



## **ASSESSMENT REPORT**

Limited programme assessment

**Bachelor International Business**  
Full-time

**Saxion Hogeschool**

**De kracht van  
kennis.**



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Limited programme assessment

**Bachelor International Business**  
Full-time

**Saxion Hogeschool**  
(International Business School)

Croho registration: 30029

Hobéon Certificering  
**11 December 2019**

**Audit Committee:**

Mr. D.J.N.M. (Nies) Rijnders MSc (chair)  
Mrs. drs. J. (Jurriënne) Ossewold (panel member)  
Mr. drs. L.R. (Leo) Klienbannink MBA (panel member)  
Mrs. M.A. (Alexandra) Codreanu (student member)

**Coordinators and secretary:**

Mr. G.W. (Ger) Broers MA (process coordinator)  
Mrs. J. (José) Koot BA (panel composer)  
Mrs. B.E. (Barbara) Roemers MA (secretary)



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## 1. GENERAL AND QUANTITATIVE DATA

Name Institution	Saxion Hogeschool
Status	Funded
Outcomes of Institutional Quality Assessment	Positive (12 April 2018, valid until 27 June 2024)
Name of programme in Central Register of Higher Professional Education (CROHO)	International Business
ISAT code CROHO	30029
Domain/sector CROHO	Economics
Orientation	Higher Vocational Education (In Dutch: <i>hoger beroepsonderwijs</i> )
Level of the programme	Bachelor
Title, grade	Bachelor of Business Administration (BBA)
Number of credits	240
Specialisations	n/a
Locations	<ul style="list-style-type: none"> <li>▪ Enschede (M.H. Tromplaan 28)</li> <li>▪ Deventer (Handelskade 75)</li> </ul>
Variant	Full-time
Joint programme	n/a
Language	English
Date site visit	7 November 2019



## 2. SUMMARY

The programme of International Business (IB from now on) aims to deliver graduates in international business who are young business professionals, trained to be as dynamic as the global business environment around them. They are multilingual, interculturally competent and globally oriented. They have acquired a solid generalist understanding of business in the 21st century which has been experienced in practical business contexts, both in the Netherlands and abroad, making them adaptable, flexible and solution oriented.

Graduates are able to evaluate and apply information in order to solve business problems. This fosters skills which are sustainable across multiple environments and contexts. The IB graduate is prepared for jobs in the future which may not yet have been defined today. Their careers typically begin with entry-level positions requiring broad business knowledge, soft skills and a hands-on attitude. An open and flexible attitude plus key skills make them well positioned for strong professional development and lifelong learning. The knowledge acquired and the attitude developed mean that any organisation can benefit from their contribution through innovative thinking, creative problem solving and quickly grasping the core issues of the business.

This profile was translated into the IB National Framework, composed in 2017. Four former programmes (i.e. International Business and Languages, International Business and Management Studies, Trade Management for Asia and an older "version" of International Business) merged into a new IB programme in accordance with the general tendency towards fewer but simultaneously broader programmes.

The National Platform IB (*Landelijk Opleidingsoverleg*) in which all universities of applied sciences offering an IB programme are represented, provided a transition matrix which demonstrates how previous competencies of these four former programmes match the new intended learning outcomes in the national framework.

For Saxion's International Business School with locations in Enschede and Deventer, this meant a transition from IBMS and IBL to IB. The IB programme started in 2018. The first IB graduates are expected in 2022.

### **Standard 1. Intended Learning Outcomes**

The panel found the national framework to be the outcome of a careful and well organised research process. The national framework describes intended learning outcomes ("programme learning outcomes") for a new generation of IB professionals who will be flexible, well equipped to do business research, internationally and interculturally aware and oriented and well prepared for many more changes in business and society to come. The link with the HEO Standard and the Dublin descriptors is transparent as is the choice for KSAVE and AuCom.

Connection with the professional field could be intensified by strengthening the relation with the Professional Field Committee. The programme should benefit more from this relationship. The same applies to the relation with future IB alumni.

Nevertheless, the panel was enthusiastic about the distinctive IB(S) identity and by the way IB Saxion tailored the national framework to its own identity by linking it to their four core values, their vision on internationalisation connected to Twente, their vision on research skills linked to contemporary societal needs and their focus on "living technology". This makes Saxion's IB profile unique and also sympathetic as one of the panel members stated.

*The programme meets standard 1.*

## **Standard 2. Teaching-learning environment**

According to the panel the national PLOs including the distinctive elements of Saxion's IB have been adequately translated into the new programme via well thought-through PLO charts for each domain. In the process the organisational structure as well as the educational concept have been changed. A lot of work has been done and the panel was sincerely impressed by the movement and the achievements.

The new organisational structure of vertical squads and horizontal chapters and one manager running the business next to another changing the business is promising. Teachers stated that the advantage of the new system is threefold: more attention for the individual student, better monitoring of the coherence of the programme and "scheduled time" for discussions.

A significant improvement compared to the programmes of IBL and IBMS, illustrated by the considerably dropped dropout rate. The panel encourages the programme to keep up the good work and continue investing in professionalising the team.

The programme practices what it preaches regarding the four C's (Conscious, Curious, Convincing and Connecting). Students (and teachers and management alike) are constantly asked to reflect on the four C's. The C of consciousness gets the most attention and the Conscious Business Lab is a stimulating instrument. The panel encourages the programme to continue developing it and make it more visible as a source of knowledge and inspiration. The panel is also very enthusiastic about the concept of focusing on individual development and personal identity. This is not very common in the field of business education and therefore a bold step.

The curriculum is shaped around business cases: every lesson, every research assignment is linked to a business case which ensures a practical and work field-oriented curriculum including the necessary level of flexibility and adaptability to keep up with the fast pace of societal changes.

The relationship with the professional field has been intensified, but this is also still work in progress. The programme management is aware of this and the panel encourages the programme to continue to intensify the bond with the work field.

There have been issues regarding acquiring enough relevant business cases for students.

The programme addressed this problem adequately by appointing a dedicated account manager. The panel advises the programme to be transparent to companies about the exact criteria these business cases have to meet (see also Standard 3) because they were unclear to some of the work field representatives. The recently appointed account manager can probably play a role in this. This then will leave more room for the lector to focus on true research projects.

Programme-specific facilities, such as the Conscious Business Lab, the Business Relations Office and the International Academic Affairs will become increasingly important and therefore more visible in the coming years, thereby strengthening the translation of the profile to the curriculum in practice.

*The programme meets standard 2.*

## **Standard 3. Student assessment**

The various assessment types used within the programme reflect a clear connection to the PLOs. Nonetheless, the panel believes that (further) decreasing the number of written exams would be more appropriate. When group testing is used, for example in the business cases, an individual component is added which makes the assessment results reliable.

Grading forms are used consequently and demonstrate substantiated judgment. In the past there have been issues with drafting, using and archiving test matrices, but the Examination Board puts a lot of energy in making teachers aware of the added value of the test matrices. The CEB takes its task seriously and functions well, especially when it comes to safeguarding the end level of the programme.

Much attention is paid to providing feedback during the lessons and business cases to prepare students well for the summative assessments. This is in line with the educational concept.

The programme monitors all sorts of key performance indicators on a "KPI dashboard wall" and the panel was deeply impressed to see the programme could come up with numbers and percentages on almost every measurable indicator. Professionalisation of the staff is also monitored via KPIs. The percentage of BKE-certified teachers increased from 18 to 55 percent in a couple of years. The panel encourages the programme to continue monitoring this development and continue training staff members in BKO and BKE and also SKE.

Regarding holistic and integrative assessing, the panel advises the programme to collect information and best practices outside IBS. The programme can save time by consulting programmes with more experience in this field of assessing.

Summarising, the programme has a valid, reliable and transparent system of assessing in place. Furthermore, the panel expects the programme to continue to nurture and celebrate the valuable KPI dashboard wall.

*The programme meets standard 3.*

#### **Standard 4. Achieved learning outcomes**

The final products reflected bachelor level and demonstrated the intended learning outcomes had been achieved. The theses dealt with subjects relevant for the work field. Criteria were clear and judgment was in line with the criteria. Some comments on the grading forms weren't in-depth enough. Some examiners could have elaborated more and some of them could do with some extra training in English.

The panel advises the programme to intensify the contact with future IB alumni and send out a survey every year. This will generate valuable input for future adjustments of the programme. The same applies to the work field representatives. This relation could also be intensified.

*The programme meets standard 4.*

#### **Recommendations**

The red thread in the advices given is that the programme should attempt to develop a more "outside-in-and-inside-out" attitude. The programme should benefit more from relations with alumni, with the professional field and with universities (of applied sciences) inside and outside the Netherlands. Intensifying these relations will be fruitful for all parties involved.

#### **Overall conclusion**

The programme meets all four standards. The panel advises the NVAO to **extend the accreditation** of the programme.

Upon agreement with the panel members the chair adopted this report on 11 December 2019.



### 3. INTRODUCTION

The International Business School (IBS) started in September 2017. The IBS was founded in order to cluster the international, business-oriented programmes within Saxion. It currently accommodates three programmes: International Business and Languages (IBL), International Business and Management Studies (IBMS) and, as of September 2018, the new programme International Business (IB). The programmes educate students to become young professionals that are characterized as being curious, connecting, convincing, and conscious – tailored to the needs of regional and (inter)national companies operating in an ever-increasing global society.

In 2017 IBS drew up its “True North”, in which the ambitions have been formulated. These include the vision of the profession and professional field, as well as a broader mission. In September 2018, simultaneously with the introduction of the new IB programme, the IBS introduced a new organisational model, based on its “True North”, and the principles of “Continuous Improvement” (Lean Management) designed to enhance the success of the individual student, the relation with the professional field as well as team work. Its management structure is characterised by a distinction between “Running the Business”, and “Changing the Business”, each with its own dedicated manager. Applying the principles of Lean Management, the IBS staff has been assigned to several smaller teams, the so-called ‘squads’, of which four are multidisciplinary teacher teams each focusing on a particular subset of classes within the various stages of the different educational programmes. The philosophy behind this particular configuration is threefold. Firstly, working in smaller, multidisciplinary teams dedicated to a specific group of classes stimulates a collective responsibility. Secondly, the organisational model includes the Business Relations Office (BRO) – a squad dedicated to all matters related to the professional field. Thirdly, the squad structure improves teamwork and stimulates mutual trust and a reflective attitude.

To ensure horizontal alignment, teachers are organised by subjects in chapters across the squads. Chapters are responsible for the content, educational activities, and assessment of their specific subjects. In order to ensure comparability of the IB curriculum across the squads, as well as to safeguard the overall coherence of the curriculum, a curriculum committee has been established.

A first evaluation of the organisational model in 2019 showed that working in squads is generally considered as a major improvement by teachers, management, and students alike, but working in chapters proves to be challenging and leaves room for improvement. Therefore, the squads have received additional training in lean management from a dedicated coach and the chapters and committees received additional support from lean management coaches.

In 2012 a Hobéon panel audited the IBMS programme and in 2015 the IBL programme. Some of the recommendations were specifically related to the content and profile of the IBL and IBMS programmes, and therefore less relevant for IB. Other advices could be considered more “transferable”. These advices included improvement of communication to students, community building, the international classroom, preparation for the work field, the command of English of students and teachers, the practical work field experience and the international orientation. The panel concluded that a lot has been changed since the site visits in 2012 (IBMS) and 2015 (IBL) and that all these issues have been addressed adequately. The panel sensed a strong and inclusive community of teachers and students where speaking Dutch is strictly prohibited. The introduction of the business cases in the new programme is the most prominent change and improvement and will certainly lead to a better preparation for the work field.



## 4. FINDINGS AND JUDGMENTS

### 4.1. Intended learning outcomes

**Standard 1: The intended learning outcomes tie in with the level and orientation of the programme; they are geared to the expectations of the professional field, the discipline, and international requirements.**

Explanation: The intended learning outcomes demonstrably describe the level of the programme (Associate Degree, Bachelor's, or Master's) as defined in the Dutch Qualifications Framework, as well as its orientation (professional or academic). In addition, they tie in with the regional, national or international perspective of the requirements currently set by the professional field and the discipline with regard to the contents of the programme. Insofar as is applicable, the intended learning outcomes are in accordance with relevant legislation and regulations.

#### Findings

The programme of International Business (IB) aims to deliver graduates in international business who are young business professionals, trained to be as dynamic as the global business environment around them. They are multilingual, interculturally competent and globally oriented. They have acquired a solid generalist understanding of business in the 21st century which has been experienced in practical business contexts, both in the Netherlands and abroad, making them adaptable, flexible and solution oriented.

Graduates are able to evaluate and apply information in order to solve business problems. This fosters skills which are sustainable across multiple environments and contexts. The IB graduate is prepared for jobs in the future which may not yet have been defined today. Their careers typically begin with entry-level positions requiring broad business knowledge, soft skills and a hands-on attitude. An open and flexible attitude plus key skills make them well positioned for strong professional development and lifelong learning. The knowledge acquired and the attitude developed mean that any organisation can benefit from their contribution through innovative thinking, creative problem solving and quickly grasping the core issues of the business.

This profile was translated into the IB National Framework, composed in 2017. Four former programmes, International Business and Languages (IBL), International Business and Management Studies (IBMS), Trade Management for Asia (TMA) and an older "version" of International Business (IB) merged into a new IB programme in accordance with the general tendency towards fewer but simultaneously broader programmes. For Saxion in Enschede, this meant a transition from IBMS and IBL to IB.

The new framework for the IB programmes has been developed with input from more than 140 international companies, 11 partner universities, professors from 4 universities of applied sciences and more than 60 lecturers to assure that current international business practices as well as recent insights from research were represented. An important change in the new framework is that the requirements for an IB graduate are more than before geared towards so-called 21st century skills; generic skills that add value in a broad range of jobs.

The national consultative body (*Landelijk Opleidingsoverleg*) in which all universities of applied sciences offering an IB programme are represented, provided a transition matrix which demonstrates how previous competencies of former programmes (i.e. IBL, IBMS, TMA and the former IB programme) match the new intended learning outcomes in the national framework.

The new framework is derived from Binkley's KSAVE structure (Knowledge, Skills, Attitudes, Values and Ethics) and consists of 4 domains. The 4 domains are divided into 14 themes and each theme is outlined in at least one programme learning outcome (PLO):

Themes in domain 1 Ways of thinking	Nr	PLOs
Critical thinking	WT1	Use the process of thoughtful evaluation to deliberately formulate a reasonable conclusion.
Innovation and creativity	WT2	Create innovative ideas in a changing business environment in a systematic fashion.
International Business Awareness	WT3	Analyse patterns in global macroeconomic factors and policies that drive international trade and business development.
International Business Communication	WW4	Communicate (business) messages effectively and persuasively using advanced English to an (un)informed audience.
	WW5	Optional: Use one or two additional languages to facilitate international business.
Themes in domain 2 Ways of working	Nr	PLOs
Collaboration	WW6	Collaborate effectively with different kinds of stakeholders in different cultural, organisational and political landscapes to contribute to achieving agreed goals.
Management of information as digital citizen	WW7	Produce management information from various data sources in an international business environment.
Themes in domain 3 Living in the world	Nr	PLOs
Personal and professional development	LW8	Express reflections on one's personal development with the aim of personal growth.
	LW9	Respond appropriately to an unfamiliar, or unexpectedly changing, business environment.
Ethical and societal responsibility	LW10	Formulate one's own position concerning ethical and social responsibility in a professional environment.
Intercultural proficiency	LW11	Mitigate the pitfalls of cultural differences in business and social contexts
	LW12	Display willingness to work with people from other cultures and to work in countries with different cultural backgrounds.
	LW13	Use appropriate verbal and non-verbal communication in an intercultural setting.
	LW14	Assess the effect of cultural differences on organisational behaviour and strategic choices.
Themes in domain 4 Tools for working and management	Nr	PLOs
Marketing and sales	TW15	Develop a well-founded marketing plan to support the creation of value for international customers.
	TW16	Use appropriate sales techniques in support of durable customer relationships.
	TW17	Incorporate developments of the digital landscape in a marketing strategy.
Finance and accounting	TW18	Evaluate financial performance of the organisation from different stakeholders' perspectives.
	TW19	Recommend financing possibilities in a dynamic international environment.
Operations and supply chain management	TW20	Evaluate operations processes within and between organisations.
	TW21	Manage operations processes within and between organisations.
Organisation and people	TW22	Draft the strategic cycle of part(s) of the organisation (process and content).
	TW23	Assess the impact of change on the organisation.
Business research	TW24	Analyse a complex business problem in an international business setting with use of adequate research design, resulting in an evidence-based, feasible solution.

Domains and themes in the national framework are linked to the HEO Standard and the Dublin descriptors. The framework uses Bulthuis's AuCom model (AuCom stands for Autonomy and Complexity) to distinguish three competence levels determined by a combination of complexity and autonomy.

The national framework (NF) has been validated by Saxion International Business School through dialogue with the professional field in the Professional Field Committee (PFC). Saxion IBS adopted the full national framework and tailored it to its own distinctive identity.

Firstly, by linking it to the four Core Values (4 C's) of Saxion IBS: Conscious, Curious, Convincing and Connecting.

Secondly, by the vision on internationalisation specifically connected to the region (the international context is mainly shaped by businesses from the region that operate internationally).

Thirdly, by the vision on research skills specifically connected to the contemporary societal shift from the importance of primary data to the importance of secondary data (proficiency in exploring and analysing existing data (data mining) rather than in collecting data).

Fourthly, by linking it to Saxion's Strategic Plan 2016 (focus on educating agile professionals capable of connecting (international) societal developments to innovate technologies in accordance with the cornerstone "Living Technology").

## **Considerations**

The panel found the national framework to be the outcome of a careful and well organised research process. The national framework describes intended learning outcomes (called programme learning outcomes) for a new generation of IB professionals who will be flexible, well equipped to do business research, internationally and interculturally aware and oriented and well prepared for many more changes in business and society to come. The link with the HEO Standard and the Dublin descriptors is transparent as is the choice for using KSAVE and AuCom.

According to the panel the members of the Professional Field Committee were very enthusiastic and more than willing to cooperate on different levels (strategic and operational) of the programme. The programme should cherish this and benefit more from it in the future. The same applies to the relation with future IB alumni. The brand-new programme offers a great opportunity to stay in touch with all future graduates. Alumni too can provide valuable information on updating the profile.

Nevertheless, the panel was impressed by the distinctive IB(S) identity and by the way IB Saxion tailored the national framework to its own identity by linking it to their four core values, their vision on internationalisation connected to Twente, their vision on research skills linked to contemporary societal needs and their focus on "living technology". This makes Saxion's IB profile unique and also sympathetic as one of the panel members stated.

## **Judgment**

The panel concludes ***the programme meets standard 1.***

## 4.2. Teaching-learning environment

**Standard 2: The curriculum, the teaching-learning environment and the quality of the teaching staff enable the incoming students to achieve the intended learning outcomes.**

Explanation: The intended learning outcomes have been adequately translated into educational objectives of (components of) the curriculum. The diversity of the students admitted is taken into account in this respect. The teachers have sufficient expertise in terms of both subject matter and teaching methods to teach the curriculum and provide appropriate guidance. The teaching-learning environment encourages students to play an active role in the design of their own learning process (student-centred approach). If the programme is taught in a language other than Dutch, the programme must justify its choice. This also applies if the programme bears a foreign language name. The teaching staff must have a sufficient command of the language in which they are teaching. Services and facilities are not assessed, unless they have been set up specifically for the programme concerned.

### Findings

In designing and facilitating the new IB curriculum the following principles and guidelines were used:

- The National Framework
- A truly new programme (instead of merging IBL and IBMS into IB)
- Living technology (Saxion's Institutional Plan 2016-2020)
- The 4 C's: Conscious, Curious, Convincing and Connecting
- PLO charts for all 4 domains: Marketing & sales, Finance & accounting, Operations & supply chain management and Organisation & people
- PLO charts for professional skills and specialisations
- PLO charts covering all the PLOs of the National Framework
- Internationalisation connected to the region (regional businesses operating internationally)
- Social constructivism (learning through collaboration with others)
- Activate students to link lessons to business cases
- Problem-based education and data mining
- High Impact Learning (HIL) (sense of urgency to start the learning process)
- Task-oriented learning (authentic and complex problem as the centre of education)
- Zone of proximity (teacher's interventions/actions in the student's next phase of development)
- Centrally instead of thematically/modular
- Identity Development Programme (IDP) (stimulating students to explore where they personally find purpose)
- English as instruction language
- Gamification for difficult subjects (financial accounting and management accounting)
- Business cases implemented in the curriculum from day 1
- Study career counselling embedded in the curriculum
- Much attention for feedback and feed forward
- Orientation towards the KSAVE model.
- Orientation towards the AuCom model:
  - Year 1, level 1
  - Year 2, level 2
  - Year 3, level 2 and 3
  - Year 4, level 2 and 3

These principles and guidelines resulted into the following curriculum:

<b>Year 1, level 1</b>			
Semester 1		Semester 2	
Quarter 1	Quarter 2	Quarter 3	Quarter 4
Realistic Business Problem Business case 1 5 EC		Realistic Business Problem Business case 2 3 EC	
Marketing & Sales <i>Marketing fundamentals</i> 3 EC	Operations and Supply Chain Management <i>Supply Chain Processes 1</i> 3 EC	Marketing & Sales <i>Marketing Strategy</i> 3 EC	Operations and Supply Chain Management <i>Supply Chain Processes 2</i> 3 EC
Organisations & people <i>Management and organisation 1</i> 3 EC	Finance and accounting <i>Financial and management accounting 1</i> 3 EC	Finance and accounting <i>Financial and management accounting 2</i> 3 EC	Organisations & people <i>Management and organisation 2</i> 3 EC
Business communication <i>Business comm. 1</i> 3 EC	Business communication <i>Business comm. 2</i> 3 EC	Business communication <i>Business comm. 3a</i> 2 EC	Business communication <i>Business comm. 3b</i> 2 EC
Business research <i>Information skills</i> 3 EC		Business research <i>Methodology and data analysis 1</i> 2 EC	Business research <i>Methodology and data analysis 2</i> 2 EC
Identity Development <i>Identity Development 1a</i> 2 EC	Identity Development <i>Identity Development 1b</i> 2 EC	Cultural and Environmental readiness <i>Cultural management</i> 3 EC	
		Specialisation: <i>Language/ Technology &amp; innovation/ Entrepreneurship 1a</i> 2 EC	Specialisation: <i>Language/ Technology &amp; innovation/ Entrepreneurship 1b</i> 2 EC
14 EC	16 EC	15 EC	15 EC

<b>Year 2, level 2</b>			
Semester 3		Semester 8	
Quarter 5	Quarter 6	Quarter 7	Quarter 4
Realistic Business Problem Business case 3 5 EC		Realistic Business Problem Business case 4 5 EC	
Marketing & Sales 4 EC	Organisations & people 4 EC	Operations and Supply Chain Management 4 EC	Finance and accounting 4 EC
Business communication 2 EC	Business communication 2 EC	Business communication 2 EC	Business communication 2 EC
Identity Development 3 EC		Identity Development 3 EC	
Cultural and Environmental readiness 2 EC			
Specialisation: <i>Language/ Technology &amp; innovation/ Entrepreneurship</i> 3 EC			
14 EC	16 EC	14 EC	16 EC

Year 3, level 2/3			
Semester 5		Semester 6	
Quarter 9	Quarter 10	Quarter 11	Quarter 12
Work placement 30 EC		Smart Solution Semester 25 EC	
		Specialisation: <i>Language/Technology &amp; innovation/Entrepreneurship</i> 5 EC	
30 EC		30 EC	

Year 4, level 2/3			
Semester 7		Semester 8	
Quarter 13	Quarter 14	Quarter 15	Quarter 16
Minor 30 EC		Portfolio presentation & Final Individual Assessment 30 EC	
30 EC		30 EC	

Four programme-specific facilities are in place within IBS to optimise the implementation of the programme: a so-called "Conscious Business Lab", a department of International Academic Affairs, a Business Relations Office and an International Study Association called *IManage*.

In the Conscious Business Lab (CBL) teachers explore different ways to enhance the consciousness of faculty, students and companies and develop activities accordingly. Through the interaction between students, faculty and companies in business cases, internships and graduation assignments, the programme believes a constant process of balancing values for all stakeholders is stimulated, resulting in more conscious businesses.

IBS has set up its own department of International Academic Affairs (IAA) which supports students and staff on all kinds of practical matters related to internationalisation. Students are supported in their preparation for study or work placement abroad and staff mobility is supported by organising international weeks, excursions and guest lectures. In order to fulfil these tasks IAA maintains relations with approximately 65 international partner universities.

The programme established a Business Relations Office (BRO) which acts as the interface between students, faculty and companies. Working on real business cases forms the backbone of the programme and is seen as the strength and the distinctive feature of the curriculum. Acquiring business cases for the students to work on, is thus one of the most important tasks of the BRO. In order to fulfil this task, BRO maintains and expands a network of partner companies and since September 2019 a dedicated account manager has been appointed to lead the BRO and to specifically focus on timely acquisition of enough business cases for students.

During the site visit the four core values were discussed extensively with students, teachers, and other stakeholders. The most prominent of the core values is the value of Consciousness. Consciousness in a broad sense, referring to becoming aware of one's own motives, thinking about ethics, pollution, diversity, sustainability, corruption etcetera, eventually creating graduates who will be responsible businessmen not merely focused on making profit.

The staff of the programme consists of 45 teachers. Almost all teachers have connections in the professional field and/or relevant work field experience. Three teachers obtained a PhD (7%), forty a master's degree (89%) and two a bachelor's degree (4%). About 50% of the teachers has a certificate of English level C1 or is exempted from this certificate duty. Fourteen teachers (31%) obtained a BDB certificate (BDB stands for *Basiskwalificatie Didactische Bekwaamheid*), nineteen (42%) a BKE certificate (BKE stands for *Basiskwalificatie Examinering*) and six (13%) are in the process of obtaining their BKE certificate. (This will bring the percentage of BKE certificate holders to 55%.)

Besides this "general professionalisation" IBS also offers (inhouse) courses tailored to the teacher's tasks within the IB programme, including courses on coaching abilities in accordance with the IBS educational concept, courses from experts on blended learning, and – even more particularly focused on Saxion's unique IB profile – a Conscious Business Professional Course, staff study days with special attention for CBL and a specific training for teachers in the Identity Development Programme.

The lector International Business for Small and Medium Enterprises initiated the *Cross Border Talent programme* in which students get the opportunity to do their graduation project in a company, followed by a traineeship. The main aim of this programme is to stimulate Euregional trade and innovation. Furthermore, she is involved in the squad of Marketing and Sales and in Personal Identity and she puts a lot of effort in acquiring business cases.

The complete programme is taught in English. The main reason for this choice is to prepare students for the international labour market where English is the most commonly used language. Besides the demands of the professional field, English is the language in which the diverse staff and students communicate. About one third of the staff and one third of the students is non-Dutch. Nationalities vary from English, German, Polish and Turkish to Peruvian and Cambodian. Most students come from Germany, Spain and South-Korea. Teachers consequently communicate in English and make students follow their example from day one.

IManage is the first international study association within Saxion and is focused on representing the interests of the IB students. Its main aim is stimulating an international cooperative environment by organising all sorts of events, theme parties, company visits, study trips, networking activities etc. and bring students and teachers together. Both students and teachers describe the learning environment as small-scale, safe and warm. Everyone knows each other by name and teachers and students are always willing to help each other.

Two committees represent the interests of the students: the Advisory Board (AB, "*academieraad*") and the Degree Course Committee (DCC, "*opleidingscommissie*"). Both committees consist of students (50%) and teachers (50%). They work together and one of their latest achievements was the reduction of the number of written exams.

Students are positive about the facilities of the programme although they mention that the availability of rooms and teachers can be an issue in Deventer. They also mention that some teachers are more used to the new didactical concept of IB than others. The older students (studying in the IBL and IBMS programmes) and alumni mention that the connection with the companies could be improved. For some of them it was challenging to find a company assignment. This issue has been addressed by the programme by establishing a Business Relations Office and appointing an account manager who will focus on acquiring business cases.

The former IBMS programme also offered an interfaculty double degree programme with the State University of Management (Russian-Dutch Faculty of Marketing) in Russia since the nineties and a fast track for holders of a VWO diploma since 2015. Both trajectories have been closed to new subscribers since 2017.

The double degree programme (DD from now on) was a "one-way-DD"; Russian students came to Saxion to follow semester 6 of the IBMS curriculum, but no students from Saxion went to Moscow. From the beginning the DD programme was not meant to be mutual, which was

agreed upon in the Memorandum of Agreement between the two collaborating parties. Saxion periodically sent teachers to Moscow to provide training in the Dutch education and assessment styles to ensure Russian students would be optimally prepared.

Saxion initialised the phase-out because the IBMS programme would be phased out soon and the new IB curriculum was less compatible with the Russian curriculum, since the new programme was rather concentrically than thematically structured. The last three Russian students started in September 2018 and will finish their graduation assignment before the end of 2019.

The fast track (FT from now on) was a three-year-version of IBMS Deventer. Influx numbers were low: in 2015 two students started, but during their studies both of them decided to opt for the regular programme. In 2016 one student started. She graduated recently. Saxion decided to stop the programme since it turned out to be less popular than expected.

## **Considerations**

According to the panel the national PLOs including the distinctive elements of Saxion's IB have been adequately translated into the new programme via well thought-through PLO charts for each domain, professional skills and specialisation. In the process the organisational structure as well as the educational concept have been changed. A lot of work has been done and the panel was sincerely impressed by the movement and the achievements.

The new organisational structure of vertical squads and horizontal chapters and one manager running the business next to another changing the business is promising. The management team succeeded in making significant changes and in inspiring and enthusing most of the teachers. Teachers are willing to go the extra mile. The last two years work pressure has been high for them but is now returning to normal. Teachers stated that the advantage of the new system is threefold: more attention for the individual student, better monitoring of the coherence of the programme and "scheduled time" for discussions, for instance on subjects as balance between knowledge and skills, gamification of difficult subjects etc. The panel sees this as a significant improvement compared to the programmes of IBL and IBMS and sees the considerably dropped dropout rate as evidence of the improvement. The panel encourages the programme to keep up the good work and continue investing in professionalising the team, since this new didactical concept demands a different way of coaching. It takes time and training to ensure all teachers are qualified for the new didactics.

The panel noticed that the programme practices what it preaches regarding the four C's. Students (and teachers and management alike) are constantly asked to reflect on the four C's. The C of consciousness gets the most attention and the Conscious Business Lab is a stimulating instrument. The panel encourages the programme to continue developing it and make it more visible. The panel is also very enthusiastic about the concept of focusing on individual development and personal identity (identifying personal strengths and weaknesses). This is not very common in the field of business education and therefore a bold step.

The curriculum is shaped around business cases which means in practice that every lesson, every research assignment is linked to a business case. By shaping the curriculum around business cases, the programme ensures a practical and work field-oriented curriculum including the necessary level of flexibility and adaptability to keep up with the pace of societal changes. IBL and IBMS students mentioned the focus on real life business cases as the biggest plus of the new programme compared to their programmes and the panel agrees.

During the site visit it became clear that the relationship with the professional field has been intensified, but it is also still work in progress. The programme management, teachers and students are all very much aware of this. The panel encourages the programme to continue to intensify the bond with the work field in all sorts of ways. From company visits to network activities and from inviting professional field representatives as guest lecturers to involving them in discussions about the curriculum in its broadest way.

There have been issues regarding acquiring enough relevant business cases for students. The programme is aware of this and addressed this problem adequately by appointing a dedicated

account manager. The panel advises the programme to be transparent to companies about the exact criteria these business cases have to meet (see also Standard 3) because they were not clear to all the work field representatives the panel spoke to.

The recently appointed account manager can probably play a role in proactively carrying out the criteria in the acquisition process. This then will leave more room for the lector (who now seems to be focused on acquiring relevant business cases) to focus on research projects including exploring the didactical concept in relation to the education in research skills, exploring how research is conducted by the staff, how new research output finds its way to education and how research can be innovative and innovated.

According to the panel wise investments have been made in programme-specific facilities, such as the CBL, the BRO and the IAA. The panel expects these facilities to become increasingly important and more visible in the coming years, thereby strengthening the translation of the profile to the curriculum in practice.

### **Judgment**

The panel concludes ***the programme meets standard 2.***

### 4.3. Student assessment

**Standard 3: The programme has an adequate system of student assessment in place.**

Explanation: The student assessments are valid, reliable and sufficiently independent. The requirements are transparent to the students. The quality of interim and final examinations is sufficiently safeguarded and meets the statutory quality standards. The tests support the students' own learning processes.

#### Findings

Assessment policy is described in the 'Course Document'. It corresponds with the Saxion Assessment Framework 2017. The vision on assessment is closely related to the vision on education. Saxion's IB assessment is about collecting information on students' development, assessing their methods for solving business problems next to assessing their knowledge and skills, supporting them in their development and increasing their self-management.

Validity of assessing is guaranteed by choosing assessment styles that match the intended learning outcomes. Reliability is guaranteed by assessing students individually. When group testing is used (for example in the business cases) an individual component is added and always makes up for at least 50% of the final grade.

Much attention is paid to providing feedback, feed-up and feed forward during the lessons and business cases to ensure that the formative testing prepares students well for the summative assessments.

An assessment programme has been designed to assess all 24 IB programme learning outcomes (PLOs). A matrix has been drafted in which the IB domains, KSAVE domains, themes in the IB National Framework, PLOs and performance indicators are interlinked and connected to a specific part of the curriculum for assessment.

There is a separate Exam Plan for Business cases, also interlinking the domains, the 24 PLOs and the relevant performance indicators. The Exam plan for Business cases demonstrates a more holistic and integrated assessment approach. The programme also drafted a document on business cases in which the criteria are described that these business cases have to meet.

For year 1 and 2 the exam plan has been elaborated in detail, containing information on assessment style (written exam, report, multiple choice, portfolio assessment, essay, debate etc.), on assessment level Bloom/Miller and on AuCom level. For year 3 a Work Placement Guide will be drafted soon, comparable with the structure of the work placement guides of IBL and IBMS. The Smart Solution Semester (SSS) is organised on Saxion level. Therefore, the programme decided to assess all PLOs elsewhere in the curriculum, thereby providing optimal freedom to tailor the SSS to the student's individual needs and identity. In year 4 graduating IB students are assessed on their Final Individual Assignment (FIA) in combination with their portfolio (see Standard 4). The complete test programme has been formalised in the Education and Examination Regulations (EER).

About 55% of the teachers holds a BKE certificate. Teachers work in pairs (4 eyes) of examiners. At least one of them holds a BKE certificate. Examiners are used to completing grading forms which contain assessment criteria and rubrics.

Teachers and examiners are asked to design and use test matrices as point of departure for designing an assessment. This turns out to be a point of attention in practice.

The Exam Review Committee (ERC) has the task of monitoring the quality of the assessments. The ERC checks and evaluates tests, rubrics, grading criteria and forms before and after examination. The ERC operates under the authority of the Central Examination Board (CEB).

The CEB monitors the process of formulating the EER content, formulates policy (for example to prevent fraud and plagiarism) and monitors the end level of the programme by evaluating samples of graduation products every year.

The EB also monitored the assessment quality and end level of the double degree programme and the fast track. (For more information on these programmes, see Standard 2.)

The EB granted exemptions for the double degree programme based on comparing the two programmes every two years. Furthermore, the EB was involved in the periodically renewal of the agreement with the State University of Management (Russian-Dutch Faculty of Marketing) in Russia. And to safeguard the end level of the Russian students, the EB made sure that Russian graduation products ended up in the samples of graduation products to be evaluated by the EB. One of these Russian graduation products has been evaluated by the panel (see Standard 4).

Regarding the fast track the EB was involved in transmigrating enrolled students to the regular programme by granting exemptions. In 2016 one last student started. She graduated recently and her graduation product has been evaluated by the EB (it was part of the sample) and the panel (see Standard 4).

### **Considerations**

The various assessment types used within the programme reflect a clear connection to the PLOs and are considered valid by the panel although the panel believes that (further) decreasing the number of written exams would be more suitable to the didactic concept and to the vision on assessing. When group testing is used, for example in the business cases, an individual component is always added which makes the assessment results reliable. And this also helps to prevent students from freeriding.

The panel noticed that grading forms are used consequently and demonstrate substantiated judgment. In the past there have been issues with drafting, using and archiving test matrices, but the CEB is very well aware of this and puts a lot of energy in making teachers aware of the added value of the test matrices. The panel is convinced the CEB will succeed in this. The CEB takes its task seriously and functions well; both on the level of being involved in the process of drafting the EER and formulating policy for exemptions and fraud and on the level of safeguarding the end level of the programme.

Much attention is paid to providing feedback, feed-up and feed forward during the lessons and business cases to ensure that the formative testing prepares students well for the summative assessments. This is in line with the educational concept in which individual development has a central position.

The panel noticed that the programme monitors all sorts of key performance indicators on a "KPI dashboard wall" and the panel was deeply impressed to see the programme could come up with numbers and percentages on almost every measurable indicator. Professionalisation of the staff is also monitored via KPIs and the panel saw that the percentage of BKE-certified teachers increased from 18 to 55 percent in a couple of years. The panel encourages the programme to (and is actually convinced that the programme will) continue monitoring this development and continue training staff members in BKO and BKE. Special attention should be paid to SKE. No one is SKE-certified yet and the panel believes that at least one member of the CEB and one of the ERC should hold a SKE certificate.

Regarding holistic and integrative assessing, the panel advises the programme to collect information and best practices outside IBS. To the programme this style of assessing is still rather new and instead of reinventing the wheel, the programme can save time by consulting programmes with extensive experience in this field of assessing.

Summarising, the programme has a valid, reliable and transparent system of assessing in place. Furthermore, the panel encourages the programme to continue to nurture and celebrate the valuable KPI dashboard wall.

### **Judgment**

The panel concludes ***the programme meets standard 3.***

## 4.4. Achieved learning outcomes

**Standard 4: The programme demonstrates that the intended learning outcomes are achieved.**

Explanation: The achievement of the intended learning outcomes is demonstrated by the results of tests, the final projects, and the performance of graduates in actual practice or in postgraduate programmes.

### Findings

The student has completed the programme when he passed all the summative exams. The graduation semester is assessed through a Final Individual Assignment (FIA) and a portfolio presentation. For the graduation project IB students can choose between a project in a company and a project in a more entrepreneurial setting. Since there are no IB graduation products yet, the panel evaluated 15 “old-style” products, 9 from Enschede, 6 from Deventer: 10 of IBMS, 3 of IBL, 1 of the IBMS interfaculty programme and 1 of the IBMS fast track. (The product of the fast track was the only final product ever delivered within this track, see Standard 2). The panel decided to evaluate more IBMS products than IBL products, because IBMS was visited and reaccredited in 2012/2013 and IBL in 2015/2016. And since the interfaculty programme and the fast track aren’t on offer anymore, the panel decided upon evaluating only one final product of each programme. For information about the panel’s opinion on the graduation products, see ‘Considerations’ below.

There are no recent alumni surveys except for the national Hbo-monitor. The IBL and IBMS alumni the panel has spoken to during the site visit were positive about the way they were prepared for the labour market but they had some advices as well: they mentioned more attention should be paid on blockchain, AI, big data, Lean Six Sigma etc. because skills in these areas become increasingly important. They also mentioned that the programme is rather generalist and that companies tend to demand more specialised professionals.

The employers mention that they need more detailed information on the requirements of the business cases. Then they will know what to expect from the students and they can provide cases that are better tailored to the learning objectives.

About 50% continue working for the company where they did their internship.

### Considerations

The panel agreed with the grades given for the 15 final products. The final products reflected bachelor level and demonstrated the intended learning outcomes had been achieved. The theses dealt with subjects relevant for the work field. Criteria were clear and judgment was in line with the criteria. Some comments on the grading forms weren’t in-depth enough. Some examiners could have elaborated more and in a few cases their English was not up to standard.

The panel advises the programme to stay in touch with future IB alumni and send out a survey every year. This will generate valuable input for future adjustments of the programme. The same applies to the work field representatives. This relation could also be intensified.

### Judgment

The panel concludes ***the programme meets standard 4.***



## 5. OVERALL CONCLUSION

Standard	Assessment
<p>Standard 1 - Intended Learning outcomes</p> <p>The intended learning outcomes tie in with the level and orientation of the programme; they are geared to the expectations of the professional field, the discipline, and international requirements</p>	<p>Meets the standard.</p>
<p>Standard 2 - Teaching-learning environment</p> <p>The curriculum, the teaching-learning environment and the quality of the teaching staff enable the incoming students to achieve the intended learning outcomes.</p>	<p>Meets the standard.</p>
<p>Standard 3 – Student assessment</p> <p>The programme has an adequate system of student assessment in place.</p>	<p>Meets the standard.</p>
<p>Standard 4 – Achieved learning outcomes</p> <p>The achievement of the intended learning outcomes is demonstrated by the results of tests, the final projects, and the performance of graduates in actual practice or in postgraduate programmes.</p>	<p>Meets the standard.</p>
<p>Conclusion</p>	<p>Positive</p>

The programme meets all four standards and the **panel advises the NVAO to extend the accreditation of the programme.**

The panel likes to stress it was truly impressed by the achievements of this programme. The complete team of managers, teachers, examiners, educational advisors and other employees has been courageous enough to invent and implement something really new. Together, as a devoted team, they worked on a new organisational structure and on a new didactical concept. The organisational structure and the didactical concept are rather new and there is still work to be done, but the panel is convinced this team will make it work.

The panel also likes to stress it was impressed by the extensive management information dashboard of monitored KPIs. Not just because it contained a lot of detailed information, but above all because it showed that information was actually demonstrably used for improvement from year to year. The panel believes it was a showcase of a perfectly closed PDCA cycle.



## 6. RECOMMENDATIONS

This chapter only contains the *most important* recommendations, not all of them.

### *Standard 1. Intended learning outcomes*

- To generate more input on a strategic level connection with the professional field could be intensified by strengthening the relation with the Professional Field Committee *and* with future IB alumni. (The brand-new programme offers a great opportunity to stay in touch with all future graduates. Alumni too can provide valuable information on updating the profile.)

### *Standard 2. Teaching-learning environment*

- Continue investing in professionalising the team, since this new didactical concept demands a different way of coaching. It takes time and training to ensure all teachers are qualified for the new didactics.
- The panel encourages the programme to continue developing the Conscious Business Lab and make it more visible as a source of knowledge and inspiration.
- The panel encourages the programme to continue intensifying the bond with the work field and make sure companies are involved in discussions about the curriculum in its broadest way. The companies receiving students need more concrete information, especially about the criteria for business cases, to execute their part of the programme adequately.
- The lecturer's focus should shift from business cases to research projects.

### *Standard 3. Student assessment*

- Decreasing the number of written exams would be more suitable to the didactic concept and to the programme's vision on assessing.
- Continue professionalising the examiners with BKE training and provide SKE training for some of them as well.
- Regarding holistic and integrative assessing, the panel advises the programme to collect information and best practices outside IBS instead of reinventing the wheel.

### *Standard 4. Achieved learning outcomes*

- Sometimes the comments on the grading forms weren't in-depth. Some examiners should elaborate more and some of them could do with some extra training in English.
- Stay in touch with future IB alumni and send out alumni surveys every year. This will generate valuable input for future curriculum adjustments.

According to the panel the red thread in these advices is that the programme should attempt to develop a more "outside-in-and-inside-out" attitude. The panel believes that the programme should be able to benefit more from relations with alumni, with the professional field (represented by the Professional Field Committee and by companies providing business cases) and with universities (of applied sciences) inside and outside the Netherlands (preferred partners). Intensifying these relations will be fruitful for all parties involved.



**ANNEX I****Overview of judgements**

<b>Overview of the panel's judgments Bachelor programme International Business Saxion University of Applied Sciences (International Business School)</b>	
<b>Standard</b>	<b>Assessment</b>
Standard 1 - Intended Learning outcomes  The intended learning outcomes tie in with the level and orientation of the programme; they are geared to the expectations of the professional field, the discipline, and international requirements	Meets the standard.
Standard 2 - Teaching-learning environment  The curriculum, the teaching-learning environment and the quality of the teaching staff enable the incoming students to achieve the intended learning outcomes.	Meets the standard.
Standard 3 – Student assessment  The programme has an adequate system of student assessment in place.	Meets the standard.
Standard 4 – Achieved learning outcomes  The achievement of the intended learning outcomes is demonstrated by the results of tests, the final projects, and the performance of graduates in actual practice or in postgraduate programmes.	Meets the standard.
Conclusion, overall judgment	Positive



## ANNEX II Programme of the site visit

**Programme: Bachelor International Business Saxion UAS**

**Date: 7 November 2019**

<i>Time</i>	<i>Activity, meeting</i>
0800-0815	Arrival panel, welcome
0815-0915	Panel (closed session: preparation site visit)
0915-0945	<ul style="list-style-type: none"> <li>▪ IBS presents itself with 6 pitches</li> <li>▪ Dean IBS</li> <li>▪ Team Manager Running the Business IBS</li> <li>▪ Head of International Academic Affairs</li> <li>▪ Representative Conscious Business Lab</li> <li>▪ Senior Lecturer Art of Happiness</li> <li>▪ 3 Representatives study association IManage</li> </ul>
0945-1030	IBS in a broad perspective (meeting with MT) <ul style="list-style-type: none"> <li>▪ Dean IBS</li> <li>▪ Team Manager Running the Business</li> </ul>
1030-1045	Break
1045-1130	IBS' relation to students <ul style="list-style-type: none"> <li>▪ Chair Advisory Board, 2<sup>nd</sup> year IB student</li> <li>▪ Member Advisory Board, 2<sup>nd</sup> year IB student</li> <li>▪ Final year IBMS student</li> <li>▪ 2<sup>nd</sup> year IB student</li> <li>▪ 3<sup>rd</sup> year IBL student, student Top Talent programme Export Expertise</li> </ul>
1130-1145	Break
1145-1230	IBS' relation to the professional field <ul style="list-style-type: none"> <li>▪ Business operations jr. consultant Accenture Amsterdam, Alumna IBMS</li> <li>▪ Student at Nijenrode Business University, Alumnus IBMS</li> <li>▪ Logistics manager Bosch Nefit</li> <li>▪ CFO Serenotex</li> <li>▪ Lector International Business for SMEs</li> </ul>
1230-1345	Lunch (closed session: looking at teaching materials)
1345-1430	IBS' education- and examination programmes* <ul style="list-style-type: none"> <li>▪ Member Degree Course Committee, senior lecturer of Law</li> <li>▪ Chair Graduation Committee</li> <li>▪ Squad Leader, member Graduation Committee</li> <li>▪ Squad Leader, senior lecturer Organisation and People</li> <li>▪ Chapter leader Cultural and Environmental Readiness, senior lecturer HRM</li> <li>▪ Bachelor Preparation Course lecturer, senior lecturer of Business Research</li> </ul> <p><i>Please note that all participating colleagues are also final assignment supervisors and examiners</i></p>
1430-1445	Break
1445-1530	How IBS warrants quality <ul style="list-style-type: none"> <li>▪ Chair Central Examination Board, senior lecturer of Business Communication</li> <li>▪ Chair Examination Board Chamber, senior lecturer of Business Communication</li> <li>▪ Member Curriculum Committee, senior lecturer of Information Management</li> <li>▪ Chair Exam Review Committee, educational specialist</li> <li>▪ Chair Degree Course Committee, senior lecturer Supply Chain Management</li> </ul>
1530-1545	Break
1545-1615	Pending Issues ( <i>not necessarily applicable</i> )
1615-1715	Panel (closed session: preparation judgment and feedback)
1715	Preliminary judgment and feedback

For privacy reasons ("Algemene Verordening Gegevensbescherming"), the names are not included in this report. The names of auditees are known to the secretary of the audit panel.

## **Working methods**

### ***Selection of the delegations / the auditees***

In compliance with the NVAO regulations the audit panel decided prior to the audit on the composition of the delegations (auditees) in consultation with the programme management. An 'open consultation session' (walk-in moment) was scheduled as part of the site visit programme. The panel verified that the scheduled times of the consultation session had been made public to all parties involved in the school community in a correct and timely manner. No students or staff members attended the open consultation session.

### ***Auditing process***

The following procedure was adopted. The panel studied the documents regarding the programme (see Annex Documents reviewed) and 15 theses. The panel secretary organised individual input from the auditors, synthesized the input and distributed it among the panel members prior to the audit. This synthesized input was then rephrased into audit topics by the chair and the secretary and these topics were also distributed among the panel members prior to the audit. The individual input, the synthesized input and the suggested topics for the site visit served as a starting point for the preparatory meeting of the panel. The preparatory meeting was held on the 7<sup>th</sup> of November 2019, at the location of the site visit, before the site visit took place.

The panel formulated its preliminary judgments per theme and standard immediately after the site visit on the 7<sup>th</sup> of November. These were based on the documentation and the 15 theses provided by the institute in advance and on the findings and considerations of the site visit.

A first version of the assessment report was drafted by the secretary and circulated among the members of the panel for review and comments. The final draft was subsequently forwarded to the institute to correct factual inaccuracies. The panel finalised the report on 11 December 2019.

## **Assessment rules**

### ***One cluster different panels***

The site visits within the cluster 'Hbo IBMS Groep 1 Noord (Bachelor International Business) (hand-in date 1 May 2020)' have been executed by the quality assurance agencies of Hobéon and NQA. To stimulate fair judging, all panel members received the same instruction on preparing the site visit. This instruction included the 'Assessment Framework for the higher education accreditation system of the Netherlands, dated September 2018'. Secondly, some panel members acted in more than one panel (overlapping) and panel chairs consulted each other as peers during the process regarding the focus of the audits. Special attention was paid to how to audit the double degree programmes. Thirdly, Hobéon used one secretary for all the advisory reports and so did NQA.

### ***Judgments***

According to the NVAO assessment rules a standard meets, partially meets or does not meet the score. Hobéon applied the decision rules, as listed in the 'Assessment Framework for higher education accreditation system Netherlands, September 2018'.

### ***Limited framework***

According to assessment framework for the higher education accreditation system of the Netherlands, September 2018.

## **ANNEX III      List of documents examined**

### **List of documents examined**

- Self-evaluation report
  - IBS Quality Assurance and Evaluation Policy
  - IBS Organisational Model
  - IBS True North
  - National Framework IB (2017)
  - Comparison old frameworks and the new IB framework (including level definitions AuCom):
    - IB old style (30029)
    - IBMS (International Business and Management Studies, 34936)
    - IBL (International Business and Languages, 34407)
    - TMA (Trade Management Asia, 34041)
  - Course Document International Business
  - Business cases (description, link with BOKS, examination and caesura etc.)
  - Education and Examination Regulations 2019-2020 (*OER*)
  - Overview teachers IBS
  - Documents on assessment:
    - Exam plan IB overview
    - Exam plan IB year 1
    - Exam plan IB year 2
    - Final Assignment Manual IBS
  - Business Relations Office
  - Conscious Business lab
  - International Academic Affaires
  - IBS Committee tasks and responsibilities
  - Minutes Degree Course Committee (*opleidingscommissie*) June 2019 and October 2019
  - Annual reports Examination Board 2017-2018 (final version) and 2018-2019 (draft)
  - Work placement Guide IBL students 2019
  - Work placement Guide IBMS students 2019
  - *Hbo-monitor* 2018 (alumni survey)
    - Factsheet IBL
    - Factsheet IBMS
    - Summary alumni IBL
    - Summary alumni IBMS Deventer
    - Summary alumni IBMS Enschede
  - Examples of assessments and assignments including grading forms with rubrics
  - Services and facilities for students (website)
  - Fifteen graduation products, including the grading and evaluation forms completed by the examiners. For privacy reasons, the names of these graduates, their student numbers and the titles of their final projects are not included in this report. They are known to the secretary of the audit panel.
  - Documentation on the former Fast Track for VWO-students
    - VWO-route IBMS Fast Track 2013
  - Documentation on the former Interfaculty Programme with the State University of Management, Russian-Dutch Faculty of Marketing
    - Memorandum of Agreement (2016)
    - Memorandum of Understanding (2016)
    - Agreement enrolment (versions 2015, 2016, 2017 and 2018)
    - Curriculum Dutch-Russian (version 2014-2015 and version 2015-2016)
    - Curriculum Russian-Dutch (version 2016)
- Training of the specialists of the joint programme 2015



## ANNEX IV                      Composition of the audit panel

The programme is audited in a period in which similar programmes are being audited.

Group name (in Dutch: <i>visitatiegroep</i> )	HBO IBMS <i>Groep 1 Noord</i> (Bachelor International Business) (Hand-in date 1 May 2020)
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Succinct resumes of participating panel members:

Name	Succinct CVs
Mr. D.J.N.M. (Nies) Rijnders MSc (chair)	Nies Rijnders studied Economics (Tilburg University). Nies is currently working as a senior policy advisor applied research at Avans University of Applied Sciences. From 2014 until September 2019 he has been working as manager of Avans Expertisecentrum Sustainable Business. From 2007 until 2014 he was dean of Avans School of International Studies. As (lead) auditor he audited education programmes in the economic field on behalf of NVAO and quality assurance agencies.
Mrs. drs. J. (Jurriënne) Ossewold (panel member)	Jurriënne Ossewold studied Dutch language and literature and Philosophy (Radboud University) and Didactics in art education (Amsterdam University of the Arts). She is the owner of The Creative Media Consultancy and was Director of Education and Research and member of the Executive Board of the Design Academy Eindhoven until June 2019. She served as a member of Commissie Dunnewijk and as (lead) auditor she audited many education programmes in different fields of expertise on behalf of NVAO and quality assurance agencies.
Mr. drs. L.R. (Leo) Klienbannink MBA (panel member)	Leo Klienbannink studied History and didactics (Leiden University) and Business Administration (Rotterdam Business School). Leo currently holds the position of lector internationalisation at the Rotterdam University of Applied Sciences. From 2007 until 2014 he was Course Director IBMS at Rotterdam Business School.
Mrs. M.A. (Alexandra) Codreanu (student member)	Alexandra Codreanu studies International Business at Hanze University of Applied Sciences Groningen. She works as student assistant and she works at the programme's Info Desk (service for students and teachers).
Mrs. B.E. (Barbara) Roemers MA (certified secretary)	Certified in 2016 by NVAO.

Prior to the audit all panel members undersigned declarations of independence and confidentiality which are in possession of the NVAO. This declaration certifies, among other things, that panel members do not currently maintain or have not maintained for the last five years any (family) connections or ties of a personal nature or as a researcher/teacher, professional or consultant with the institution in question, which could affect a fully independent judgement regarding the quality of the programme in either a positive or negative sense.

On 24 September 2019 the NVAO endorsed the composition of the panel to assess the Programme of International Business of the Saxion University of Applied Sciences, registration number 008717.



**ANNEX V****List of abbreviations**

<b>Abbreviation</b>	<b>Explanation</b>
AB	Advisory Board (in Dutch: <i>academieraad</i> , consisting of teachers and students)
AuCom	Autonomy and Complexity (framework defining competence levels)
BDB	<i>Basiskwalificatie Didactische Bekwaamheid</i>
BKE	<i>Basiskwalificatie Examinering</i>
BRO	Business Relations Office
C's (4)	Conscious, Curious, Convincing and Connecting
CBL	Conscious Business Lab
CEB	Central Examination Board ( <i>examencommissie als bedoeld in WHW</i> )
DCC	Degree Course Committee ( <i>opleidingscommissie</i> )
DD	Double degree (interfaculty programme)
EER	Education and Examination Regulations (in Dutch: <i>OER</i> )
ERC	Exam Review Committee
FIA	Final Individual Assignment (graduation)
FT	Fast track for holders of a VWO diploma
HIL	High Impact Learning
IAA	International Academic Affairs
IB	International Business
IBL	International Business and Languages
IBMS	International Business and Management Studies
IBS	International Business School
IDP	Identity Development Programme
ILO	Intended Learning Outcome
KSAVE	Knowledge, Skills, Attitudes, Values and Ethics (framework defining 21 <sup>st</sup> century skills)
LW	Living in the World (themes domain 3 national framework)
NF	National Framework
PFC	Professional Field Committee
PLO	Programme Learning Outcome
SSS	Smart Solution Semester (3 <sup>rd</sup> year)
TMA	Trade Management Asia
TW/TWM	Tools for Working and Management (themes domain 4 national framework)
WT	Ways of Thinking (themes domain 1 national framework)
WW	Ways of Working (themes domain 2 national framework)



**Strategische dienstverlener voor kennisintensieve organisaties**



Lange Voorhout 14  
2514 ED Den Haag

T (070) 30 66 800  
F (070) 30 66 870

E [info@hobeon.nl](mailto:info@hobeon.nl)  
I [www.hobeon.nl](http://www.hobeon.nl)