

In order to provide a small-scale and intensive educational setting, students have a steady number of contact hours of 20 hours per week. The maximum number of students during contact hours is 21. Next to the contact hours students work together in small projects and group assignments.

The panel visited some lessons and observed project groups during the audit visit. The panel is impressed by the motivation of the students. They work on up-to-date and innovative projects.

Student supervision

The panel highly values the coaching of the students at WHC. The career development programme helps students to engage in the lifelong process of managing progress in learning and working. Students are aware of their own responsibility for their learning process. WHC provides students tools to guide themselves, for example by individual meetings, workshops and self reflection.

In the first year important elements in coaching are: to monitor study progress and to give professional feedback on students' performance. In the second year important elements are the arrangement of the first internship and finding suitable electives. This is also important in year 3 and 4, but most important in the last two years of the programme is the development of a work identity.

Students mention that they are very positive about the coaching they receive from WHC. The panel studied several reflection reports of students and the activities result in a very good quality of reflections by the students. The mentoring activities of WHC are laid down in the overview below.

Year	Phase	Activities
1	Phase 1- Assessing Self and Preferences: Understanding self, skills, interests and values	At least three individual meetings Introductory workshops Workshop on self-identity Community service Reflection paper on self-identity
2	Phase 2- Exploring Options: proactively identifying, understanding and matching self to the possibilities	Individual meetings Workshops on electives and internships Mini internship Reflection paper on professional identity
3	Phase 3- Developing skills and experience: building skills, knowledge and reputation	Individual (Skype) meeting Webinars on professional portfolio Reflective paper on matching self-identity to professional identity
4	Phase 4- Marketing Self: Obtaining the skills to seek, obtain and maintain Phase 5- Performing and Planning: developing the skills to make effective career-related decisions and career transitions	Individual (Skype) meeting Webinars on professional portfolio

Overview mentoring activities per study year

Admission

WHC has a clear admissions procedure that is laid down in the *Admissions Handbook*. A distinction is made between entry requirements and additional admissions criteria. The admissions criteria are related to the character of the programme and reflect the type of student WHC is looking for.

Through the procedure WHC establishes whether students have the cognitive abilities to finish the programme. Additional characteristics are: intrinsic motivation, eager, engaged and want to make a difference in the world, thrive when challenged, willing to collaborate, show adaptability and persistence.

In order to check if prospective students possess these abilities and characteristics, students write a letter of motivation, provide a professional and academic recommendation. If a student is admissible, WHC invites the student for an interview. After the interview the applicant receives a letter with the outcome of the procedure. If needed, English support classes or a summer course Mathematics are offered by WHC.

One of the entry requirements is an IELTS-level of 6.0. The panel questioned this level, because it does not seem very high for an honours programme. The recruitment officer explained to the panel that in order to follow the programme, IELTS level 6.0 is enough and *'We recruit the most motivated students, not necessarily the best students.'*

The panel recognized the high motivation of students during the audit visit and agrees with the explanation of WHC; also because the level of English of students in products as well as during the interviews, is sufficient to very good.

The panel discussed the relatively high dropout rate after one year with the management of WHC. Despite the sound admission procedure the dropout was high in 2012 (50%). Other years the drop out was lower (2010 7%, 2011 19%). The management mentioned to the panel that most of the students who dropped out, were the students who were given a negative advise at admission. Because WHC legally cannot refuse students, the students had to be allowed to start the programme. WHC is very well up to date about the reasons why students drop out.

The reason students drop out varies from difference in expectations in relation to the specialization or to the accommodation. The panel is confident that in the future the dropouts will be lower, due to better information beforehand. And the improvement of the student housing facilities which, according to the management, will be completed in 2014.

Staff quality

The teaching staff consists of 15 lecturers. WHC provided the panel an overview of the teaching staff. The overview shows that all lecturers hold a Masters degree and 36% hold a PhD. The percentage of international staff is 42%. For example some nationalities are: American, British, Indonesian, Kenyan, South African and Spanish. Furthermore 85% of the staff has over one year of international work experience (professional field or in teaching in higher education). The panel is positive about the educational level of the lecturers. Furthermore the lecturers have a relevant background in the professional field.

The panel spoke with the lecturers and found them to be highly motivated and very committed. Students are very positive about the lecturers. In interviews students mention that lecturers are experts in the discipline, provide relevant feedback and are inspiring and motivating. The Nationale Studentenenquete (NSE) also shows that students are positive about the lecturers. Especially the accessibility of lecturers outside contact hours and the quality of feedback is highly appreciated by students.

Although the lecturers are highly motivated, they are also constantly accessible for students. Therefore the panel would like to recommend the management to keep paying attention to the workload of the lecturers.

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.

Quality assurance

WHC regularly discusses the quality of the courses with students: at the end of every course as well as half way. Students reveal during interviews that they appreciate the consults and notice improvements. An example is the study load during the programme. Students had some comments on the quantity of exams in a short period of time. Students now point out that the exams are well spread throughout the year. The course manuals show that the study load is well distributed over the study programme. Students find the study programme demanding from time-to-time but also very motivating.

Considerations and conclusion

The panel is positive about the programme WHC offers. The learning environment is challenging to students and fits the intended learning outcomes well. The structure of the courses in the programme is logical and coherent in its content. The panel is confident that in the new curriculum there will be more attention for accounting and finance skills.

During the study programme, students work at acquiring relevant knowledge, professional expertise and practical research skills. The panel finds the research subjects relevant and recommends to pay more attention to the focus in the research questions (internship 1). Students have a very high opinion of the teachers, both on a substantive and on a didactical level. The panel is positive about the educational level of the lecturers. Furthermore they are highly motivated and inspiring to students. Students are also satisfied with the supervision they receive; supervisors are easy to approach and give useful feedback. The panel highly values the career coaching at WHC.

All conditions necessary for attaining the final qualifications are present. Lectures, facilities and the study programme offer the student every chance of realizing the intended learning outcomes. 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

Assessment system

The assessment system is explained in *The Assessment Policy of WHC, 2013*. The policy is based on the constructivist principle that students learn to link new knowledge and skills to existing knowledge. This corresponds with the didactical approach used in the curriculum. Students approach every learning situation with the already available formal and informal knowledge and in problem-solving strategies. Therefore WHC gives formative feedback as integral part of the curriculum and uses different types of summative assessment each module (continuous assessment).

Each course (5 EC) or internship (25-30 EC) is assessed by at least two and a maximum of three different types of assessment. The five types of assessments are:

- written exam
- oral exam (including presentation)
- individual assignments
- group assignments
- reflection

In the competence matrix WHC has linked the types of assessments to the courses. In the course manuals the types of assessment as well as the link to the learning goals is made clear. The panel is positive about the variation in assessments. The matrix indicates that each course ends with several assessments. The weight of the different assessments is mentioned in the course manuals.

The panel highly appreciates the system of assessments by the WHC. It is a well balanced system. The assignments are evenly spread throughout the course. In former years, students complained about too many assignments in a short period. The panel is positive about the way this has improved. The timing of assignments is now a fixed item on the agenda of the semester meetings of the lecturers, as was mentioned to the panel. Because of these semester meetings there is less overlap in assignments and it is also discussed which type of assessment is used.

The panel has studied several written exams and is positive about the quality and level. The exams are challenging to students. Exams are consistent with the subjects in the courses and are sufficiently varied in form.

The criteria for assessments are clearly laid down in the course manuals. The written exams are only one part of the complete system of assessing. The panel has therefore studied other tests as well. The panel found it remarkable and commendable that during group assignments the students start with formulating a code of conduct (team contract). In this code they also formulate the criteria for peer assessment, all under the supervision of a lecturer. The panel thinks this is a good method for giving a specific value to group work, which is very important in their future careers.

The panel has already given its opinion of the reports of internship 1 in Standard 2. The reports of internship 2 and the capstone will be discussed in the paragraph 'realised qualifications'.

During interviews with the panel, students express themselves positively about the exams; to them it is clear what is assessed and in what manner. Moreover, students are positive about the feedback they receive during the course and after an exam or an assignment.

Examination board

The examination board is responsible for the reliability, validity and transparency of the assessments in the programme. The examination board consists of two WHC lecturers, an educational advisor of Windesheim (also chair of the Assessment Committee), a secretary, an external member from CITO and the chair who is also a WHC lecturer.

The assessment committee consists of three members of which one is also a member of the examination board. They monitor the quality of the assessments and report to the examination board.

In 2012-2013 the examination board performed extended research into the working of the system of assessing. Based on this research substantial improvements were carried out. There were for example team meetings organised to formulate rubrics for several courses. By well formulated criteria, the rubrics help to clarify the difference between the judgements sufficient and good. Another example that was mentioned are the assessment cards. In these cards the criteria for various types of assessment are laid down. Lecturers use these criteria when they draw up an assignment. Quality assurance is an essential part of this process and is described in the assessment cards.

The panel appreciates the dedication that the examination board shows in executing its tasks. It is clear that improvements are formulated and executed. The examination board also has a clear idea what tasks lie ahead, e.g. searching for new methods of testing. In 2014 all lecturers will take an assessment training, which will certify them with the basic and senior qualification of examiner. The panel is pleased with the quality assurance.

Realisation of the intended learning outcomes

Internship 2 and the capstone are the two curriculum components that assess all intended learning outcomes at level 4 (the bachelor level).

During internship 2 the student has to make a research based contribution to the professional field's theory, methods or practices of international project management. Students address a cross-organizational issue/problem in either Public Health or Communication and Media. Before students can start, the internship project plan has to be approved by WHC. The assessment of the product (internship 2) is as follows:

- The thesis (70%) is assessed by a WHC examiner and an affiliate examiner.
- Working as a professional is graded by the WHC counsellor with input from the In-company mentor and a check by the WHC examiner (15%).
- The reflection report (15%) is assessed by the WHC examiner and the affiliate examiner.

In the capstone students compile a portfolio of the products they have completed throughout their studies and make a poster that shows their personal and professional development. They reflect on the portfolio and the development of their professional identity and make reasoned choices for their future career (40% of the final grade). Another part is the argumentative essay on their thesis and three academic articles (30%). They present and defend their reflection paper and argumentative essay (30%) before a professional examination panel consisting of WHC examiners and members of the professional field.

The panel studied the graduation work of all alumni of the programme so far (eight students). In order to establish the level achieved by students the panel studied the capstone assignments and the products of internship 2. The panel is pleased with the way students reflect in the capstone assignment on their development during the programme. Students point out specific situations from their study career and reflect on them.

They have a clear image of their development in relation to the competences. This is a good and solid basis for a life long learning after graduation.

The panel established that the reports of internship 2 clearly represent the hbo-bachelor level. The products can be used in the professional field and address interesting problems from the international professional field. For example: Obesity management in Europe, Communicating development cooperation with middle-income countries to different audiences. The panel would like to point out some smaller points that need attention in some cases: justification of the chosen research method. Moreover, some questions and the number of subquestions are so immense that the panel believes that greater profit can be made when the questions are more focussed and specific. Therefore the panel advises to use more focussed research questions in order to reach more depth in the research products.

The panel agrees with the grading of WHC in most cases. All products are at least sufficient, some are good to excellent. The panel noticed some differences in the way assessors fill in the forms. Some include comprehensive and useful feedback and others only refer to the rubrics. Therefore it was not always clear to the panel which arrangements have been made in order to provide a consistent execution of this process. Furthermore, the rubrics make the judgement of the assessor clear. The panel would advise a consistent execution of the process: only the rubrics or always use written feedback.

Graduates

An overview of the first graduates shows that four graduates are doing a master at a research university. For example a Master in Global Health at Maastricht University, a Master in Applied Communication Science at Wageningen UR or a Master in Political Communication at Cardiff University. The students that study at a Dutch research university were admitted without a premaster. The panel is impressed with the graduates and their follow-up after their studies at WHC. One of the graduates is currently working as an account manager in Frankfurt. In the interview graduates mentioned to the panel that they feel well prepared for the professional field and the study programmes they are in now.

Considerations and conclusion

The panel is pleased with the assessment system of the programme. The variation in tests is in compliance with the course offered and the constructivistic learning strategy. Students are tested throughout the course, both with summative tests and with formative tests. The panel is pleased with the level of the tests. Lecturers discuss in meetings overlap of contents or in assignments. The panel is impressed by the way the examination board executes its tasks in cooperation with the assessment committee. WHC guarantees the quality of the tests very well. There are rubrics that are laid down by the lecturers in their meetings. Next to that there are assessment cards with procedures for the construction of tests. The way peer assessment is executed is well thought through, according to the panel. The panel is impressed by the ability of the students to reflect on their development.

Students are able to give a clear image of their own development in relation to the competences, as can be concluded from the capstones. This is a good basis for life long learning. In order to establish the level realised by students, the panel studied products of the internship 2. These reports clearly represent the hbo-bachelor level. The panel concludes that the level realised is good. Some students continue their studies at high standard institutions for further education (several times even an academic master course without a premaster). Some students find work as e.g. account managers. Even though the number of graduates is still small, the panel is convinced that students from this programme have all reached the final qualifications. They are well prepared for a 'learning' future. Based on above mentioned considerations the panel comes to the judgement **good**.

3 Distinctive quality feature ‘Small-scale and intensive education’

Standard A: Intended learning outcomes

The intended learning outcomes are not only aimed at achieving a high level in the relevant academic discipline and/or professional practice, but also have a broader aim: to train socially skilled and initiative-rich scholars and/or professionals with a wide interest in social developments and issues within a multidisciplinary and/or interdisciplinary context.

Findings

The broader aim of WHC is recognisable in the following profile:

WHC aims to educate highly qualified professionals in project management, who are active across public and private domains, with a critical and reflective attitude, and a global perspective with a strong focus on intercultural diversity and sustainability.

WHC has developed seven intended learning outcomes based on the domain competences for Business Administration, 2004 (BBA). And reframed the BBA competences in order to fit the profile better. WHC added two global competences to emphasize the international and sustainability focus in the professional profile. In addition an honours competence is added to highlight the honours characteristics of WHC.

The panel is positive about the intended learning outcomes. They aim at achieving a high level in the discipline, for example by adding global and honours competences. The panel judges the intended learning outcomes of WHC as a substantive reinforcement of the domain competences (BBA). See annex 1 for an overview. In particular, intended learning outcome 4 characterises the broader aim of WHC:

‘The graduate approaches professional organizational issues and dilemmas from a global perspective by translating these issues in terms of demands from people, planet and prosperity and consequences for the future in order to deal with professional and ethical dilemmas.’

The panel discussed the broader aim of WHC with students, lecturers and the management. In all interviews the panel heard aspects of this broader aim. For example students mentioned the continuous attention for people, planet and profit during the programme. The interviews gave the panel a consistent view of the broader focus of WHC.

Because of the small number of alumni the opinion of the professional field is not yet substantial. But the first evaluations of the alumni so far fit the expectations and are promising for the future. The panel is definitely convinced that the aim to train socially skilled and initiative-rich professionals is met during the programme. WHC breaths social development and social progress. The panel was confirmed in his findings by the products of students and the content of the programme.

Considerations and conclusion

The panel judges the intended learning outcomes of WHC as a substantive reinforcement of the domain competences (BBA). WHC used several relevant frameworks to compile a set of intended learning outcomes in order to realize the profile. This has led to a strong focus. The panel is impressed by the way WHC used the strategy and goals as a starting point to compose the intended learning outcomes. WHC chose a deliberate strategy that is also performed as such. The strategy is clearly a starting point for further development of WHC. The broader aim of WHC is clear because of the continuous attention for people, planet and profit during the programme. The interviews gave the panel a consistent view of the broader focus of WHC. The panel highly values the effort of WHC to maximize the potential and personal qualities of the students. The honours characteristics of the programme give an exceptional quality in the goals of WHC. In addition the panel is convinced that the broader aim of WHC is recognised by students and lecturers. The panel expects that the developments regarding the new curriculum will lead to a further increase of the aimed level. The panel judges this standard as **satisfactory**.

Standard B: Relationship between the goals and the content of the programme

The content of the programme is inseparably connected to relevant extra-curricular activities, which ensures a high level and broadening of interests as set down in the intended learning outcomes.

Findings

Each intended learning outcome is elaborated into indicators and described at four levels of competence: basic, advanced 1, advanced 2 and bachelor level. The levels correspond mostly with the years of the programme. WHC made a clear overview of the levels of competences and the outline of the programme. The panel values the way WHC has made an explicit elaboration of the intended learning outcomes.

WHC organizes several extra-curricular activities such as Dutch and Spanish language courses, conversation cafés and a speaker's corner. Students also organize activities, for example a debate on Media and diversity. The panel studied an overview of extra-curricular activities and states that students and lecturers visit relevant meetings and activities. This is also clear from the interviews with students and lecturers. Some mentioned examples are: Connect2Uganda, master class Sustainable solutions on National sustainability day and World forum for democracy in Strasbourg.

The ambitions of WHC are projected very well in the projects of the students. Globalization and sustainability are part of various projects. This coincides with the broader view that WHC aims at for the students. Because of the small number of students at WHC so far, the outcome of extra curricular activities is still limited. Nonetheless the panel established that the necessary conditions for extracurricular activities are available.

Considerations and conclusion

During the programme there are frequent extra-curricular activities for students. These activities are organised by WHC or by the students themselves. The ambitions of the programme fit well with the character of the activities. Globalization and sustainability are part of various projects. This coincides with the broader view that WHC aims at for the students.

Students are motivated and challenged to participate in these activities. Lecturers play an inspiring and motivating role. The results are not yet spectacular because of the relatively small number of students. The panel is convinced that with the (expected) growth of the number of students these extra-curricular activities will become more diverse. The panel judges this standard as **satisfactory**.

Standard C: Structure and didactic concept

The concept of the programme is aimed at creating an academic and/or professional community. Key terms are small-scale and intensively organised education, leading to a high number of hours of face-to-face teaching, close involvement between students and teachers and between students among themselves and socially relevant extra-curricular activities.

Findings

The educational concept of WHC is based on the approach to honours in an HBO context. The concept consists of three components: 1) WHC focuses on talented and motivated students. These students need to be challenged to develop personal leadership through individual profiling. 2) The 'college concept'. First year students are obliged to live in the students' residence. This enhances the close involvement between students and the formation of a learning community. Furthermore there is close involvement between lecturers and students in socially relevant extra-curricular activities. 3) The teaching strategies. The strategies are translated into different learning activities in courses and projects. For example there is a high level of interaction in in-class assignments, discussions, presentations and group assignments. Another example is the high level of professionalism in simulations, real-life clients and visiting conferences. The panel visited several lessons and project groups during the audit visit. The panel is impressed with the motivation of the students. They work on up-to-date and innovative projects. To the panel it is completely clear that students and lecturers together form a professional community.

In order to provide a small-scale and intensive educational setting, students have a steady number of contact hours of 20 hours per week. The maximum number of students during contact hours is 21. Next to the contact hours students work together in small projects and group assignments.

During the electives or internships, students keep in touch through social media. Alumni mentioned that they have close contact with the other students, and also with the lecturers. The learning community is not restricted to students from a certain year, but consists of students from different year groups. Peers from higher years help younger students. Students are well aware of each other's projects.

The community is still rather limited because of the small number of students. The panel has high hopes of the learning community when the number of students increases.

Considerations and conclusion

The panel is convinced that the students and the lecturers form a close learning community. From the interviews, the activity schedule and the classroom visits it is apparent that WHC enhances and stimulates the learning community. The students keep in close contact with each other, especially because first year students live on the campus. Here the basis is laid for the rest of their study career. Students (and lecturers) use social media to keep in touch with each other, therefore time and place are no obstacle for a close learning community. The panel judges this standard as **satisfactory**.

Standard D: Intake

The programme has a sound selection procedure in place, aimed at admitting motivated and academically and/or professionally talented students.

Findings

WHC has a clear admissions procedure that is laid down in the *Admissions Handbook*. A distinction is made between entry requirements and additional admissions criteria. The admissions criteria are related to the character of the programme and reflect the type of student WHC is looking for.

Through the admissions procedure WHC establishes whether students have the cognitive abilities to finish the programme. Additional characteristics are: intrinsic motivation, eager, engaged and want to make a difference in the world, thrive when challenged, willing to collaborate, show adaptability and persistence.

In order to find out if prospective students possess these abilities and characteristics, students write a letter of motivation, provide a professional and academic recommendation and if a student is admissible, WHC invites the student for an interview. After the interview the applicant receives a letter with the outcome of the procedure.

The management mentioned to the panel that the students who dropped out, where the students they gave a negative advise at admission. Because WHC legally cannot refuse students, the students had to be allowed to start the programme. WHC is very well up to date regarding the reasons why students drop out. The reason students drop out varies from wrong expectations in relation to the specialization to the accommodation. The panel is confident that in the future the dropout rate will be lower, due to better information beforehand.

Considerations and conclusion

The panel has established that WHC has a thorough procedure for selecting and admitting students. WHC has formulated clear requirements for the profile of future students: eagerness, engagement, wanting to make a difference in the world, thrive when challenged, willing to collaborate, show adaptability and perseverance. Whether students are professionally talented should appear from a motivation all students have to write, and from professional and academic recommendations. The panel judges this standard as **satisfactory**.

Standard E: Quality of Staff

<i>The teachers have high-quality knowledge of the relevant subject and feel involved in the distinctive nature of the programme.</i>

Findings

The teaching staff consists of 15 lecturers. WHC provided the panel an overview of the teaching staff. The overview shows that all lecturers hold a Masters degree and 36% hold a PhD. The panel is positive about the educational level of the lecturers. Furthermore the lecturers have a relevant background in the professional field.

The panel spoke with lecturers who are highly motivated and very committed. This observation was underpinned by the classroom visits the panel made during the audit. Several lecturers were trained in the special honours character of WHC, for example: Excellent learning through teaching excellence (Roosevelt Academy). From the interviews the panel learned that the lecturers meet each other frequently to discuss the programme and the teaching methods, as well as the specific characteristics of WHC (didactics).

According to the lecturers they have plenty of opportunities to develop themselves. Students are very positive about the lecturers. In interviews students mention that lecturers are experts in their discipline, provide relevant feedback and are inspiring and motivating. The Nationale Studentenenquete (NSE) also shows that students are positive about the lecturers. Especially the accessibility of lecturers outside contact hours and the quality of feedback is highly appreciated by students.

Considerations and conclusion

The panel concludes that staff of WHC is well trained, content wise and didactically. The lecturers inspire and motivate students as the panel has learned from interviews and classroom visits. Several lecturers were additionally trained in excellent learning. Furthermore lecturers mentioned the meetings that are organised to discuss educational issues and the opportunities for developing themselves. The panel judges this standard as **satisfactory**.

Standard F: Number of staff

There is sufficient staff available to provide small-scale and intensive education and to ensure and develop individual contact between teachers and students.

Findings

In order to provide a small-scale and intensive educational setting, students have a steady number of contact hours of 20 hours per week. The maximum number of students during contact hours is 21. Next to the contact hours, students work together in small projects and group assignments under supervision of a lecturer. The programme also makes use of guest lecturers in various courses.

The total lecturer-student ratio is 1:14. From the interviews it became clear that students and alumni appreciate the fact that lecturers can easily be approached with questions and problems. Lecturers always respond quickly. The accessibility of lecturers outside contact hours scores 89 out of 100 in Nationale studentenenquete (NSE).

Although the lecturers are highly motivated, they are also constantly accessible for students. Therefore the panel would like to recommend the management to pay close attention to the workload of the lecturers. From the interview with the management the panel learned that it has a clear overview of commitment and hours of lecturers that are needed. The management acts accordingly.

Considerations and conclusion

The panel concludes that enough lecturers work at WHC to be able to provide for this kind of small-scale and intensive form of education. The management has a clear overview of the hours needed for lecturers and acts accordingly. WHC also employs guest lecturers. The lecturer-student ratio is in line with the character of the courses. Students appreciate the fact that lecturers are open to questions from students. The panel judges this standard as **satisfactory**.

Standard G: Available facilities

The programme has its own infrastructure with facilities for small-scale and intensive education and common extra curricular social activities.

Findings

WHC has its own facilities within the D-building on the Windesheim campus. WHC has four classrooms, a common room, an International Project Management Bureau, the dean's office and two lecturers' rooms. The computer facilities are located at the entrance to the College.

A number of panel members has inspected the facilities and confirms that they are adequate for the education offered.

There are enough classrooms and meeting rooms available for students and lecturers as well as enough digital facilities. These facilities also make it possible for students and lecturers to keep in touch when they are outside WHC.

Students have complained about the availability of English literature at the media centre of Windesheim. The panel discussed this with the chair of the Executive Board and with effect of April 2014 all students have access to academic journals through Sciencedirect, Springerlink and Wiley Journals. The panel is positive about this development.

During the first year, it is mandatory for students to stay at the student's residence. This residence is located at a five-minute bike distance from the College and is situated in a former home for elderly. In the interview with the panel the students mentioned that the student's accommodation needs improvement. The management told the panel these comments from students have already led to actions: in 2014 new student's accommodation will be completed.

Considerations and conclusion

The panel concludes that all facilities that are needed to execute the courses are available. WHC has its own department on the Windesheim campus. There is enough accommodation for students and lecturers available. Through the digital facilities students can work and be supervised independently of time and place. The learning community is clearly formed during the first year of study due to the fact that all students live at the student residence. The students' complaint about the student residence has been dealt with by the management. New accommodation will be completed in the coming year. The panel judges this standard as **satisfactory**.

Standard H: Level achieved

The content and the level of the final projects are in line with the level and the broadening of interests as set down in the intended learning outcomes.

Graduates are admitted to prestigious postgraduate programmes and/or jobs.

The success rates are substantially higher than those of other relevant programmes.

Findings

The panel is positive about the graduation products (internship 2 and the capstone). The products clearly represent the hbo-bachelor level. Students address interesting aspects and problems in the professional field in the internships. They refer to aspects in a global perspective with a strong focus on intercultural diversity and sustainability (people, planet, profit). For example: social health problems among family members of heavy alcohol using persons in Nalaikh (Mongolia), or communicating development cooperation with middle-income countries to different audiences. The panel clearly recognizes the critical and reflective attitude of students in the capstone products of students.

An overview of the first five graduates shows that four graduates are doing a master at a research university. For example a Master in Global Health at Maastricht University, a Master in Applied Communication Science at Wageningen UR or a Master in Political Communication at Cardiff University. The students that study at a Dutch research university were admitted without a premaster. The panel is impressed with the graduates and their follow-up after their studies at WHC. One of the graduates is currently working as an account manager in Frankfurt. In the interview graduates mention that they feel well prepared for the professional field and the study programmes they are in now.

The number of graduates is still limited. So far the success rates in 8 semesters is 45.5% and in 10 semesters the success rate is 72.7%. This is high in comparison to other degree programmes of Windesheim (around 55% within 10 semesters).

Considerations and conclusion

The panel is positive about the graduation products; they clearly represent the hbo-bachelor level. Furthermore the panel recognizes the broadening of interests in the products. Students pay attention to people, planet and profit. The intended learning outcomes are met by the graduates. Students are admitted to research universities without a premaster. The basis for the success rate is still limited due to the small number of graduates. The rates so far are promising and the panel is confident that this trend will continue. The panel judges this standard as **satisfactory**.

4 Final judgement

Assessments of the standards

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

Standard	Assessment
1 <i>Intended learning outcomes</i>	Excellent
2 <i>Teaching-learning environment</i>	Good
3 <i>Assessment and achieved learning outcomes</i>	Good
Distinctive quality feature small-scale and intensive education	
<i>Standard A: Intended learning outcomes</i>	Satisfactory
<i>Standard B: Relationship between the goals and the content of the programme</i>	Satisfactory
<i>Standard C: Structure and didactic concept</i>	Satisfactory
<i>Standard D: Intake</i>	Satisfactory
<i>Standard E: Quality of Staff</i>	Satisfactory
<i>Standard F: Number of staff</i>	Satisfactory
<i>Standard G: Available facilities</i>	Satisfactory
<i>Standard H: Level achieved</i>	Satisfactory

Limited assessment

Considerations and conclusion

The panel judged the Intended learning outcomes as *excellent*. The teaching-learning environment and the Assessment and achieved learning outcomes are judged as *good*. Consistent with the regulations of the NVAO the audit panel assesses the quality of the hbo-bachelor study programme WHC of Christelijke Hogeschool Windesheim as **good**.

Distinctive quality feature small-scale and intensive education

Considerations and conclusion

The panel judged all standards of the NVAO-framework as satisfactory (scale satisfactory/unsatisfactory). Given the considerations and the conclusion per standard, the panel advises NVAO to take a **positive** decision regarding the distinctive quality feature small-scale and intensive education to WHC of Christelijke Hogeschool Windesheim.

5 Recommendations

1. The panel recommends WHC to follow up on their improvements on giving more attention to accounting and finance skills in the programme.
2. The panel recommends that WHC gives more attention to the focus in the research questions (internship 1). The subjects of the projects are relevant, but the research questions could be more focussed. The focus of the research question in Internship 2 will also improve if WHC will give extra attention at this point during internship 1. The panel also recommends a methodology course for the lecturers. This will help them to guide /supervise theses in a more effective manner (alignment of research objectives and research questions).
3. The information for prospective students could be improved and aligned better with the content of the programme.
4. The panel recommends a consistent execution of the process of grading and written feedback by examiners: only refer to the rubrics or always use written feedback.

6 Annexes

Annex 1: Final qualifications of the study programme

1. understands, analyses and handles organizational issues and problems in order to work in and advise on temporal and complex organizations and their environment (*);
2. has the knowledge and skills to improvise, communicate, plan and prioritize in decision-making processes in order to function and act decisively in ambiguous and cross-cultural environments (*);
3. connects perspectives and actors, and communicates between perspectives and actors, in order to manage and lead projects carried out by diverse and multi-disciplinary teams;
4. approaches professional organizational issues and dilemmas from a global perspective by translating these issues in terms of demands from people, planet and prosperity and consequences for the future in order to deal with professional and ethical dilemmas (*);
5. applies knowledge and skills founded in applied and evidence-based research in (re)development and (re)design of professional services and products in order to improve processes and products and contribute to professional practices and theories in a specified professional field (*);
6. applies professional methods and practices in his/her professional conduct in order to develop and produce client-oriented quality products and services;
7. has developed a professional and labour identity in order to be an independent career navigator.

Annex 2: Survey study programme

Year	Fall				Spring				
	Courses	EC	Project	EC	Courses	EC	Projects	EC	
1	Organization & Management 1	5	Orientation on the Profession	5	Organization & Management 2	5	Interdisciplinary Project Visual Problem Appraisal	5	
	Academic Learning Lab	5			Project Management 1	5			
	Introduction to Social & Behavioural Change	5			Introduction to International Communication & Media Development	5			
	Introduction to Sustainable Development	5			Introduction to Global Public Health	5			
	Applied Research 1	5			Statistics	5			
	Career Counseling								
Total		25		5		25		5	
2	Project Economics	5	Sustainable Leadership	5	Managing Diversity	5	International Sustainable Business Management	5	
	CM Media Production & Consumption or PH Disease Prevention & Health Promotion	5			CM Public Relations or PH Politics & Health Decision Making	5			
	CM Online Media or PH Public Health Systems & Practices	5			CM Public Opinion Research or PH Epidemiology	5			
	Good Governance	5			Entertainment Education	5			
	Applied Research 2	5			Project Management 2	5			
	Career Counseling								
Total		25		5		25		5	
3	Internship 1			30	Electives			30	
	Career Counseling								
Total				30				30	
4	Electives			30	Internship 2		25	Capstone	5
	Career Counseling								
Total				30		25		5	

Annex 3: Expertise members auditpanel and secretary

Additional information concerning panel members and secretary:

Mr drs. D.W. Righters MBA

Mr Righters has gained extensive knowledge of and experience with business, economical and management issues through various functions and different work situations. As a part time lecturer at an economic university for higher education he has an outstanding ability in this field and affinity with the domain. Furthermore, as 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 a 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 en manpower planning)

Mr. drs. P.J. van Eijl

Mr Van Eijl is primarily deployed due to his professional expertise in the domain of talent and excellence in higher education. He has up to date knowledge regarding international developments in this field. Mr Van Eijl is honorary researcher at Utrecht University (Interfaculty Institute of Education and Study Skills / IVLOS from 2008 - 2011, from 2011 to now Centre for Teaching and Learning in the Faculty of Social Sciences). He is involved in research in the field of talent development in higher education, for example: research on honours programmes at the bachelor and master of science and higher education. He is also an independent senior advisor in consultancy and Talent Education in Utrecht. He is involved in educational research (talent) from the University of Utrecht (2008 - now) and in 2010 and 2011 he was involved in the audit of the Siriusprogramme. Mr Van Eijl has received our manual for panel members and has been briefed individually on the audit process, accreditation in higher education and NQA's method of working.

Education:

1973 - 2012	Various trainings, workshops and seminars in the field of higher education
1964 - 1972	Bachelors Degree in Physics (1969), candidate exam chemistry (1969), Masters degree in chemistry with side towards Education (1972).

Work Experience:

2008 - present	Honorary Researcher Utrecht University (Interfaculty Institute of Education and Study Skills from 2008 to 2011, from 2011 until now Centre for Teaching and Learning in the Faculty of Social Sciences). Engaged in research in the field of talent.
2008 - present	Independent Senior Advisor Education consultancy Talent Utrecht. Involved in educational research at the University of Utrecht (2008 - now) in 2010 and 2011 involved in the audit of the auditcommittee of the Sirius program (The Hague). Furthermore, giving seminars and lectures at various colleges and universities and giving lectures and teaching workshops at conferences.
1973 - 2008	Educational consultant and researcher Utrecht University.
1976 - 1978	Educational consultant Higher Hotel The Hague.
1973 - 1977	Independent Educational Consultant in the field of corporate.

Publications (more on request):

2013

Coppoolse, R., Eijl, P.J. van & Pilot, A. (2013). Hoogvliegers, ontwikkeling naar professionele excellentie. Rotterdam: Rotterdam University Press. 240 blz.

Eijl, P.J. van & Pilot, A. (2013). Quality Assurance in honors programs: Challenge for us all? Presentatie Honorsconference, Rotterdam.

Ginkel, S. van, Eijl, P.J. van, Pilot, A. & Zubizarreta, J. (2013). *Fostering Honors Communities among Commuter Students*. Uitgave Hanzehogeschool Groningen (in press).

2012

Ginkel, S. van, Eijl, P.J. van, Pilot, A. & Zubizarreta, J., (2012). Building a vibrant Honors community among commuter students. *Journal of the National Collegiate Honors Council* 13, 2, 197-218.

Eijl, P.J. van, Pilot, A., Coppoolse, R., Spil, S., Ginkel, S. van, Wachsmann, U. & Zubizarreta, J.

(2012). Discovering hidden talents. Book of the NCHC conference November 14 – 18, 2012, Boston, USA.

Ginkel, S. van, Eijl, P. van, Pilot, A. & Zubizarreta, J. (2012). Honourscommunities: a stimulus for excellence? Conferentieboek CEEHEB Conference 2012: Evoking Excellence in Higher Education and Beyond

Mr drs. R.J.A. Schoen

Mr Schoen has primarily been deployed because of his domain-, international-, teaching- and audit expertise. Through his international education and work experience Mr Schoen has international expertise. Mr Schoen has extensive field expertise due to his experience (more than 20 years) as a specialist in the field of international communication, media, (government) information and participation, communication development, communication planning and media planning. He also has teaching expertise due to his experience as a guest lecturer International communication at The Hague University. Through his participation in various visitation panels Mr Schoen also has audit expertise. Mr Schoen received our manual for panel members and has individually been briefed on the audit visit process, accreditation in higher education and NQA's working method.

Education:

1984 - 1987	University of Amsterdam, MA Communication Studies
1981 - 1984	R.U. Leiden, bachelor's degree non-Western sociology

Work Experience:

1991 - present	Founder / CEO SPAN Consultants (www.span.nl), medium-sized international consulting firm focused on projects in the field of communication, governance and education in more than 50 countries, including Indonesia, Vietnam, Thailand, Philippines and China
1987 - 1991	CMC Communications Management Consultants, a consulting firm in the field of communication management for clients from national, provincial and local government and business
1978 - 1985	Part time script writer and production manager Van Gelder Filmproductions
1976 - 1979	Assistant Environmental Research Bureau Waardenburg

Others:

- Member of the Commission Education and Communication IUCN World Conservation Union
- Member of the World Commission Protected Areas IUCN / World Conservation Union
- Logeion, Association for Communication; member commission abroad
- Working area committee member International Communication Management; Hague University

De heer drs. P.H.E.J. Gremmen

Mr Gremmen has primarily been deployed because of his expertise in the field of (project) management, and because of his knowledge of international developments in this field. Mr Gremmen is a board member of IPMA-Netherlands. International Project Management Association (IPMA) is a Switzerland-based international organization for the promotion of project management. Mr Gremmen is responsible for certification in the Netherlands as assessor for IPMA certification at Cito since 2011. He plays an active role in the international development of the IPMA Competence model. Mr Gremmen is a trainer projectmanagement at Twynstra Gudde and supervisor of several professional courses. He is also a member of the steering committee for the organization of the World Project 2014. Mr Gremmen is consultant at The Hague University.

Mr Gremmen received our manual for panel members and has individually been briefed on the audit visit process, accreditation in higher education and NQA's method of working.

Education:

1998	Course professional project leadership
1995	Postgraduate Training Information Management
1986 – 1990	AMBI II
1977 – 1984	Psychology of Work and Organisation
1970 – 1977	Atheneum B

Work Experience:

2011 – present	Project and Programme Manager - The Hague University
1999 – 2011	Project Manager / Programme Manager / Interim Manager-Twynstra Gudde
1992 – 1998	Project Manager / Project Manager - Dutch Railways
1986 – 1992	Programmer, later on informatica-adviseur/projectleider - Social Insurance
1984 – 1985	Consultant - Scouting Gelderland

Other:

- Board member of IPMA-Netherlands
- Trainer project vanuit Twynstra Gudde
- Member of the steering committee organization World Project 2014
- Project Hague University

Mr prof. dr. B.M. Mosselmans

Mr Mosselmans has primarily been deployed because of its expertise in the distinctive quality feature regarding Small-scale and intensive education. Mr Mosselmans is Professor of Economics and Philosophy and dean at Vesalius College in Brussels. He is also a member of the Board of Directors at Free University of Brussels and the Brussels Scholengroep (primary and secondary). He has participated in several audit panels regarding the distinctive quality feature Small-scale and intensive education via NVAO. Mr Mosselmans received our manual for panel members and has individually been briefed on the audit visit process, accreditation in higher education and NQA's method of working.

Education:

1999	PhD in Applied Economics: Business Engineer
1990 - 1994	Master in Philosophy - University of Brussels
1987 - 1992	Sales Engineer - Vrije Universiteit Brussel

Work Experience :

2007 - present	Professor of Economics and Philosophy and dean - Vesalius College Brussels
2004 - 2011	Associate Professor/Professor - Roosevelt Academy - Middelburg
2001 - 2004	Postdoctoral fellow - University of Antwerp
2002 - 2004	Assistant Professor of Economics - University of Utrecht
2001 - 2003	Assistant Professor of Economics - University of Bristol
1999 - 2001	Lecturer Economics - University College Ghent
1993 - 1999	Assistant economy - Vrije Universiteit Brussel

Other :

- Board Member - Free University of Brussels
- Board Member - Scholengroep Brussels (primary and secondary)
- 2001 Joseph Dorfman Best Dissertation Award - History of Economics Society (USA)
- 2000 - 2001 History of Economic Analysis Award - European Society for the History of Economic Thought

Publications :

- William L. Chew & Bert Mosselmans (eds.) Vesalius College, 25 Years of Academic Excellence in Teaching and Research, Brussels: VUBPRESS, 2012.

Mr J.D.H. Wilkinson

Mr Wilkinson has been deployed as a student member. He is fulltime student of the Bachelor Business Administration in Hospitality Management at Hotelschool Den Haag. There he is involved in introduction days, selection days, external presentations, marketing and communications. With regard to age and preparatory training Mr Wilkinson represents the primary target group of the study programme. He has student-related expertise regarding the study, the teaching approach, the facilities and the quality assurance of training in the field. Mr Wilkinson has received our manual for panel members and has been briefed individually on the audit visit process, accreditation in higher education and NQA's method of working.

Education:

- | | |
|----------------|--|
| 2010 - present | Business Administration in Hospitality Management - Hotelschool Den Haag |
| 2010 | Havo - Bonaventura College |

Work Experience :

- | | |
|----------------|--|
| 2012 - present | Student Ambassador - Hotelschool Den Haag |
| 2012 - present | Receptionist - Hotel Corona, De Haag - Buitenhof |
| 2011 - 2012 | Internship - Claridge's, London - Mayfair |
| 2011 | Waiter - R & M exclusive hospitality services |
| 2010 | Waiter - Restaurant The Harbour Club |

Other :

Mystery guest at some audits - AQ Services

Mrs ing. I.J.M. de Jong

Mrs De Jong is deployed as NQA-auditor. Since 2005 she is auditor and consultant at NQA. She has audit experience 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. She also arranged an audit system for a schooling fund. Furthermore, she is co-responsible for the deployment of audit panels. Since January 2010 account management is one of 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 a certified secretary.

Education:

2012 – 2013

Post graduate in Business Administration (abbreviated) - Avans+

2000 – 2004

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

Work experience:

2005 – present

Auditor/Advisor - Netherlands Quality Agency

2004 – 2005

File analyst, debtor department - Essent

Administrative employee, quotation department - Sogeti Nederland B.V.

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

Vorbereidingsmiddag 24 maart 2014

<i>Tijdstip</i>	<i>Thema</i>	<i>Deelnemers</i>
12.30-13.30	Ontvangst, lunch en voorbereiding In werkkamer van panel die is ingericht met materiaal van WHC, toelichting door Josephine (max 10 minuten) Panel heeft werklunch in de werkruimte. D0.12	Dr. Josephine L.C.M. Woltman Elpers Dean Windesheim Honours College Dean Windesheim Honours & Excellence Center (Windesheim Honours College, Honours Programs, Top Programs, Honours Tracks)
13.30-14.00	Presentatie door opleiding waarin zij zich positioneert ten aanzien van afgelegd traject: gemaakte keuzes, stand van zaken en openstaande wensen & voornemens. Werkkamer van panel is ingericht met materiaal van de opleiding. D0.12	Dr. Josephine L.C.M. Woltman Elpers Lineke Stobbe
14.00-18.00	Vorbereiding en materiaalbestudering Drie panelleden wonen lessen bij; 2 panelleden en secretaris beschikbaar voor spreekuur 14.30-15.15: lesbezoek en rondleiding, inclusief tentoonstelling 14.30-15.00: spreekuur in D0.12 ¹ Allard in D0.10: CM8 year 2 Deanne in D0.37: EPI year 2 Sean in X0.07 Win Cubator year 3 Jessica in D0.76 PM 1 year 1	Lineke Stobbe/info documenten Gastheer/vrouw lesbezoek. Rondleiding: Maria Garcia Alvarez en Elaine Leigh (X gebouw) Tentoonstelling: studenten

Gespreksdag 25 maart 2014

<i>Tijdstip</i>	<i>Thema</i>	<i>Deelnemers</i>
08.30–09.00	Inhoud, programma & toetsing (Skypegesprek) D0.12	Alumni: Angela Gonzalez Pedrero, Elise Eichler, Laura Jane van Dijk, Vera Molenaar, Renée Bouhuijs

¹ Er hebben zich geen bezoekers in het spreekuur gemeld

09.15-10.00	<p>Jaar 1 en 2: inhoud, programma en toetsing, leeromgeving, recruitering</p> <p>Bijzonder kenmerk</p> <p>Bijeenkomst start met korte presentatie van student (+/- 5 minuten). D0.12</p>	<p>Docenten: Lineke Stobbe, Maria Garcia Alvarez, Deanne Boisvert, Fam Habets</p> <p>Studenten: Joseph Dubay (1ste jaars, Amerikaans, colloquium doctum), Frederik Stapke (1ste jaars, Duits, VWO equivalent), Ann-Kristin Welsing (2de jaars, Public Health, Duits, VWO equivalent), Jasmin Böttcher (2de jaars, Communication and Media, Duits, VWO equivalent)</p>
10.15-11.00	<p>Jaar 3 en 4: inhoud, programma en toetsing, leeromgeving</p> <p>Bijzonder kenmerk</p> <p>Bijeenkomst start met korte presentatie van student (+/- 5 minuten). D0.12</p>	<p>Docenten: Liesbeth Rijdsdijk, Aryanti Radyo-Wijati, Sander Leusenkamp</p> <p>Studenten: Henk Lok (3de jaars Communication and Media, Nederlands, HAVO), Niko Lange (3de jaars Communication and Media, Duits, VWO equivalent), Julius Seinen (3de jaars Communication and Media, Nederlands, HAVO), Annemarie Voorsluys (4de jaars Public Health, Nederlands, HAVO)</p>
11.15-12.30	<p>Inhoud, toetsing & afstuderen</p> <p>Bijzonder kenmerk D0.12</p>	<p>Liesbeth Rijdsdijk, Lineke Stobbe, Dr. Sjiera de Vries (Lector Sociale Innovatie en Verscheidenheid) Hems Zwier</p>
12.30-13.30	Overleg + lunch D0.11	Panel
13.30-14.00	Inhoud & aan inhoud gerelateerde processen: aansturing D0.12	Dr. Josephine L.C.M. Woltman Elpers

		Prof. Dr. Albert W.C.A. Cornelissen Voorzitter College van Bestuur Hogeschool Windesheim
14.15-15.00	Inhoud & aan inhoud gerelateerde processen: borging D0.12	Allard Welmers, Aryanti Radyo Wijati (examencie) Digna Hoogenboom (toetscie) Clenton Mitali, Sander Leusenkamp (OC) Tineke Kingma, Josephine Woltman Elpers (curriculumcie) Jan Nabers (werkveldadviescie)
15.15-15.45	Eventuele extra gesprekken D0.12	
15.45-16.45	Beoordelingsoverleg panel D0.12	Panel
16.45-17.15	Laatste gesprek opleidingsmanagement en terugkoppeling bevindingen D0.12	Dr. Josephine L.C.M. Woltman Elpers, Prof. Dr. Albert W.C.A. Cornelissen en Lineke Stobbe

Annex 5: Documents examined

Appendices Critical Reflection

I	Comparison honours characteristics and distinctive feature
II	The competence matrix
III	The intended learning outcomes
IV	BBA Standard and WHC degree programme
V	Overview extra-curricular activities 2009-2014
VI	Overview elective courses
VII	Overview ICB competences in WHC curriculum
VIII	Curriculum overview and course outlines
IX	Literature list 2013-2014
X	Complexity versus Independence of professional performance and WHC curriculum
XI	Professional Mentoring Excellence Programme
XII	Career Development at WHC and alignment with Windesheim
XIII	Profiles of WHC lecturers
XIV	Publications of WHC lecturers
XV	Professionalization of WHC lecturers
XVI	Assessment Policy WHC, includes the WHC quality cards
XVII	Group assessment
XVIII	The assessment system

Workplace scan WHC Internship 1 or 2.

Graduation at WHC. Policies, procedures and assessment, 2013.

WHC Bachelor-level document, 2013.

Annual Report Examination Board WHC 2012-2013.

Exhibition student products

Documents improved curriculum

- Communication
- Competences
- Course Development Instructions
- Draft Course Descriptions year 1
- Draft Course Descriptions year 2
- International Project Management Bureau
- Learning Line Descriptions
- Project Charters
- Project Management Fields year 3 and 4
- Summary new curriculum
- Work field input meetings

Standaard documenten visitatie ter onderbouwing, per standaard	
	<i>Hieronder volgt een opsomming van mogelijke documenten, naamgeving van het document is niet gecontroleerd. De verplichte documenten zijn als zodanig aangegeven.</i>
Introduction A	
Introduction B	
	<i>Documenten ter onderbouwing, afhankelijk van het verhaal over:</i>
	<i>missie, visie en ambitie, profilering en positionering en afgelopen visitatietraject.</i>
3	Reiken naar de top. Prestatieafspraken tussen staatssecretaris van Onderwijs, Cultuur en Wetenschap en Windesheim (4 mei 2012)
5	Kadernota Windesheim
9	Activiteitenplan Domein/School - opleiding
10	Voortgangsrapportage (4, - 8 of 12 maandsrapp.)
13	Kwaliteitshandboek 'Onderwijskwaliteit, domein BMR, dec. 2012
Chapter 1 - Standard 1	
	Documenten opnemen als voetnoot in de Kritische Reflectie
	<i>Documenten met betrekking tot internationale kwalificatieraamwerken of domeinspecifieke referentiekaders, voor zover die zijn gebruikt.</i>
15	Landelijk Beroeps- en Opleidingsprofiel (waarin de eindkwalificaties vermeld staan)
18	Agenda's, verslagen Landelijk Overleg, IPMA
19	Agenda's, verslagen, reglement, samenstelling werkveldadviescommissie
21	Windesheim Beleidsplan Internationalisation
Chapter 2 - Standard 2	
	Documenten opnemen als voetnoot in de Kritische Reflectie
	<i>Opleidingsspecifiek onderwijsbeleidsplan en toetsbeleidsplan</i>
	<i>Opleidingsspecifiek onderzoeksbeleidsplan (indien relevant)</i>
	<i>Verslagen van overleg van relevante commissies en/of organen</i>
30	Blauwdruk / opleidingsplan (o.i.d.)/handleiding staff
36	Evaluatiedocumenten Onderwijs - (volledige PDCA)
37	Alumni documenten
42	Opleidingsspecifiek onderwijsbeleidsplan / Activiteitenplan
48	Een representatieve selectie (spreiding in vakgebieden) moduleboeken en handleidingen / studiewijzers. Course manuals: aparte map
	Eventueel aanvullende documenten ter inzage (niet genoemd in de Kritische Reflectie)
	<i>Aanvullende documenten die de moeite waard zijn om te tonen en niet eerder genoemd zijn als verplicht document of als voetnoot in de Kritische Reflectie.</i>
	<i>I.v.m. de ITK kan je terughoudend zijn in het gebruik van deze documenten en alleen beperken tot documenten die van toepassing zijn op de opleiding.</i>
68	Resultaten Nationale Studentenenquete 2011, 2012 en 2013
Chapter 3 - Standard 3	
	Verplichte documenten genoemd aan het einde van de standaard
	<i>Documenten waaruit blijkt op welke wijze de kwaliteit van toetsen en beoordelen worden geborgd en dat de toetsen en beoordeling valide en betrouwbaar zijn:</i>
	Documenten opnemen als voetnoot in de Kritische Reflectie
83	Basisreglement Opleidingscommissie (College van Bestuur Windesheim)
	Aanvullende documenten ter inzage
	<i>Een representatieve selectie (spreiding in vakgebieden en in beoordeling) van:</i>
	<i>Verslagen van overleg van relevante commissies en/of organen inclusief samenstelling ervan:</i>
95	Agenda's, verslagen, reglement Examencommissie
97	Agenda's, verslagen Opleidingsteam
98	Agenda's en verslagen Toetscommissie
99	Jaarverslag Domeinraad Economie, Management, Media
100	Agenda's, verslagen, reglement Opleidingscommissie

Annex 6: Summary theses

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

Selected by WHC:

S1031644

S1031647

S1031748

S1031900

Selected by the panel (all graduates since the start of WHC):

S1031650

S1031649

S1031643

S1035465

Annex 7: Declaration of Comprehensiveness and Accuracy

Netherlands Quality Agency



Betreffende de visitatie van de opleiding:

Windesheim Honours College

Instelling: Christelijke Hogeschool Windesheim

Visitatie datum: 24 en 25 maart 2014

Ondergetekende: *Dr. J.L.C.M. Wolthman Elpers*

vertegenwoordigend het management van de genoemde opleiding,

in de functie van: *Dean Windesheim Honours College*

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 'J. Wolthman Elpers', written over a horizontal line.

Datum: *4-3-2014*