

HAN University of Applied Sciences

B International Business

Limited Study Programme Assessment

Summary

In October 2019 the bachelor programme International Business was visited by an audit panel from NQA. The International Business programme is a four year fulltime programme. The programme is taught in English at the HAN location in Arnhem. The audit panel assesses the quality of the study programme as **positive**. The programme meets the generic quality of all the standards.

The panel sees that students, staff and professional field are satisfied with the IB programme and the developments within the International School of Business (IBS). For students the programme is working well; they like the broad orientation of the programme and are satisfied with the general programme of the first three semesters followed by the specialisation from the fourth semester onwards. It gives them time to adjust and offers them the opportunity to make a sound decision on their desired specialisation. It is clear what is expected from them in the study units and for the assessments. Students from the phasing out IBMS and IBL programmes feel that they get enough attention, support and options to complete their programmes.

Lecturers are satisfied with the conversion from existing programmes into the new broad programme. They also feel well taken care of and experience flexibility in what their contribution to this redesign can be. The matrix organisation offers ample options to contribute to the IB programme. The vertical teams focus on a domain or subject and the horizontal teams focus on the organisation of the propaedeutic phase or the main phase of the programme. The lecturers feel well supported by the management team. The management is involved and facilitates the professional development needed.

The professional field and graduates are satisfied. The new final year set-up contributes to this satisfaction. The research project is separated from the graduation internship. The final year has become more flexible for students and is aligned better to the needs of the internship companies. The employability rate is good; graduates experience a smooth transition to the International Business labour market. The satisfaction for both students and companies increased and a large number of students are offered a job at graduation internship companies.

The findings per standard are:

The programme **meets** the generic quality on **standard 1: Intended learning outcomes**. The intended learning outcomes are based on the programme learning outcomes (PLOs) from the National IB Framework (2017). This IB Framework relates the PLOs with the HEO (Hoger Economisch Onderwijs) Standard and the European Dublin Descriptors. Therefore, the intended learning outcomes are in line with the national standards for International Business and with the international bachelor standards for higher education. The programme operationalized the PLOs into Module Learning Outcomes (MLOs) on three levels. These MLOs are adequately formulated. The ambitions of the IB study programme and of the International School of Business are high and the involvement of the professional field is strong. The study programme could benefit in their progress towards the ambitions from a good documented vision on internationalisation and on applied research.

The programme **meets** the generic quality on **standard 2: Teaching-learning environment**. The teaching-learning environment is adequately designed. The broad orientation of the first three

semesters gives students the time to adjust and to orientate on the four possible specialisations. The curriculum offers a lot of options to include assignments from the professional field. It is flexible and there are sufficient options for personal preferences and for specific professional development. In the curriculum the personal and professional development of students is clearly present and at an acceptable level.

In the study units, the relation with the programme learning outcomes is clearly explained. The didactic concepts and work forms vary nicely and are well suited for the learning objectives. The curriculum has practice oriented elements, like the projects in year one in which knowledge and skills are combined. The curriculum is clear and transparent. Students feel well informed about the study units and about what is expected in the assessments.

The lecturers are easy to approach, supportive and engaged. Because of the growth in student numbers, new staff is appointed. It is advisable to continue with the attention given to professionalization in didactics and assessing. The matrix organisation offers lecturers good opportunities for the best suitable contribution to the programme and is at the moment a sound structure. However, it is advisable to evaluate this structure when the development and introduction of the IB programme is completed to ensure ownership, commitment and agile organising.

The facilities and the support given are of a good quality. The IBS basecamp contributes to the vision of the programme; offering students a home away from home, whether students come from near or far.

The programme **meets** the generic quality on **standard 3: Assessment**. The student assessments are valid and reliable. The proportion of individual assessments and group assessments is well balanced. The focus on clear and understandable assessing leads to a clear and sound assessment programme. The quality of the test matrices is good and students feel well informed about assessments and assessment criteria. The programme gives special attention to peer feedback in the international setting of the classroom. This special attention is very worthwhile for the international student community because of the different cultural backgrounds. The formative assessing is in working progress. A vision on formative assessing is recommended, and attention for professionalization in formative testing is advised.

The quality assurance related to assessing is in place. The examination board confirms that the quality of assessing is on a good level because of the focus on clear and understandable assessing. The assessments are screened by an assessment committee and this committee is in a good dialogue with lecturers. A point of attention for the programme is meeting the requirements for examiners with a basic qualification in examination. It is advisable to increase the number of certified staff members according to the development plan agreed in order to have sufficient examiners available. Training in portfolio assessing via criteria based interviews should be part of the examiner requirements to ensure appropriate assessing of the graduation internship.

The programme **meets** the generic quality on **standard 4: Achieved learning outcomes**. The achieved learning outcomes are up to standard. It is worthwhile and valuable that students are requested in the final year to demonstrate how they work towards the end-levels of the programme learning outcomes. Students experience flexibility and become motivated since they focus on how to achieve the end-levels. The educational approach and the applied research approach are suitable for the educational profile. It is positive that external parties are involved in the development of the graduation programme. The focus on research skills in the second to last

semester separated from the focus on professional skills in the last semester is appreciated. Students and the professional field welcome the new final year set up. For them graduating moved from supply driven tasks to demand driven tasks and has led to improved connection with the professional practice.

The audit panel assesses the quality of the bachelor programme International Business of Han University of Applied Sciences as **positive**. The programme meets all standards.

Contents

Short outline of the study programme	11
Standard 1 Intended learning outcomes	13
Standard 2 Teaching-learning environment	15
Standard 3 Assessment	20
Standard 4 Achieved learning outcomes	23
General conclusion of the study programme	25
Recommendations	26
Appendices	27
Appendix 1: Programme for the site visit	27
Appendix 2: Documents examined	28
Appendix 3: curriculum overview	29

Introduction

This is the assessment report of the bachelor programme International Business offered by HAN University of Applied Sciences. The assessment was conducted by an audit panel compiled by Netherlands Quality Agency (NQA) and commissioned by HAN. Prior to the assessment process the audit panel has been approved by NVAO.

In this report the audit panel gives account of its findings, considerations and conclusions. The assessment was undertaken according to the *Assessment framework for the higher education accreditation system of the Netherlands* of NVAO (September 2018) and the *NQA Guideline 2019 for limited programme assessment*.

The site visit took place on 29 October 2019.

The audit panel consisted of:

Mr Drs. D.J.N.M. Rijnders, (chairman, domain and educational expert)

Mr Prof. dr. A. Moosdorf, PhD, (domain and educational expert)

Mr Drs. L. R. Klienbannink, MBA, (domain and educational expert)

Mr B. Sijbesma (student member)

Mr ir. A.B.C. Hoitink, acted as secretary of the panel.

The study programme is part of the visitation group 'HBO IBMS groep 1 noord'. Panel members received an instruction regarding the Assessment Framework. The assessment criteria calibrated between Hobéon and NQA are part of this instruction. Next to this, alignment between sub-panels is guaranteed by experts being a member in several sub-panels. In addition, taking into account that each program assessment is an individual assessment, panel members reflected on previous visits within this visitation group. Alignment between panels is furthermore as much as possible guaranteed by the support of the same secretary from NQA, of other evaluation agencies and by the deployment of trained panel chairmen.

The study programme offered a self evaluation report that was according to the requirements of the appropriate NVAO assessment. The audit focused on the site visit by the audit panel. The audit panel studied the self evaluation report and visited the study programme twice, first a preparation visit and then the site visit. During the preparation visit preliminary findings, the NQA working method and the NVAO framework were discussed. Also the agenda for the site visit was discussed and prepared. The self evaluation report and all other (oral and written) information have enabled the panel to reach a deliberate judgement.

For the assessment of the achieved learning outcomes the panel examined 10 final year results of the last year and 5 graduation reports from the year before. The variation in final year results was taken into account, as was the number of graduates in the former IBMS and IBL graduation reports.

During the programme visit, the panel has spoken with various stakeholders of the programme, such as students, lecturers, and representatives from the professional field. Staff members and students of the study programme were given the opportunity to make an appointment with the

panel (via e-mail) in addition to the agreed site visit. No staff member or student used this opportunity to approach the panel. The panel studied the additional material related to the study programme (see Appendix 2). At the end of the visit, the audit panel formulated a preliminary assessment with substantiation. During the final feedback session, the chair of the panel communicated the final assessment and important findings to the study programme.

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

Utrecht, February 4, 2020

Panel chairman



Drs. D.J.N.M. Rijnders, (chair)

Panel secretary



ir. A.B.C. Hoitink

Short outline of the study programme

The bachelor programme International Business (IB) is a relatively new programme. The new broad IB programme is launched nation wide in September 2018. The programme is a result of an initiative of the Dutch Government to reconsider the proliferation of bachelor programmes in the economic domain. This initiative has led to the merger of the four bachelor programmes International Business Management Studies, International Business Languages, Trade Management for Asia and International Business at Zuyd Hogeschool. To support the launch of the IB programme the National Platform International Business published in 2017 the National Framework for the International Business Programme.

HAN University of Applied Sciences implemented elements of the National IB Framework half a year before the programme was launched in 2018. The main reason for this earlier implementation was the need of the IBMS programme to adapt earlier to changes in the professional field. Also the programme evaluations revealed that a more practice oriented curriculum and better study success rates were needed. Therefore, in January 2018 a new propaedeutic year in line with the IB programme was launched. Next to this a new final year in line with the IB programme was introduced in September 2018.

At the moment of the site visit in October 2019, the first one and a half year (cluster A, B and C) and the final year of the programme (cluster G and H) of the IB curriculum are already offered. The second semester of the second year, cluster D, is running for the first time and the third year of the IB curriculum is in development. This third year consists of a placement abroad and a minor abroad and is comparable to the third year of the former IBMS and IBL programmes. Therefore, from the eight clusters of the IB curriculum, already five are offered at the moment of the site visit.

The IBL and IBMS programmes are gradually phasing out. Students who started before September 2018 in the IBL programme continue in this programme until it is completed. Students who started before January 2018 in the IBMS programme have the option to continue in this programme or to continue in the IB programme. The competences of the IBMS programme are almost comparable to the Programme Learning Outcomes of the IB programme. Regardless the decision of students, the new graduation year is introduced for all these three programmes. At the moment of the site visit, around 750 students are registered in the IB programme, 250 students in the IBL programme and around 50 students in the IBMS programme.

The new IB programme and phasing out IBL and IBMS programmes are all offered by the International School of Business (ISB) in Arnhem. The ISB is in the middle of a restructuring process. Four bachelor programmes are phased out and replaced by two bachelor programmes. Next to the IBMS and IBL programme, the programmes Finance & Control, Logistics Management & Economics phase out too. After completion of this phasing out process, ISB offers two programmes, the International Business programme and the International Business and Communication programme. At the moment of the site visit around 1700 bachelor students and around 150 exchange students study at the ISB.

The number of registered students at ISB is increasing. Mainly the intake of Dutch students increased. The ratio between national and international students has changed from 40 to 60 percent, to 50 to 50 percent. Worth mentioning is the increased retention rate after the first year

of the IB curriculum. It increased from 42 percent for cohort 2017 to 60 percent for cohort 2018. According to the IB programme this is due to the clearer assessment programme with fewer exams (one exam per 2.5 EC) and a better overview of the assessments. These developments have led to a considerable growth in the number of lecturers appointed. Together with the developments described above the situation for the IB study programme is quite challenging. As is the academy's ambition to build a reputation within the European Business framework and within the European context.

Administrative data of the study programme

Name study programme as in CROHO	B International Business
Orientation and level study programme	Higher professional education; Bachelor
Grade	Bachelor of Business Administration
Number of study credits	240 EC
Graduation courses / 'tracks'	-
Location	Arnhem
Variant	Fulltime
Joint programme	-
Language used	English
Registration number in CROHO	30029

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.

Conclusion

Based on below mentioned considerations the audit panel assesses that the programme **meets** the generic quality for standard 1. The intended learning outcomes are based on the programme learning outcomes (PLOs) from the National IB Framework (2017). This IB Framework relates the PLOs with the HEO (Hoger Economisch Onderwijs) Standard and the European Dublin Descriptors. Therefore, the panel concludes that the intended learning outcomes are in line with the national standards for International Business and with the international bachelor standards for higher education. The programme operationalized the PLOs into Module Learning Outcomes (MLOs) on three levels. The panel finds the MLOs to be adequately formulated. The panel notices the high ambition of the IB programme and of the International School of Business and commends the strong involvement of the professional field. To verify the progress towards the high ambition the panel recommends good documentation of the vision on internationalisation and applied research.

Substantiation

Professional orientation

The panel establishes that the professional orientation of the study programme is in line with the National IB Framework (2017). According to the study programme, IB professionals need to have a broad knowledge basis in International Business Administration. Next to this, trained skills and a professional attitude are needed to be agile in any international business setting. The study programme envisions IB professionals as citizens of the world with a unique personal and professional IB profile. In the IB programme students are working on their personal development and have the opportunity to specialise in one of the following four specialisations: Organisation and Change, Marketing and Sales, Finance, and Supply Chain Management. These specialisations are in line with the National IB Framework.

Four principles for the IB programme

To ensure the programme's vision on the professional orientation, the programme is based on the following four principles:

1. A programme with a broad foundation, because IB professionals should understand the whole scope of the business context they are operating in. They should be capable to put their specialised knowledge to use in other disciplines.
2. A programme that develops the agility of students, because of the fast changes in the economic and business domain. This principle is not only focusing on skills and attitude, but also has consequences for the programme. The programme has a broad orientation in the first two years and offers specialisations in the last two years.

3. A programme with a high international character. The programme wants to achieve this via an international classroom and via an inspiring international community offered at IBS.
4. A programme of high level of quality. The programme aims to be one of the top three IB programmes in the Netherlands. In international perspective the IBS seeks to be accredited according to the EPAS standard. It is the intention of the programme that the Research Centre International Business and the lectorate focusing on managing social factors and processes in International Business will contribute to this quality principle and to the EPAS accreditation.

Intended learning outcomes based on national framework

The panel concludes from the programme documentation that the intended learning outcomes are based on the *National International Business Framework*. This framework consists of 24 Programme Learning Outcomes (PLOs) in which the former IBMS and IBL competences are integrated. PLOs are headed by fourteen themes and clustered in the following four domains; Ways of Thinking, Ways of Working, Living in the World, and Tools for Working & Management.

The PLOs and themes are nationwide validated by the professional field and are related to the HEO standard and Dublin descriptors. Almost all the PLOs should be accomplished at level three according to the AuCom (Authority and Complexity) model as described in the IB framework. In the framework an exception is made for the additional language. This PLO belongs to theme 4 International Business Communication and can be accomplished at level 2. Another exception is made for the domain Tools for Working & Management. In this domain at least the theme Business Research and at least one of the themes: Marketing & Sales, Finance & Accounting, Operations & Supply Chain Management and Organisation & People should be accomplished at level three. The other themes should be accomplished at level two. The panel notes that the programme follows the framework for the additional language and the themes of the fourth domain. The programme makes an exception for the Marketing & Sales specialisation. If students choose this specialisation the additional language has to be on level B1+ to ensure a good command of the client's language.

The panel sees and feels the programme's ambition in internationalisation and applied research. However, the panel recommends the programme to document this vision on internationalisation and applied research in order to be able to verify the desired progress in the coming years in internationalisation and applied research.

Focus groups and Programme Advisory Committee

The panel finds the professional field to be deeply involved with the programme. The connection with companies of the professional field is good. Before the launch of the new IB programme, two focus groups were set up. One was for the specialisations Management and Marketing and Sales and the other for the specialisations Finance and Supply Chain Management. In these focus groups developments in the professional field and plans for the IB programme were discussed. Also ideas to improve the cooperation with companies were discussed. This led for instance to a new graduation programme as will be described in standard four.

Standard 2 Teaching-learning environment

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

Conclusion

Based on below mentioned considerations the audit panel assesses that the programme **meets** the generic quality for standard 2. The panel notices that the teaching-learning environment is adequately designed. The broad orientation of the first three semesters gives students the time to adjust and to orientate on the four possible specialisations. The curriculum offers a lot of options to include assignments from the professional field. It is flexible and there are sufficient options for personal preferences and for specific professional development. In the curriculum the personal and professional development of students is clearly present and at an acceptable level.

In the study units the relation with the programme learning outcomes is clearly explained. The didactic concepts and work forms vary nicely and are well suited for the learning objectives. The curriculum has practice oriented elements, like the projects in year one in which knowledge and skills are combined. The curriculum is clear and transparent. Students feel well informed about the study units and about what is expected in the assessments.

The lecturers are easy to approach, supportive and engaged. Because of the growth in student numbers, new staff is appointed. The panel advises to continue with the attention given to professionalization in didactics and assessing. The matrix organisation offers lecturers good opportunities for the best suitable contribution to the programme and is according to the panel at the moment a sound structure. However, the panel advises to evaluate this structure in the near future to ensure ownership, commitment and agile organising.

The IBS basecamp contributes to the vision of the programme; offering students a home away from home, whether students come from near or far.

Substantiation

Curriculum design

The IB curriculum consists of eight clusters, two clusters per academic year. Each cluster is offered twice per academic year and every period of ten weeks is offered twice per cluster. In the propaedeutic phase the curriculum has a broad orientation on International Business. This broad orientation continues in cluster C, the first semester of the second academic year. In annex 3 an overview is given of the general study units, projects and supporting study units. The panel is positive about the broad orientation during these first three clusters. It is in line with the vision of the programme and offers students sufficient time for adjustment and orientation on one of the four specialisations. The panel understands from the students interviewed, that they are positive about this design, since they feel well informed to choose the specialisation from cluster D onwards.

In the D cluster students choose the specialisation Finance, Marketing and Sales, Organisation and Change or Supply Chain Management. These specialisations are derived from the national IB Framework. The specialisation study units in cluster D are 10 EC in total. In the third year,

cluster E and F, students are in general abroad for a placement and a minor. This third year can be, but does not have to be, related to the chosen specialisation. After the year abroad, students return to the university and continue in the G cluster, followed by the H cluster.

The panel is impressed about the careful and accurate introduction of the new final year, cluster G and H, since September 2018. Students interviewed mention that they did not encounter any difficulties in the final year after returning from the minor and placement. In the G cluster four study units of five EC each are offered. Three of these study units deal with current thematic topics like Digital Information, Sustainability & Ethics and Entrepreneurship and Innovation. In addition the study unit Organisational Change is offered. Next to these study units, students carry out an applied research project in the study unit Professional Development and Research. This is a 10 EC assignment in which students define a complex business related theme that needs in-depth research. Subsequently they formulate an evidence based advice, feasible for the involved businesses, write a research report and defend their findings. In this project they demonstrate the end levels of the PLOs related to the theme Business Research.

In the H cluster the Graduation Internship completes the curriculum. During this internship students deliver professional products for the professional field. Students deliver these professional products in a professional setting. The products and setting are related to the chosen specialisation so students demonstrate the end levels of the PLOs related to one of the four specialisations in an integrated and holistic way (see also standard 4).

The IBMS and IBL curricula are phasing out to be replaced by the IB curriculum. At the moment of the site visit only the third and fourth year of the IBMS and IBL curricula is offered. The third year of these two curricula comprises a minor and placement abroad. The fourth year, cluster G and H, of these curricula is to a great extent similar to the fourth year of the IB curriculum. The G cluster of the IBMS and IB curriculum are almost the same. The G cluster of the IBL curriculum differs more. The programme compared the IBL competences with the IB PLOs and developed a G cluster for IBL. The G clusters of the IBMS and IBL curricula are both offered at the International School of Business in Arnhem. The final H cluster differs per curriculum, students carry out a graduation research according to the final qualifications of IBMS or IBL.

Vision IB programme on education

The IB curriculum development started with a new vision on education. In the designing of the curriculum this vision and guidelines are used. The guidelines consist of working with real business situations in education, varying the learning activities and designing integrated and practical oriented study units. The aim is to approach the student as a young professional. Therefore, the role of the students and lecturers is changing. The panel recognizes that this vision is gradually becoming visible in the programme according to the following five pillars.

1. Practice oriented

The panel concludes that the curriculum is practice oriented from the start. The IB programme aims to place practical activities and products at the centre of the curriculum and students should get in touch with the professional field during their study. In the first year students work on a project in every period that is derived from a company-case. During the year students regularly visit companies like Zara and Adidas. Also in the second year study unit Sustainable Innovation real companies are involved. Next to this, in the first and second study year the IBS organises a

tour to visit several companies. To give students the opportunity to meet representatives of companies, a Career Event is organised twice a year. Companies present themselves at IBS and students can make arrangements with suitable companies for their placement or graduation internship.

The panel finds the research to be also practice oriented. The programme turned the former broad research assignment into a more directly applicable, evidence-based research and moved the research from the last, to the first semester of the fourth year. In the study unit Professional Development and Research students carry out an individual research assignment and formulate an evidence-based advice feasible for a business domain. The Research Learning Pathway document gives an overview of the research related modules. Two modules in the first year and the professional development research are specific research oriented; research is integrated in other business modules throughout the curriculum. The panel advises the programme to introduce the evidence-based and short cycle more in the first and second year, to align the research skills more toward the directly applicable evidence-based research of the final research project.

The programme explains in the self evaluation report that it wants to uphold the practice-oriented nature of the programme. The objective is to acquire more assignments from the professional field. Therefore recently two business connection coordinators are appointed. Also recently a lector in International Business is appointed. The role of the lector is to be developed in the light of the new programme.

2. Global citizenship and internationalisation

The panel experienced during the visit an authentic international community. This is because of the curriculum, the student population and the learning environment facilities. Almost all students study a minor abroad and more than seventy percent go on an internship abroad. The network with partner universities is extensive. The IBS collaborates with about 110 partner universities from all over the world for student and staff exchange. Representatives of the partner universities are invited by IBS for the Talent Event. This Event aims to increase staff and student mobility and to strengthen the international network of universities in Business Studies.

The student classroom is quite international; in the programme around 60 nationalities are represented and the share of international students is around 50 percent. The staff is international oriented as well, in the team lecturers 12 different nationalities are present. Considering the aim of the study programme and the staff and student population, the panel finds it justified that the programme title is in English and that the curriculum is offered in English. Worthwhile mentioning is the successful application for a Comenius grant by two lecturers. The subject of the awarded project is on dealing with peer feedback in an international classroom setting. Because of the recent increase in the share of Dutch students the panel agrees with the special attention needed to prevent these students from speaking Dutch with each other.

3. Personal and professional growth

The panel notices that there is sufficient attention in the curriculum for personal and professional growth. Students are adequately monitored in their personal and study progress. They feel well looked after in the curriculum. All students have a personal coach with whom they meet individual and in group sessions. Next to the personal coach, project lecturers, placement and graduation supervisors, as well as company supervisors have a role in the professional growth. The panel

notices also the 30 hour community service in the first year. The panel believes this contributes to the personal and professional growth of the students and helps them in their development towards global citizenship.

4. Attractive and effective

The programme aims to be as appealing and as effective as possible. The panel notes that the new programme is developing in line with this ambition. The four first year projects are based on the international business and stay close to the practice of international business. The panel notes that the new final year has become considerably more attractive and effective for students, lecturers and companies involved. The study success rate increased with 15 percent for IBMS and with just over 25 percent for the IBL programme. The panel sees this as quite a positive achievement towards a more effective programme.

5. Flexible and personal

The panel sees that the programme gives sufficient options to students to personalize their curriculum. Students choose one of the four specialisations and they choose their personal minor study and placement abroad. In addition to this the programme offers six elective modules in the second year. Students can become more proficient in business subjects and trends or they can choose to improve their professional skills. The panel supports the programme's intention to improve the communication to lecturers about possible options in order for them to coach students adequately in their decision process.

Staff

The panel notes that approximately 20 new staff members were appointed in the last three years. This not only because of lecturers leaving the programme but mainly because of the growing student numbers within IBS. In the past five years this number went up from 1,000 to 1,500 students. At the moment of the site visit, the IB team consists of 81 lecturers in total. About 25 percent is appointed on a temporary contract. The composition of the team is quite international, since 26 lecturers are from another country than the Netherlands. In the team fifteen lecturers are PhD qualified and from the other lecturers 59 have a master and seven a bachelor degree.

The programme faces difficulties to professionalise new hired staff in didactics and in the basic qualification of examinations (BKE) since the training has to be in English. At the moment of the site visit about almost all staff with a fixed contract acquired the basic didactical qualification and about fifty percent the BKE qualification. The programme is in the process of professionalising the staff. The panel endorses these plans for professional training in BKE and in Digital skills.

The panel finds the English language skills present in the team to be adequate to offer this international programme in English. According to the programme, lecturers should at least have the C1 level for English. The programme also invests in lecturer mobility and staff exchange with partner universities. Every year about eight staff members visit partner universities.

The panel understands the introduction of the matrix structure since June 2018. All lecturers are a member of a subject (vertical) team. It is their home base and lecturers work in one or more (horizontal) phases of the curriculum. In total there are seven subject teams, one for each specialisation, a team for Languages, a team for Skills and the management team. The subject teams are led by a content leader, the horizontal phases by a phase coordinator. The content

leaders and phase coordinators together form the curriculum committee. To the panel this matrix structure seems to be complex, maybe it is now needed because of the development of the new programme. In order to prevent complicated decision making processes, the panel advises to closely evaluate if this matrix structure is still needed once the new programme is introduced completely.

Standard 3 Assessment

The programme has an adequate assessment system in place.

Conclusion

Based on below mentioned considerations the audit panel assesses that the programme **meets** the generic quality for standard 3. According to the panel, the student assessments are valid and reliable. The proportion of individual assessments and group assessments is well balanced. The focus of the developers on clear and understandable assessing has led to a clear and sound assessment programme. According to the panel the test matrices have a good quality and students are well informed about assessments and assessment criteria. The programme gives special attention to peer feedback in the international setting of the classroom. The panel finds this special attention to be very worthwhile for the international student community.

The formative assessing is in working progress. The panel recommends the programme to develop a vision on formative assessing. Also attention for professionalization in formative testing is advised.

The quality assurance related to assessing is in place. The examination board confirms that the quality of assessing is on a good level because of the focus on clear and understandable assessing. The assessments are screened by the assessment committee and this committee is in a good dialogue with lecturers on assessing. A point of attention for the programme is meeting the requirements for examiners with a basic qualification in examination. The panel advises the programme to increase the number of certified staff members according to the development plan agreed in order to have sufficient examiners available. Training in portfolio assessing via criteria based interviews should be part of the examiner requirements to ensure appropriate assessing of the graduation internship.

Substantiation

Assessment policy

The panel notes that the assessment policy is in line with the educational vision. In the document *Blue Print IB* the programme explains that assessing should be based as much as possible on professional products. Assessing should be closely related to the professional practices. Preferably, cases from the international business domain should be used in assessing. Next to product assessing also process assessing is important to ensure the focus on student development. In the international classroom, peer feedback should be encouraged as part of the learning and development process of IB students. Assessing should also be attractive and effective; therefore, the assessments should vary in type of assessment and should be logically linked to practice.

Execution of assessing

The panel concludes from the *assessment overview IB 2019 – 2020* that the variation in type of assessments is good. There are written assessments, portfolio assessments and presentations. Also oral examinations like for Selling and Sales Consulting and blogs like for Organisational Change are part of the assessments. Most assessments are individual assessments. The two projects in cluster A are group assessments. In clusters C, D and G, H, most modules consist of two or more assessments. Group assessing is then always combined with individual assessing. The panel finds this proportion of individual and group assessments to be well balanced.

The panel finds the assessment information to be extensive and clear. The assessing is valid and reliable. The panel examined several assessments before and during the site visit and finds the assessing to be well documented and well connected with the content and learning outcomes of the study units. An example is the group assessment of the Project External Environment. In the test matrix is clearly explained which PLOs and intended learning outcomes are assessed in the assessing of the report and of the oral presentation. Another example is the individual portfolio assessment for Intercultural Awareness. The criteria for the portfolio, report and presentation are clearly explained. During the site visit students also mention that they are well informed about the assessments.

The panel has some remarks on the motivation of the marking. The panel examined five graduation assignment reports and ten research reports and graduation internship portfolios. The substantiation of the marking varies considerably from extensively motivated to almost no motivation at all. The panel agrees with the findings of the programme that examiners should consult each other more on regular basis to ensure similar criteria interpretation and substantiation of the marking. The programme aims to increase formative assessing. The panel notes that formative assessing is difficult to introduce and can be time consuming. Therefore the panel recommends starting first with a well thought out vision on formative assessing before implementing it. According to the panel this is also needed for the educational Comenius project related to feedback in international classrooms.

Quality assurance

The panel establishes that the quality assurance related to assessing is in place. The exam committee and assessment committee are aware of their responsibilities and roles. They take good care of safeguarding the quality of assessments and the end level of the programme. The assessment committee is mandated by the exam committee to assess the quality of assessments. This assessing is done with a checklist and is executed according to an overall assessment plan. The assessment committee reports to the exam committee and plays an important role in test design and the test result evaluation.

The panel endorses the professionalization of lecturers in assessing and especially in portfolio assessing. According to the report of the exam committee, the number of BKE certified lecturers is restricting the number of examiners that can be appointed. Within just more than a year about fifty percent of the lecturers need to be BKE certified in order to be an examiner of the end level assessments. In addition to this, the portfolio assessing of the graduation internship leads to the need for lecturers being able to assess via criteria based interviews. These findings indicate that

the exam committee contributes well to the quality of assessing. The panel agrees that professionalization is in progress but needs further attention from the programme

Standard 4

Achieved learning outcomes

The programme demonstrates that the intended learning outcomes are achieved.

Conclusion

Based on below mentioned considerations the audit panel assesses that the programme **meets** the generic quality for standard 4. The achieved learning outcomes are up to standard. The panel finds it worthwhile and valuable that students are requested in the final year to work towards the end-levels of the programme learning outcomes. Students experience flexibility in the way to achieve the final levels and become motivated since they focus on how to achieve the end-levels. The educational approach and the applied research approach are suitable for the educational profile. The panel finds it positive that external parties are involved in the development of the graduation programme. The panel appreciates the set up with the focus on research skills in cluster G and appreciates the focus on professional skills in the final graduation internship. Students and the professional field welcome the new final year set up. To them graduating moved from supply driven tasks to demand driven tasks and has led to improved connection with the professional practice.

Substantiation

The new set-up of the final year

The panel is positive about the new set-up of the final year. The panel supports the demonstration of PLO end-levels during the whole final year. In the first part of the final year, cluster G, all the PLO end-levels are specifically assessed and in the second part, cluster H, the PLOs are assessed in an integrated and holistic way with more focus on the professional skills. The panel finds the Graduation Internship to be clearly in line with the practice and professional oriented educational vision of the programme. The new set-up combines good assessing of the achieved learning outcomes with a smooth transition for students to starting positions in international business.

The students interviewed by the panel express that the new final year offers a lot of freedom and that for some students this freedom can be overwhelming. Students are required to choose a research topic for the Professional Development and Research Project and have to find a suitable Graduation Internship. Good guidance and coaching on suitable research topics and suitable professional products for building the portfolio is important. More explanation and support would have been welcomed, but students expect this to improve as the experiences with the new final year set-up will increase.

Graduation assignments and final year results

The panel examined the achieved learning outcomes of fifteen selected students from the last two study years. From study year 2017 – 2018 two IBL and three IBMS graduation assignments

were selected. From study year 2018 – 2019 with the new final year set-up, the results of ten students, four IBL and six IB - IBMS, were made available by the programme. The division between IBL and IB - IBMS is reflecting the number of graduated students. In the selection the levels average, lower than average and higher than average were equally distributed based on the Graduation Assignments of 2017 – 2018 and based on the Graduation Internship of 2018 – 2019.

The panel concludes from the examined student work that the end levels are up to the standard of the IBL, IBMS and IB-IBMS programme. In general the grades given by the programme reflect the grades the panel would have given. The intended learning outcomes are achieved in the final graduation assignments and in the research report and graduation internship portfolio of the final year. The panel notes that the research subjects are relevant. However, in some cases the research topic could be more international oriented. The research project of the new final year set-up has a more short cyclic approach in relation to the graduation research of the year before. According to the panel the short cycle approach is more applied and practice oriented. However, for students aiming to continue in a master cycle the more traditional research approach might be more worthwhile and is to be introduced to students as well, earlier in the curriculum.

The panel notes that the Graduation Internship portfolios contain valuable professional products for the internship companies. In these portfolios, students added products like an advice report, a marketing plan, or the design of a change process to substantiate their professional skills. The panel finds the approach also valuable, because students are assigned to demonstrate the competence development. Students need to decide how this development can be demonstrated. This approach substantiates the remark given by lecturers and companies involved during the site visit; “we moved from supply driven tasks to demand driven tasks and in general that is innovative graduating”.

Connection with professional practice

The panel concludes that the connection with the professional practice is good. At the moment of the site visit the performance of graduates in the International Business domain and in master cycle programmes can best be obtained from experiences of IBMS alumni. The statistics indicate that suitable positions in international business are easily to be obtained by graduates. About 30 percent of the graduates continue in a master programme. Alumni and companies are satisfied with the knowledge and skills supplied by the programme. The first experiences with the new final year set-up show even an improvement in the connexion with the professional practice. From the first cohort seven out of nine alumni respondents were offered a job at the Graduation Internship company immediately after graduation.

General conclusion of the study programme

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>	Meets the standard
2 <i>Teaching-learning environment</i>	Meets the standard
3 <i>Assessment</i>	Meets the standard
4 <i>Achieved learning outcomes</i>	Meets the standard

Considerations and conclusion

Through the documentation studied and the site visit the panel concludes that students, staff and the professional field of the International business domain are all satisfied with the IB study programme and the developments within the IBS academy. For students the programme is working well. It is clear what is expected from them in the study units and for the assessments. Students from the phasing out IBMS and IBL programmes feel that they get enough attention, support and options to complete the programme. The lecturers are satisfied with the conversion from existing programmes into the new broad programme. The matrix organisation offer ample options to contribute to the IB programme. The alumni and the professional field welcome the good employability. The new final year seems to increase the connection between education and professional field. The curriculum has become more flexible for students and is better aligned to the needs of the internship companies. The programme management has a good eye for the needs of an international community, for the students and staff involved. The quality culture is on a good level, the staff is committed and involved. The panel finds this to be an impressive achievement leading to an authentic international community.

The audit panel assesses the quality of the bachelor programme International Business of Han University of Applied Sciences as **positive**. The programme meets all standards.

Recommendations

The audit panel has the following recommendations for the study programme:

Standard 1

- Document the vision on applied research and on internationalisation in order to monitor the progress in the coming years towards the ambitions of the study programme

Standard 3

- Formulate a vision on formative assessing before implementing formative assessing in the programme.

Appendices

Appendix 1: Programme for the site visit

Time	Subject	participants
08.30 – 08.45	Reception	Panel and management
08.45 – 09.15	The development journey the goals, critical control points and staff empowerment	Dean International School of Business, Manager IB programme, Manager IBMS and IBL programme, Associate lector. Three staff members presenting showcase year 1, 2 and 4.
9.15 – 10.30	Study material	Panel
10.30 – 11.00	Innovative graduating I	Students graduating and alumni
11.00 – 11.30	Innovative graduating II	Lecturers and work field representatives
11.45 - 12.00	Tour	Lecturer and student
12.00 – 12.30	Lunch	Panel
12.30 – 13.00	Experience	To be decided
13.00 - 13.45	Learning environment students	IB students year 1,2, (3) and 4
14.00 – 14.45	Learning environment lecturers	5 lecturers
15.00 – 15.45	Assessing and assurance	Representatives several committees
15.45 – 16.15	Meeting with course management	Panel and management
16.15 – 17.00	Panel consultation	Panel
17.00 – 17.15	Feedback panel	Panel, management and lecturers
17.15 – 18.00	Development meeting about research development needed for EPAS accreditation	Panel and staff involved

Appendix 2: Documents examined

ABS visie op Internationalisering 2019
Assessment overview IB 2019 – 2020
Blueprint IB 2019
The HAN Institutional Plan 2016 – 2020
Alumni report, 2019
Focus group report 2019
Future directions ABS 2019
IB Curriculum Overview 2019 – 2020
IB curriculum Overview 2020 – 2021
Final report internal education audits IB HAN
De relevantie van onderzoekend vermogen
IB Lecturer Matrix Expertise September 2019
Preferred partner policy 2019
Programme and intended Module Learning Outcomes IB
Richtlijnen van de examencommissie IB&C
Rapport Wendbaar in een duurzame economie
IB Framework v6 Final 2017
IB Study Unit descriptions graduation programme 2018 – 2019
IB Study Guide Professional Development and Research 2018 – 2019 V2
IB Graduation Internship manual 2018 – 2019
IB Study Unit Descriptions 2018 – 2019
IBL Competencies GH – IB PLOs
IBL study unit description HAO 17-18
IBL Afstudeerhandleiding 2017 – 2018
IBL Study Unit descriptions graduation programme 2018 – 2019
IBL Study Guide Professional Development and Research 2018 – 2019 V2
IBL Graduation Internship manual 2018 – 2019
IBMS Competencies – IB PLOs
IBMS Study Unit Descriptions 2017 – 2018
IBMS GA Manual 2017 – 2018
Prospectus International Business 2019 – 2020
Strategisch personeelsbeleidsplan IBC 2018 – 2022
TER International Business 2019 – 2020
TER Chapter 9 SUD International Business 2019 – 2020
The Icing on the Cake
Regulations for the Boards of examiners 2019 – 2020
Regulations of the Degree Committee ABS 2019 – 2020
Vision on language teaching ABS Sept. 2018
Vision on Skills Draft 2019

Appendix 3: curriculum overview

