

Decision of the FIBAA Accreditation Committee for Programmes



111st Meeting on 28 June 2019

Project Number:	18/055
Higher Education Institution:	Avans School of International Studies - Avans University of Applied Sciences
Location	Breda
Study Programme:	International Business (BBA)
Type of Accreditation	re-accreditation

The FIBAA Accreditation Committee for Programmes has taken the following decisions:

According to § 12 (2) in conjunction with § 16 (1) of the “Special Conditions for awarding the FIBAA Quality Seal for Programme Accreditation “FIBAA Programme Accreditation””, the study programme is accredited.

Period of Accreditation: June 28th 2019 until the end of summer semester 2026.

According to § 13 of the “Special Conditions for awarding the FIBAA Quality Seal for Programme Accreditation “FIBAA Programme Accreditation””, the FIBAA Premium Seal is awarded.



Assessment Report

Higher Education Institution (HEI):

Avans School of International Studies - Avans
University of Applied Sciences, Breda

Bachelor study programme:

International Business (BBA)

Qualification awarded on completion:

Bachelor of Business Administration

General Information on the study programme

Brief description of the study programme:

The International Business programme is a four-year programme leading to the degree of a Bachelor of Business Administration (BBA) which prepares its student for a role in international management. The teaching programme focuses on the areas marketing, management and finance. The students will acquire broad knowledge of international management, marketing, organisations and finance. In addition the students will develop relevant professional skills, such as intercultural teamwork, planning, leadership and business communication. The programme is taught entirely in English, and it offers practical training in international companies. It includes an obligatory selection of a profile (from 4 options), and a mandatory second foreign language. The programme is offered as double degree programme with diverse partner universities.

Type of study programme:

Bachelor programme

Projected study time and number of ECTS points assigned to the study programme:

4 years, 240 ECTS

Mode of study:

full-time

Double Degree programme:

optional

Scope (planned number of parallel classes) and enrolment capacity:

Once at a time, approximately 400

Programme cycle starts in:

winter semester

Initial start of the programme:

September 1st, 2001

Type of accreditation:

re-accreditation

last accreditation period:

November 29th 2013 to end of summer semester 2019

Procedure

A contract for the re-accreditation of the International Business (BBA) was made between FIBAA and Avans Hogeschool – Avans University of Applied Sciences on November 5th 2018. On January 11th 2019, the HEI submitted a self-evaluation report, which included a detailed description of the programme and further documents in order to prove that the criteria for programme accreditation were met.

At the same time, FIBAA appointed a review panel. The HEI agreed with the chosen experts. The panel consisted of:

Prof. Dr. Georg Hauer

Hochschule für Technik Stuttgart, Germany – University of Applied Sciences
Professor of Business Administration, Corporate Management and Controlling, Experience with Double Degree in UK, Taiwan and Malaysia
(General Business Administration, Corporate Management and Controlling, Cost and Investment Management, Finance, Accounting, International and Strategic Management)

Prof. Dr. Felicitas G. Albers

Hochschule Düsseldorf, Germany – University of Applied Sciences
Professor of General Business Administration
(General Business Administration, Business Organisation, Business Management, Project Management, Business Process Management, Application Aspect of Business Information Systems, Methodology of Scientific Work)

Dr. Jeroen Oskam

Hotelschool The Hague
Director of the Research of Hotelschool – The Hague
(Hospitality Management, Hospitality and Tourism Marketing, Hospitality Education, Strategic Foresight, MBA-Programs, Contemporary History)

Dr. Ekkehard Hermsdorf

Volkswagen Group AutoVision GmbH, Germany - Hannover
Project manager for quality assurance
(Quality Assurance, Certification, Business Administration)

Ronja Derhake

Hochschule Bremen City – University of Applied Sciences
Student of Applied Business Languages and International Management

FIBAA project manager:
Daniel Günther

The assessment is based on the self-evaluation report, amended by further documents, requested by the panel, and a site visit. The site visit took place on February 21st/ 22nd 2019 at the HEI's premises in Breda. On end of the on-site visit the panel gave a short feedback on its first impressions to representatives of the HEI.

The assessment report based on this was delivered to the HEI for comment on May 6th 2019. The statement on the report was given up on May 22, 2019 it has been taken into account in the report on hand.

Summary

The International Business Programme (BBA) offered by Avans Hogeschool – Avans University of Applied Sciences fulfils the FIBAA quality requirements for bachelor programmes and can be re-accredited by the Foundation for International Business Administration Accreditation (FIBAA) for seven years starting on June 28th 2019 and finishing at the end of summer semester 2026. The programme is in accordance with the national and the European Qualification Frameworks and the European Standards and Guidelines in their applicable version valid at the time of opening of the procedure, and with the Bologna declaration.

The panel members identified one area where the programme could be further developed:

- The Additional services (see Chapter 4.5)

The measures that the HEI takes in order to implement the recommendations of the panel members are to be considered during the re-accreditation.

There are many criteria in which the programme exceeds the quality requirements:

- The objectives of the study programme (see Chapter 1.1),
- The international orientation of the study programme design (see Chapter 1.2),
- Positioning of the study programme in the educational market (see Chapter 1.3),
- Transparency and documentation of admission procedure and decision (see Chapter 2.1),
- Integration of theory and practice (see Chapter 3.1),
- Logic and plausibility of the didactical concept (see Chapter 3.3),
- Course materials (see Chapter 3.3),
- International contents and intercultural aspects (see Chapter 3.4),
- Internationality of the student body (see Chapter 3.4),
- Foreign language contents (see Chapter 3.4),
- Internal cooperation (see Chapter 4.1),
- Cooperation with HEIs and other academic institutions or networks (see Chapter 4.3),
- Programme description (see Chapter 5),
- Information on activities during the academic year (see Chapter 3.4).

For the overall assessment of the programme, please refer to the quality profile at the end of this report.

Information

Information on the Institution

Avans School of International Studies (ASIS) is one of the 21 schools of Avans University of Applied Sciences. Avans is one of the largest universities of applied sciences in the Netherlands, with more than 31,000 students, 54 study programmes and approximately 2,800 employees.

At the Avans University, students can take degrees in the following domains:

- Economics
- Behaviour and society
- Technology
- Health care
- Information technology
- Art and culture
- Law and administration
- Language and communication
- Earth and environment
- Education and upbringing

Avans has 6 Centres of Expertise and more than 20 research groups conducting different research programmes. At the Breda campus the programmes International Business (BBA) and Finance and Control International (B.Sc.) are being offered.

Further development of the programme, implementation of recommendations from previous accreditation statistical data and evaluation results

In 2013 the International Business (former International Business and Management Studies programme) was successfully accredited by FIBAA.

As per September 2018, following a restructuring of Higher Education programmes in the economic domain Higher Economic Education in the Netherlands the International Business and Management programme ceased to exist as a separate bachelor programme, with its own Central Register of higher Education Programmes code (CROHO.)

Instead, together with the study programmes International Business and Languages, Trade Management for Asia and International Business, it now forms the new International Business programme, with its own, new CROHO number.

This new International Business programme is offered by 14 government-funded Universities of Applied Sciences in the Netherlands. These Universities of Applied Sciences, as well as some private institutions, are united in the National Platform International Business. For the transition from the old International Business and Management Studies programme to the new International Business programme, ASIS has opted for a hard cut. The new International

Business Curriculum is being gradually phased in as of 2018-19. The curriculum has been updated in order to align it with the International Business Programme Learning Outcomes. Statistical data for the programme International Business:

		2013	2014	2015	2016	2017	2018
# Applicants (Status 01-09)	Σ	398	417	370	510	371	368
	M	256	277	239	298	238	221
	F	142	140	131	212	133	147
Application rate		90%	81%	85%	70%	84%	79%
# First-Year Students (Status 01-10)	Σ	357	339	313	358	312	291
	M	234	227	205	218	201	169
	F	123	112	108	140	111	122
Rate of female students		34%	33%	35%	39%	36%	42%
# Foreign students (non-Dutch pre-education + non-Dutch nationality)	Σ	87	59	50	60	62	46
	M	43	34	22	34	40	22
	F	44	25	28	26	22	24
Rate of Foreign students		24%	17%	16%	17%	20%	16%
Graduates (Within 5 years)	Σ	184	115				
	M	102	47	NA	NA	NA	NA
	F	82	68				
Success rate (Graduates in cohort x / First year students in cohort x)		52%	34%	NA	NA	NA	NA
Dropout rate (Year 1)		142	145	128	147	140	NA
Dropout rate (Year 1 - 4)		171	168	142	149	140	NA
Average duration of study (in months)		44	41	NA	NA	NA	NA

The following overview shows the measures taken science 2014:

	Measure	Theme
2014	Launch of LABS profile (to offer students more room for differentiation)	Educational / curriculum innovation
2015-2019	Increase recruitment of international students 2019: Implement new marketing plan to increase enrolment of international students (following an external study)	Internationalisation
2015-2017	Implement research agenda Improve cross-over between education, research and the work field by increasing the number of lecturers participating in the Expertise Centre for Sustainable Business (ESB) and the Avans Centre for Entrepreneurship (AOC)	Lecturer quality Research
2015-2019	Invest in professional and personal development of staff: <ul style="list-style-type: none"> • English language proficiency • Didactical skills • Assessment skills (all teaching staff have to take the BKE course before 2020) • Improvement of teaching staff's intercultural skills through Intercultural Learning Lab 	Lecturer quality Internationalisation Quality of education
2015	Application and award of AISHE** certificate (for the integration of sustainability throughout the ASIS programmes and organisation)	Educational / curriculum innovation Organisation

2016-2019	Redesign IB(MS) programme to align it with new national IB framework and Avans UAS' policy documents and with the latest insights about effective teaching and learning	Educational / curriculum innovation
2016-2018	Track reinforcing ASIS structure and improving culture (partly with the help of external consultants) 2017-18: Implement measures to decrease work pressure (new organisation plan, strategic personnel planning, allocation model)	Organisation
2017	Development and implementation of minor International Entrepreneurship	Educational / curriculum innovation
2017	Development and implementation of minor International Public Affairs and Stakeholder Management	Educational / curriculum innovation
2017-2018	Revision of quality management system, including a strengthening of student involvement (<i>Wet Versterking Bestuurskracht</i> , the Enhanced Governance Powers [Higher Education] Act)	Quality
2018	Improve study success and decrease study delay (intake, coaching, support)	Quality
2018	Expand the knowledge of lecturers regarding the guidance of graduation theses	Lecturer quality
2019	Improve operational excellence	Organisation Quality
2019	Write a business case, with other international schools, for the establishment of an international, interdisciplinary institute within Avans UAS	Internationalisation

In the Assessment Report drawn up by FIBAA after the previous accreditation round, the panel members made the following recommendations:

- The assessors recommended that rules for disabled students to compensate for disadvantages as defined in the examination regulations should explicitly also apply in the admission process.
- Although feasibility of the programme is warranted, the assessors recommended that the HEI keeps an eye on student evaluation results regarding workload.
- The assessors recommended that spelling out the didactic concept of the programme should be finalized and documented in the programme documentation.

ASIS has followed up on these recommendations as follows:

- Student counselling for students with special needs, including functional impairments is an explicit part of the intake process.
- ASIS systematically monitors the workload of the programme by means of its evaluation instruments. The evaluation results show that over the last few years students have generally been moderately satisfied with their study load. The school has therefore not yet taken any further action but is now taking it explicitly into consideration in the development of the new curriculum.
- Following the transition from International Business and Management Studies to International Business, ASIS has formulated new didactic principles for the design of the new International Business curriculum. Since the programme is going through a transitional phase, the new didactic principles have not yet been explicitly documented in all the programme documents.

Appraisal

Since the last accreditation, the university has systematically and goal-oriented adapted and further developed the study programme to the needs of the labour market. The conditions as well as the recommendations from the last accreditation have been implemented. The changes made within this framework are regarded as target-oriented by the panel members.

The statistical data confirms that, on the one hand, the concept of the degree programme is attractive to students. The number of applicants has remained comparatively high. The statistical data presented confirms that the programme has developed well. The number of female applications shows an almost constant increase and the average duration of study is about 4 years. In summary, the panel members consider the further development of the study programme to be very positive.

Programme Description and Appraisal in Detail

1. Objectives

1.1 Objectives of the study programme (Asterisk-Criterion)

The bachelor degree programme International Business (BBA) is fully taught in English. It is a four-year programme leading to the title Bachelor of Business Administration (BBA). The Programme Learning Outcomes (PLOs) of this study programme are based on the national framework International Business, which was approved by the Vereniging Hogescholen (The Netherlands Association of Universities of Applied Sciences) in 2018. The Framework covers the following four domains representing 24 PLOs:

Ways of thinking:

International Business graduates are equipped with all the critical skills, attitudes, and knowledge, to be a strategic asset for any organisation. They are capable of acting as critical thinkers with international business awareness and able to systematically apply and select innovative ideas to allow organisations to cope with the rapidly changing business environment. The graduates' international business awareness comprises economic as well as social, cultural and legal behaviour of countries. As critical thinkers, they are deliberate in using the process of thoughtful evaluation to formulate a reasonable conclusion, whilst maintaining focus on practical solutions.

Ways of working:

At the core of the qualifications of International Business graduates is their ability to communicate effectively in English. International Business programmes may want to add one or two foreign languages to the programme. IB graduates are well prepared to represent the company and to act on its behalf. They have a number of ways of communicating at their disposal and are very able to use the latest technology to support this.

Living in the world:

IB graduates should be at all times valuable members of their community and be able to contribute beyond their scope of work. The global issues that need to be addressed require a concerted effort of all of us. The IB programme ensures that the graduates are used to collaborating with different cultures in a respectful and effective manner. IB graduates are therefore truly ready for intercultural interactions and all the while acting in an ethical and socially responsible manner. They are able to deal with changing environments and working under stress.

Tools for working and management:

IB students are capable of growing into the strategic and tactical motor of the organisation and are equipped with **working and management tools**. They have a solid foundation in all elements of managing a business, enabling them to operate within and between different business areas of an organisation. IB graduates have a background in the areas of Marketing & Sales, Finance & Accounting, Operations & Supply Chain Management and Organisation & People to enable them to evaluate and improve the performance of the organisation. By using business research, they are able to find support for necessary changes. The programme also prepares them for their life after graduation, helping them to take the appropriate steps towards a leadership position or to become entrepreneurs.

	Code	PLO description	Themes
Ways of thinking	WT1	Use the process of thoughtful evaluation to formulate a reasonable conclusion deliberately.	Critical Thinking
	WT2	Create innovative ideas in a changing business environment systematically.	Innovation & Creativity
	WT3	Analyse patterns in global macro-economic factors and policies that drive international trade and business development.	International Business Awareness
Ways of working	WW4	Communicate (business) messages effectively persuasively using advanced English to an (un)informed audience.	International Business Communication
	WW5	Optional: Use one or two additional languages to facilitate international business.	
	WW6	Collaborate effectively with different kinds of stakeholders, in different cultural, organisational and political landscapes to contribute to achieving agreed goals.	Collaboration
	WW7	Produce management information from various data sources in an international business environment.	Management of Information as digital citizen
Living in the world	LW8	Express reflections on one's personal development with the aim of personal growth.	Personal & Professional Development
	LW9	Respond appropriately to an unfamiliar, or unexpectedly changing, business environment.	
	LW10	Formulate one's own position concerning ethical and social responsibility in a professional environment.	Ethical & Social Responsibility
	LW11	Mitigate the pitfalls of cultural differences in business and social contexts.	Intercultural Proficiency
	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 upon organisational behaviour and strategic choices.	
Tools for working and management	TWM15	Develop a well-founded marketing plan to support the creation of value for international customers.	Marketing & Sales
	TWM16	Use appropriate sales techniques in support of durable customer relationships.	
	TWM17	Incorporate developments of the digital landscape in a marketing strategy.	
	TWM18	Evaluate financial performance of the organisation from different stakeholders' perspectives.	Finance & Accounting
	TWM19	Recommend financing possibilities in a dynamic international environment.	
	TWM20	Evaluate the operations processes within and between organisations.	Operations & Supply Chain Management
	TWM21	Manage the operations processes within and between organisations.	
	TWM22	Draft the strategic cycle of part(s) of the organisation (process and content).	Organisation & People
	TWM23	Assess the impact of change on the organisation.	
	TWM24	Analyse a complex business problem in an international business setting with use of an adequate research design, resulting in an evidence based feasible solution.	Business Research

These 24 PLOs are the basis for all the 14 International Business programmes offered by Universities of Applied Sciences in the Netherlands. Thus creating transparency for future prospective employers and students what they can expect. The Framework offers each University of Applied Sciences room for differentiation by adding PLOS for example by offering optional languages. ASIS has decided not to add new PLOs, but to create a distinctive profile for itself in other ways.

The national IB profile is structured according to the KSAVE model (Knowledge, Skills, Attitude, Values and Ethics in education). The choice of this model, it is argued, ensures that all IB programmes meet the Dublin descriptors and the Dutch HEO Standard. The choice of

this model, ensures that all International Business programmes meet the Dublin descriptors and the Dutch Higher Economic Education Standard.

Appraisal:

The objective of the study programme is defined in relation to the professional field in management of international or internationally active companies and organisations. The university has systematically documented its aims. These are based on the established Programme Learning Outcomes.

The study programme is oriented towards scientific, professional and interdisciplinary goals. They are adequate for the desired bachelor's level. The objective considers the scientific as well as the comprehensive professional qualification.

In addition, the achievement of the aimed qualification and competence targets is regularly and systematically monitored. This review includes the degree of target achievements and the compliance of the self-set goals with the requirements of the relevant markets.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
1.1*	Objectives of the study programme (Asterisk Criterion)		X			

1.2 International orientation of the study programme design (Asterisk Criterion)

The International Business programme has been specifically designed to train students to take up positions in international business. IB graduates are able to operate within the wide spectrum of the international Business Administration domain.

They have a set of interdisciplinary skills and a solid knowledge base, and are able to perform as intermediaries within various business domains. IB graduates are versatile and able to cope with changing market requirements.

IB professionals in small and medium-sized companies are often generalists with a wide range of duties, often in an international context. In larger, internationally operating companies or multinationals, they generally have a more specialist role, in the fields of Marketing & Sales, Finance & Accounting, Operations & Supply Chain Management and Organisation & People. Also, a growing number of students are choosing to start their own business and become entrepreneurs.

Full information about the distinctive international dimension of the ASIS International Business programme will be provided in the following chapters as well.

Recent research among the alumni Report 2017 proves that the programme succeeds in meeting its objective of preparing its students for a career in international business:

Alumni research findings	
IBMS Alumni Survey Report (2017)	<ul style="list-style-type: none"> • About 50% of the respondents work outside the Netherlands; • Approximately 90% work for an internationally operating company; • 88% consider their job to be (partly) international; • About 50% of the respondents already had a job before graduation or got their first job within three months after graduation.

Appraisal:

The programme is designed to be throughout international. In the modules, as well as in the teaching materials and the specialist literature, distinctive international references become visible and reflect the international dimension. In this context, the exclusively English-taught classes are also convincing. The international orientation is further strengthened by the stays abroad during the semester abroad or the internship. Knowledge transfer and competence development in an international context empowers the students to cope with international tasks.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
1.2*	International orientation of the study programme design (Asterisk Criterion)		X			

1.3 Positioning of the study programme

ASIS wants to differentiate itself from its competitors on the national and international educational markets by offering an IB programme with a clearly distinctive profile, consisting of structural elements as well as content elements.

First of all, the international dimension of the ASIS IB programme is exceptionally high:

- Obligation to spend one year abroad - All IB students must spend at least one year abroad; this will be a combination of one-semester study abroad, the Work Placement, and the Graduation Internship
- The ASIS programme is the only IB programme in the Netherlands to offer (a limited number of) students the possibility to take double degree programmes with five partner (in Germany, France, Italy, Hungary, and in United Kingdom). Upon graduation, students of the double degree programmes will receive both the Bachelor of Business Administration degree of the ASIS IB programme and the degree of the partner institution abroad.
- Catering to the students' need for a flexible curriculum and individual choices, the ASIS IB programme offers students a choice of four distinctive profiles: International Business Studies (IBS), Asian Business Studies (ABS), Cross-cultural Management and Languages (CML) and Latin American Business Studies (LABS). Most of these profiles are not offered by any other IB programme.
- While nationally it has been agreed that the incorporation of second language training is optional, for ASIS IB students it is compulsory. All students have to take

a second language in addition to English (French, German, Spanish, Italian, Chinese or Dutch). Students doing the CML profile even have to take three languages, one of the three language always being Spanish.

According to the Framework International Business the programmes can to some extent differentiate on the required competence level for the Programme Learning Outcomes.

Mostly all of them should be accomplished on level 3, except for the languages and for the four themes in the Tools for Working and Management domain (Marketing & Sales, Finance & Accounting, Operations & Supply Chain Management and Organisation & People). Of these themes, at least one should be accomplished on level 3, the other should be accomplished on level 2.

For the development of the new International Business programme, Avans School of International Studies (ASIS) has revised its target profile for ASIS International Business graduates, with which it wishes to distinguish itself from its competitors:

ASIS IB graduates set themselves apart from their peers by their ability to solve complex (strategic) international business issues and take all relevant factors into consideration, particularly intercultural dimensions, in order to solve these issues.

Typical ASIS IB graduates should:

- be multi-disciplinary, sustainably responsible professionals able to work with organisations across borders;
- have broad competencies in all fields of international business;
- act as interlocutors with specialists (internal or external) in fields of international business based on a common goal for solving an international business issue;
- operate in international environments with intercultural differences using an investigative approach and communicating in different languages;
- demonstrate creativity with an innovative mindset.

The IB program aims to prepare its students for employment in a variety of professions across the spectrum of international business. This means that the employability of the graduates is very wide-ranging.

According to own information, research conducted among its graduates by the University itself and by a national research agency confirms this:

Alumni research findings	
IBMS Alumni Survey Report (2017)	<ul style="list-style-type: none"> • More than 60% found their first job within 6 months after graduation (or even before graduation); 30.8% took up further studies • 90.3% work for an internationally operating company • 87.6% hold a job that they consider (partly) international • About half of the respondents find employment in the Netherlands, half of them abroad • 77.8% are employed in a full-time job related to their degree • Most of the respondents carry out work activities at a junior management level (31.0%), at an operational level (30.1%) or at a middle management level (14.2%) • Most of their work activities come under the categories 'sales' (19.3%), 'marketing' (17.5%) or 'consultancy' (16.7%) • The majority works for companies with more than 100 employees (59.6%), 28.1% for companies (local business units) with 1000 employees or more
HBO Monitor (2017)	<ul style="list-style-type: none"> • 89% hold a job at HBO level or higher • Unemployment is very low (3%) • Alumni satisfaction with their employability (preparation for the professional career) is generally higher than the national average

Key objective of the Avans University of Applied Sciences vision of education (Achieving your full potential together) is to deliver qualified and future-proof starting professionals. This is done by designing and implementing small-scale and profession-oriented programmes; its teaching and learning practices are informed by recent insights from neuropsychology in order to adequately cater to diversity, to differences between (groups of) students. The Avans programmes are characterised by:

- Personal attention;
- Suitable learning pathways;
- Formative assessment;
- Focus on the individual's responsibility for their own development;
- Multidisciplinary cooperation;
- Attention to the international context.

ASIS has translated Avans UAS' strategic choices into its own objectives in its business plans. For example, in the ASIS Business Plan 2016-2020, it is stated that:

ASIS students make a difference on an international level. We educate our students to become international business professionals and therefore challenge them to their fullest potential within an international context. Our teachers give their best and we expect that from our students as well. ASIS' alumni are professionals with an innovative mindset, curious, research-minded, equipped for the future challenges.

ASIS has therefore defined the following goals for the period of 2016 – 2020:

1. Deliver curious, responsible, research minded and flexible **students** who are ready and equipped for future challenges.
2. Optimize the **Triangle**: Education, Research and Professional practice within an international context.
3. Take leading role in **internationalisation** within Avans UAS.

Appraisal:

The programme has a clear profile consisting of structural and content elements, which convincingly position the programme profile in the education market with regard to the desired qualification and competence objectives. The panel members appreciate the option of four specialisations, the consistent teaching language English and the choice of further language skills as well as the integrated practical parts and the obligatory semester abroad. In the panel's view, the study programme can be seen as a positive example in the field of International Business.

The positioning of the programme in the education market can also be rated as positive. In this regard, the university has incorporated its own inquiries as well as the results of the national research agency studies into the further development of the programme. The implementation of the results into the qualification and competence goals, curricular contents and the overall design the requirement profile has been successful. The detailed labour market analysis and the consistent structural content and didactic implementation support the competitiveness of the study programme.

The International Business programme is clearly integrated into the university's strategic concept. Its practical orientation and international orientation shape the university's profile.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
1.3	Positioning of the study programme					
1.3.1	Positioning of the study programme in the educational market		x			
1.3.2	Positioning of the study programme on the job market for graduates („Employability“)			x		
1.3.3	Positioning of the study programme within the HEI's overall strategic concept			x		

2. Admission

The requirements for admission to the study programme are laid down in Chapter 2 of the International Business Education and Examination Regulations 2018-2019.

Students with Dutch pre-education:

In order to be admitted to the study programme students must hold a Pre-university Education diploma, an Upper General Secondary Education diploma or an Secondary Vocational Education diploma level 4.3.

If an applicant does not meet the admission requirements, they may be eligible for an entrance examination. The entrance examination is administered by or on behalf of the School Board.

The examination tests whether an applicant:

- has the knowledge and skills required for the study programme;
- has a good command of the English language.

International students (students with non-Dutch pre-education):

International students may be enrolled in the programme if the level of their prior education is equivalent to the Dutch Pre-university Education diploma, Upper General Secondary Education diploma or Secondary Vocational Education diploma level 4.

English must have been one of their courses. If ASIS is not familiar with the foreign diploma, it will have it validated by the Dutch organisation for international recognition of diplomas. In addition, International students must meet the English language proficiency requirements (see below).

Incoming double degree students: Based on programme agreements, which are part of bilateral contracts, students coming in from the partner institutes abroad qualify for admission to a double degree programme at ASIS if they have satisfied the requirements set by their own institutes.

Depending on the individual programme agreements, double degree students can either enter the programme in Year 1 or in Year 3.

The entry point for all incoming students from abroad is the International Office at ASIS. This office has issued clear procedures and protocols and is responsible for the final letter of Admission. They are also responsible for housing international students, according to the contract with ASIS.

In line with Avans University of Applied Sciences policies, ASIS wants to make sure that every student takes up studies that fit their interests and talents best. It therefore conducts a comprehensive intake programme, which comprises:

- the provision of objective and realistic information to prospective students on the contents and the level of difficulty of the IB study programme and job perspectives during information sessions at the Breda campus, on the Avans UAS website and at international student fairs;
- the provision of feedback on the suitability of prospective students for the study programme;

- the admission of students in accordance with national legal requirements
- the delivery of study paths that link up in an optimum way with the previous education, needs and wants of the various target groups and the professional practice.

ASIS wants to take care for international students so it organises special Orientation Days (information sessions with an overnight stay) for international prospective students to get to know the school, the programme and the people. This year (2018) 21 participants from nine different countries attended the Orientation Days in November.

All prospective students, regardless whether they have a Dutch pre-education background or are international students, must take part in an individual assessment, which consists of the following elements:

- a digital assessment;
- a motivation letter;
- an individual interview regarding the student's ambition and motivation for IB;
- a meet & greet with current IB students to hear about their experience.

The results are combined into an advice, which is part of their future coaching sessions. According to Dutch law, this advice is not binding: all the students that meet the entry requirements are formally admissible, even if they receive a doubtful or negative advice. ASIS annually evaluates its intake programme and its effects.

Study counselling for students with special needs, including functional impairments: Every student is not only provided with counselling during their study programme, but also prior to the start. Before they actually enrol, prospective students with a functional impairment are advised to contact the Avans UAS Student Counsellor to discuss which adaptations are needed to enable them to participate in the study programme.

Dutch higher education institutions make use of one national admissions system. All prospective students must file their applications online through Studielink, the official registration and application portal for programmes at Dutch higher education institutions. For IB, there is no restriction on numbers. All students meeting the admission requirements will be accepted. That is why ASIS does not have a further specific selection procedure.

To maintain high standards of English language competences in the international classrooms and in compliance with Dutch national guidelines, Avans UAS has set minimum language requirements for international degree-seeking students. It is the student's responsibility to ensure that they meet these requirements by providing evidence of their language competences in the form of an official certificate: IELTS, TOEFL, TOEIC or Cambridge ESOL.

- Students entering Year 1 must have obtained an IELTS score of at least 6.0. No sub-scores are allowed with the exception of 'speaking'. For this component a 5.5 is allowed.
- Students entering in Year 3 must have obtained an IELTS score of at least 6.5 and a pass in 'speaking and writing' and in 'listening and reading'.

All prospective International Business students have to file their applications through the national Studielink website. Full information (in English and Dutch) about how to apply and which steps to take can be found both on the Studielink website and on the Avans UAS websites. Students can at all times look up the status of their application in Studielink. After

their application has been registered, international students will be contacted by the International Office of Avans UAS to complete the process. This International Office is responsible for the procedures and protocols concerning the admission of international students.

Appraisal:

The university has clearly regulated the admission requirements. The national legal requirements were taken into account. In addition, the entry qualifications for students with Dutch pre-education and international students without Dutch pre-education are openly displayed in the regulations. These regulations can be viewed and downloaded on the Internet by university members and the general public. Additionally, the admission requirements are oriented towards the strategic goals of the study programme.

The selection procedure is target-oriented, the individual components are comprehensively weighted. The selection criteria reflect the university's special requirements and the profile-giving characteristics.

The admission requirements such as the need to proof certain language proficiency ensure that students are able to successfully complete the study programme.

In addition, the admission decision contains detailed information on the results of the admission procedure. It is transparent. The written notification contains all to the applicant relevant data.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
2.1*	Admission requirements (Asterisk Criterion)			x		
2.2	Counselling for prospective students			x		
2.3*	Selection procedure (if relevant)					n.r.
2.4(*)	Professional experience (if relevant; Asterisk Criterion for master programmes that require professional experience)					n.r.
2.5*	Ensuring foreign language proficiency (Asterisk Criterion)			x		
2.6*	Transparency and documentation of admission procedure and decision (Asterisk Criterion)		x			

3 Contents, structure and didactical concept of the programme

3.1 Contents

Structure of the study programme International Business (BBA):

Year 1 Q1 BUSINESS ORGANISATION		Year 1 Q2 BUSINESS ENVIRONMENT		
Prof track	PROJECT SWOT ANALYSIS	ECTS per deliverable	ECTS project	
	<p>Project deliverables</p> <ul style="list-style-type: none"> • SWOT analysis: <ul style="list-style-type: none"> - report (group assessment) - process (individual assessment) • Business email and industry analysis (individual assessment) • Personal SWOT Analysis (individual assessment) • Business & academic reading & writing (individual assessment – written exam administered by RET) • Reflection (individual assessment) <p>The following activities (lectures, training sessions and workshops) are an integral part of the SWOT Analysis project.</p> <ul style="list-style-type: none"> • Business Communication Q1/Q2 • Meeting skills (Q1) • Interview skills (Q1) • APA lecture (Q1) • APA/Report writing skills (Q2) • Information search lecture (Q1) • Project planning skills (Q1) • Lecture How to study (mindset, learning strategies, planning & organising) • Value chain lecture (Q1) • Coaching (Q1/Q2) 	<p>4</p> <p>2</p> <p>0.5</p> <p>2</p> <p>0.5</p>	<p>9</p> <p>ECTS for the project SWOT Analysis are awarded at the end of quarter 2.</p>	
Year 1 Q1	ECTS	Year 1 Q2	ECTS	
Business Organisation		Business Environment		
Knowledge track	International Business Awareness I	3	Operations/Supply Chain Management I	2
	International Marketing & Sales I	2	<i>International Marketing & Sales (only classes, no written exam in Q2, supports SWOT)</i>	
	Organisation & People I	2	Business Research I	1
	<i>Financial and Management Accounting I (only classes, exam in Q2)</i>		Financial and Management Accounting I	3
Language track	Foreign language 1			4
Profile track (module choice depends on profile)	Sustainability (IBS)	2	Service Industry I (IBS)	2
	Asian Geography and History (ABS)	2	Culture and Ethics in Asian Business Relations (ABS)	2
	Spanish Basic or Advanced 1 (CML)			4
TOTAL ECTS Year 1 Q1 (CML students 7 ECTS because they get their profile credits in Q2)		9	TOTAL ECTS Year 1 Q2 (CML students 23 ECTS)	21

Year 1 Q3 BUSINESS PLAN		ECTS	Year 1 Q4 BUSINESS RESEARCH	ECTS
Prof track	<p>PROJECT BUSINESS PLAN</p> <p>Project deliverables</p> <ul style="list-style-type: none"> • Master budget (group assessment, 1 ECTS) • Feasibility advice (group assessment 1 ECTS) • Reflection (individual assessment, 1 ECTS) <p>The following activities are an integral part of the project Business Plan.</p> <ul style="list-style-type: none"> • Excel • Critical thinking (arguing and reasoning) • Coaching 	3	<p>PROJECT BUSINESS RESEARCH</p> <p>Project deliverables</p> <ul style="list-style-type: none"> • Research report (group assessment, 3 ECTS) • Presentation (individual assessment, 1 ECTS) • Reflection (individual assessment, 1 ECTS) <p>The following activities are an integral part of the project Business Research.</p> <ul style="list-style-type: none"> • Business Communication Q4 (presentation skills) • Application letter and C.V., LinkedIn • Critical thinking (arguing and reasoning) • Coaching 	5
Knowledge track	Intercultural Proficiency I <i>(with Business Communication as a supporting module)</i>	4	Intercultural Proficiency II	2
	Financial and Management Accounting II	2	International Marketing & Sales II	2
	Operations/Supply Chain Management II	2	Business Research II	2
	<i>International Marketing & Sales (only classes, no written exam in Q3, supports the project)</i>			
	<i>Business Research II (only classes, written exam in Q4)</i>			
Language track	Foreign language 2			4
Profile track (module choice depends on profile)	Service Industry II (IBS)	2	Entrepreneurship (IBS)	2
	Asian Economies (ABS)	2	Distribution in Asia (ABS)	2
	Spanish Basic or Advanced 2 (CML)			4
TOTAL ECTS YEAR 1 Q3 (CML students 11 ECTS because they get their profile credits in Q4)		13	TOTAL ECTS YEAR 1 Q4 (CML students 19 ECTS)	17

Year 2 Q 1 BUSINESS STRATEGIES		ECTS	Year 2 Q2 BUSINESS VISION	ECTS
Prof track	PROJECT BUSINESS STRATEGIES		PROJECT BUSINESS VISION	
	Project deliverables The following activity is an integral part of the project Business Strategies. <ul style="list-style-type: none"> Coaching 	2	Project deliverables The following activity is an integral part of the project Business Vision. <ul style="list-style-type: none"> Coaching 	2
Knowledge track	Economics	2	Management and Organisation	2
	Marketing	2	Marketing	2
	Investment Decisions	2	Financial and Management Decisions	2
	Business Communication	2	Corporate Culture	1
			Qualitative Methods	1
Business Communication			2	
Language track	Foreign language 3			4
Profile track (module choice depends on profile)	Global Branding	2	Introduction to Data Management (IBS)	2
	Economics and Politics in Asia (ABS)	2	Consumer Behaviour in Asia (ABS)	2
	Logistics and Distribution (LABS)	2	Consumer Behaviour in Latin America (LABS)	2
	Spanish Basic or Advanced 3 (CML)			4
TOTAL ECTS YEAR 2 Q1 (CML students 10 ECTS because they get their profile credits in Q2)		12	TOTAL ECTS YEAR 2 Q2 (CML students 20 ECTS)	18

Year 2 Q3 + Q4 WORK PLACEMENT	ECTS
IBS students: work placement either abroad or in the Netherlands	30
ABS students: work placement in an Asian country or a main assignment linked to Asia in content	30
LABS students: work placement in a Latin American country or a main assignment linked to Latin America in content	30
CML students: work placement in a country where either the second language or third language is spoken	30
Incoming Double degree students: see <i>IB Handbook 2018-2019</i> , §4.15	30

Year 3 Semester 1 INTERNATIONAL BUSINESS OPERATIONS		ECTS	Year 3 Semester 2 MINOR/SEMESTER EXCHANGE	ECTS
Prof track quarters 1 and 2	PROJECT BUSINESS EXPANSION	8	IBS and CML students: <i>Choice between the ASIS minors</i> <ul style="list-style-type: none"> International Entrepreneurship International Public Affairs and Stakeholder Management International Finance or Semester exchange (for the breakdown of the minor ECTS, see 4.11, 4.12 and 4.13) 	30
	Project deliverables <ul style="list-style-type: none"> Country Selection (4 ECTS) Business Plan (4 ECTS) The following activities are an integral part of the project Business Expansion. <ul style="list-style-type: none"> APA workshop (double degree and exchange students) Critical thinking (double degree and exchange students) 			
Knowledge track quarter 1	International Business Awareness	3	ABS students: Study at a university in Asia	30
	International Marketing & Sales	3	LABS students: Study at a university in Latin America or Puerto Rico	30
	Currency Risk	2		
	Supply Chain Management	2		
	<i>Business Communication (only classes, exam in Q2)</i>			
Knowledge track quarter 2	Financial Management	3		
	Business Communication	4		
Profile track (quarters 1 and 2) (module choice depends on profile)	Living and Working Abroad (IBS)	5		
	Cooperation with Asian Stakeholders (ABS)	5		
	Circular economy and bio-based production in Latin America (LABS)	3		
	Politics and Economics of Modern Latin America (LABS)	2		
	Business and Human Rights (CML)	5		
TOTAL ECTS YEAR 3 Q1 and Q2		30	TOTAL ECTS YEAR 3 Q3 and Q4	30

Year 3 Semester 2 MINOR INTERNATIONAL PUBLIC AFFAIRS AND STAKEHOLDER MANAGEMENT (offered by IB programme)		ECTS
Quarter 1		
Theory		4
Research		6
IPASM Today		1
Multi-Stakeholder Dialogues		1
Excursion		1
IPASM Business Communication		2
Quarter 2		
Avans Innovative Studio		15
TOTAL MINOR INTERNATIONAL PUBLIC AFFAIRS AND STAKEHOLDER MANAGEMENT Semester 2		30

Year 3 Semester 2 MINOR INTERNATIONAL ENTREPRENEURSHIP (offered by IB programme)	ECTS
Student Company 1	6
Student Company 2	6
Law for Start Ups	2
Entrepreneurial ethics and Sustainability	2
Finance for International Start Ups	2
English skills 1	1.5
English skills 2	1.5
Sales skills	1.5
Online Marketing	1.5
Leadership	4
Intercultural Entrepreneurship	2
TOTAL MINOR INTERNATIONAL ENTREPRENEURSHIP Semester 2	30

Year 4 Semester 1 STRATEGIC BUSINESS DECISIONS	ECTS*	Year 4 Semester 2 GRADUATION PROJECT	ECTS
Prof track quarter 2 PROJECT STRATEGIC BUSINESS DECISIONS Project deliverables <ul style="list-style-type: none"> • Recommendation (group assessment, 7 ECTS) • Reflection (individual assessment (BCOM), 3 ECTS) • Defence (individual assessment, 2 ECTS) <p>The following activities are an integral part of the project Strategic Business Decisions.</p> <ul style="list-style-type: none"> • BCOM: report writing skills • Coaching • APA workshop (exchange students) • Critical thinking (exchange students) 	12	Deliverables <ul style="list-style-type: none"> • Thesis • Reflection • Oral defence Extra requirements: ABS students Graduation internship in Asia or the graduation project must have a link to Asia in content LABS students Graduation internship in Latin America or the graduation project must have a link to Latin America in content For Double degree requirements, see <i>IB Handbook 2018-2019, §4.15</i>	30
Knowledge track quarter 1 International Business case <ul style="list-style-type: none"> • International Marketing & Sales • Financial and Management Accounting • Operations & Supply Chain Management • Organisation & People 	12		
Profile track (quarters 1 and 2) (module choice depends on profile) Sustainable Business (IBS)	6		
Asian Business (ABS)	6		
	6		
Principles of Fundraising (CML)	6		
TOTAL ECTS YEAR 4 Q1 and Q2	30	TOTAL ECTS YEAR 4 Q3 and Q4	30

The curricular structure and the contents of the International Business programme shall enable the students to achieve the intended Programme Learning Outcomes and prepare them for a wide range of international business positions.

Furthermore, the programme aims to deliver young professionals that are competent to make a successful start in the professional field. Throughout the curriculum students develop and demonstrate this professional competence by working on projects that lead to the delivery of representative professional products and achievements: services or products professionals must be able to deliver in exercising their jobs.

The IB curriculum is divided into four different tracks. Each track has its own specific character:

Professional track

In the professional track students work on business issues in the form of projects. The projects lead to the realisation of professional products/achievements, which have to be accompanied by a practical and theoretical justification and a reflection report. Through these products and achievements students must prove whether they have an adequate grasp of the theories behind a product, a good understanding of how these theories can be applied, appropriate skills in applying them and the attitude to apply them correctly.

In the course of the study programme, the degree of complexity of the projects increases. Not only do students acquire the experience of applying the theoretical concepts in a realistic setting, they also acquire generic and transferable competencies like team work, leadership, planning and organising, critical thinking, problem solving, communication skills and cultural awareness and adaptability as part of the professional setting of the project groups.

The Work Placement and the Graduation Internship are a continuation of this track. The focus of the Work Placement is on the development of generic competencies / transferable skills and the student's learning process, while during the Graduation Internship students develop an innovative solution to an identified business issue within the company through a methodological approach of research.

Knowledge track

The knowledge track is supportive to the professional track. The core of the knowledge track is constructed around didactic activities such as lectures and training sessions. During lectures theories are explained and illustrated; during training sessions students practise the application of these theories in business cases and assignments. In the context of this knowledge track, students get acquainted with the body of knowledge of the International Business study programme. Together, the professional track and the knowledge track form the core of the curriculum and are the same for all students.

Language track

To prepare students to become professionals in the global workplace and as preparation for the double degree programmes, students must choose at least one other language besides English Business Communication (German, French, Chinese, Italian, Spanish, Dutch).

Profile track

The IB programme offers students the possibility to choose from four different profiles. Students have to make their choice before they start on the programme. The profiles allow the students to focus on areas of study more suited to their interests and goals.

International Business Studies:

The profile is a broad-based international programme that prepares students for a management position in international business. Students not only develop a good grasp of the knowledge and theory behind relevant business subjects but also learn the ability to turn this into skilful practice.

Asian Business Studies:

This profile focuses in Asian business and Asian economies. It prepares students for a management position either in an Asian company that is active on the Western market(s) or in a Western company looking to expand into or already doing business in Asia.

Cross-cultural Management and Languages:

The profile prepares students for a career in international non-profit non-governmental/governmental institutions. The profile is aimed at cross-cultural relationships and understanding the art of doing (sustainable) business in foreign countries in a global environment. Special focus is given to proficiency in different languages as well as to the relation between profit and non-profit organisations.

Latin American Business Studies:

This profile focuses on developments in the American market. Acquiring expertise in the language, culture, history and economics will make the student who has chosen this profile a business specialist in this sector. Students are obliged to take Spanish as a third foreign language and take specific modules in Latin American culture and business.

Being offered by a university of applied sciences, the IB programme is necessarily characterised by a strong practical orientation. The integration of theory and practice is achieved primarily by the two compulsory internships and the prominent place of projects in the curriculum described in the previous paragraph.

The business problems that form the core of the International Business curriculum are approached from an interdisciplinary point of view. For example, in the SWOT (Strengths, Weaknesses, Opportunities and Threats) project, students learn how both internal and external perspectives converge to help companies to make business plans. Another example is the Strategic Business Decisions course, where students have to apply insights obtained in the domains Strategic Finance, Strategic Marketing and Strategic Management to complex integrated cases, compelling them to think across disciplinary boundaries.

Furthermore the Ethical and Social Responsibility, which ASIS regards as a key element of the larger concept of sustainability, is an integral part of the International Business programme. Sustainable business decisions are integrated in the projects in the curriculum, while supporting theory is offered in some of the knowledge line modules e.g. in the macroeconomics part of the module International Business Awareness I and ethical marketing cases in International Marketing & Sales I. Other components of the IB curriculum that focus on sustainability are e.g. Business and Human Rights, Sustainable Business and

Strategic, Circular Economy and Bio-based production in Latin America or Sustainability Leadership in Latin America.

Methodical competence and the ability to do scientific work (with a professional orientation) are reflected by the International Business PLOs, way of thinking and tools for working and management. The curriculum covers these PLOs in the form of a continuous learning line that starts in Year 1 and culminates in the final thesis in Year 4.

After successful completion of the study programme, students obtain the degree of Bachelor of Business Administration (BBA) in International Business. Title and degree of the programme have been agreed at a national level by the Vereniging Hogescholen (The Netherlands Association of Universities of Applied Sciences) and confirmed by the Dutch Ministry of Education, Culture and Science.

ASIS operates a rigid and fair assessment system which aims to establish objectively whether the individual student's study progress and learning outcomes meet the required standards. Content and format of any test must be aligned to and do justice to the intended objectives and the teaching and learning methods used in the module (constructive alignment). The IB programme is therefore characterised by a variety of written and oral test formats such as knowledge tests (either open-ended or multiple choice or a combination), essays, (group) reports, professional products (e.g. advice, a business plan), oral presentations, pitches, reflection reports.

In the final semester of the programme, students conduct their graduation project. They must do so by spending 15-20 weeks working on and solving a complex business issue for an international company in the Netherlands or abroad (internship). Through the combination of the following deliverables (research proposal, final thesis, reflection report and the oral defence) students should demonstrate that they have achieved the required Programme Learning Outcomes.

Appraisal:

The curriculum adequately reflects the qualification objectives of the study programme. The modules are well-balanced and logically connected. The learning outcomes which are defined in the module descriptions are implemented. The areas of specialisation enable students to acquire additional competences and skills according to their individual interests.

It should be emphasised that the systematic integration between theory and practice was very successful in the further development of the programme. The expert team is convinced that respective contents and projects enable students to develop relevant skills comprehensively.

The programme is characterised by its practical orientation. The degree and programme name corresponds to the content of the curriculum.

The degree programme has special practical components which are manifested not only in the curricular parts which are directly oriented towards practical work, but also in the position of practice-oriented projects in the curriculum, the inclusion of guest lecturers and the two obligatory internships.

Theory and practice form a systemic unity. The university fulfils its claim towards interdisciplinarity within the framework of programme. The review of the module descriptions shows that this interdisciplinarity is consistently addressed and conveyed from the respective disciplinary perspective. Ethical implications are taken into account to an appropriate extent.

Methodological competence and the ability to work scientifically are taken into account to an appropriate extent in the curriculum. The examination results and the final project are conceptually and consistently oriented towards the Learning Outcomes. The examination forms are characterised by a wide variety and are selected according to the learning objectives and competences to be examined.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.1 Contents					
3.1.1* Logic and conceptual coherence (Asterisk Criterion)			X		
3.1.2* Rationale for degree and programme name (Asterisk Criterion)			X		
3.1.3* Integration of theory and practice (Asterisk Criterion)		X			
3.1.4 Interdisciplinary thinking			X		
3.1.5 Ethical aspects			X		
3.1.6* Methods and scientific practice (Asterisk Criterion)			X		
3.1.7* Examination and final thesis (Asterisk Criterion)			X		

3.2 Structure

Projected study time	4 year
Number of Credit Points (CP)	Major (210 ECTS) + Minor (30 ECTS) = Total 240 ECTS
Workload per CP	1 ECTS-Point - 28 hours
Time required for processing the final thesis and awarded CP	15-20 weeks – 30 ECTS

The programme has a total workload of 240 ECTS (4 years of 60 ECTS). Each year consists of 42 weeks, has a study load of 60 ECTS and is divided into 4 periods, in accordance with the Avans UAS academic calendar. This ensures that the work load is evenly spread over the academic year as much as possible. The International Business study programme consists two parts:

- A major (210 ECTS): This part concerns the competencies of the domain Business Administration and consists of a total study load of 210 ECTS. Differentiation is possible by allowing students to choose one out of four of the following profiles of the IB major:
 - International Business Studies (210 ECTS)
 - Asian Business Studies (210 ECTS)

- Cross-cultural Management and Languages (210 ECTS)
 - Latin American Business Studies (210 ECTS)
- A minor (30 ECTS): This part provides a free choice option to the student and may or may not be related to the learning outcomes of the domain of the study programme (Business Administration). It has a study load of 30 ECTS. For the minor part of the study programme, there are the following options:
 - The ASIS minors (International Entrepreneurship, International Public Affairs and Stakeholder Management or International Finance);
 - Semester exchange outside ASIS (including a minor from the minor catalogue of Avans University or from the 'Kies op Maat' minor list).

For the minor students taking the profile Asian Business Studies must study at a university in an Asian Country; the same applies for students taking the profile Latin American Business Studies with regard to a Latin American Country.

The IB programme can be taken as a single-degree programme or, for a limited number of students, as a double-degree programme.

ASIS offers students of the profiles International Business Studies, Cross-cultural Management and Languages and Latin American Business Studies the possibility of obtaining a double degree. This means that upon graduation students will receive both the Bachelor of Business Administration degree of the International Business programme at ASIS and the degree of a partner Business School abroad.

To obtain this dual qualification, outgoing students study at ASIS as well as at a partner Business School in France, Germany, Italy, Mexico or the United Kingdom. There are also incoming double degree students from France, Germany, Italy, Hungary and Mexico. When students study abroad, the education and examination regulations of that particular Business School apply.

ASIS offers double degree programmes with:

Country	University	Faculty / Department	Degree
France (outgoing and incoming)	NEOMA Business School (Reims)	Centre d'Etudes Supérieures Européennes de Management (CESEM)	Diplôme d'Etudes Supérieures Européennes de Management
Germany (outgoing and incoming)	Reutlingen University (Reutlingen)	ESB Business School Reutlingen	Bachelor of Science in International Management
Hungary (only incoming students)	Budapest Business School (Budapest)	College of International Management and Business	BA International Business
Italy (outgoing and incoming)	Università Cattolica del Sacro Cuore (Piacenza)	Facoltà di Economia	Laurea di primo livello in Economia Aziendale (Bachelor in Business Economics) Diploma di Master universitario di primo livello in Management Internazionale (M-Mint)
Mexico (outgoing and incoming as from 2019-2020)	Universidad de Las Américas Puebla (UDLAP)	Escuela de Negocios y Economía	Bachelor of Arts in Business Administration
United Kingdom (only outgoing students)	Northumbria University (Newcastle Upon Tyne)	Newcastle Business School	Bachelor of Arts in International Business Management (Honour's programme)

Most of these double-degree programmes have been running for many years. For a double degree programme to be developed and approved, it has to meet a number of predefined standards:

Standard	Explanation
1. Content standard or qualification standard	The foreign university offers a bachelor course that can be identified as an international business and management course, the aims of which match the Avans aims.
2. Bachelor level	Both partners work towards a final level that is internationally acknowledged as a bachelor level.
3. Professional orientation	Content and form of the curriculum are characterised by a firm theoretical basis as well as by an orientation towards applying knowledge, the development of skills, practical research and reflecting the public and ethical context of the profession ⁷
4. Learning objectives	The foreign programme that the student follows in a specified period leads to a development that is comparable with the home programme (few repetitions, few deficiencies).
5. Number of European credits	To get the Avans bachelor degree, students must have acquired at least 240 ECTS.
6. Teaching methods	The (different) teaching methods of the partner programmes are aimed at the development of comparable qualifications.
7. Exams	The preliminary exams and the final exam at the partner university meet the Dutch accreditation standard.
8. Reputation and accreditation	The curriculum of the foreign partners i.e. the foreign institute is accredited by internationally accepted standards, a nationally acknowledged organisation or validated by a comparable institution.

This process of establishing and maintaining double-degree programmes has involved extensive programme comparison agreements, leading to mutually validated study paths of both outgoing and incoming double-degree students.

The International Business Education and Examination Regulations 2018-2019 apply to the international Business programme offered by Avans School of International Studies. Upon graduation, all students receive a diploma, as well as a List of Marks and a Diploma-supplement. Students who have completed any of the double degree programmes can submit a request for a Grade Conversion Table with their diploma. For the partners that participate in the International Partnership of Business Schools (IPBS) the Official Conversion Table IPBS is used. Avans University of Applied Sciences complies with the agreements of the Lisbon Convention. This means that the University recognises diplomas and credits obtained at other Higher Education Institutions in the Netherlands or abroad. Avans University of Applied Sciences is a holder of the Erasmus Charter for Higher Education.

Avans UAS is actively taking measures to promote and ensure gender equality and non-discrimination in compliance with the Dutch Equal Treatment Act (1994). It is of the utmost importance that every student and staff member can work in a safe and pleasant environment. Discrimination, (sexual) harassment and cyberbullying will not be tolerated. Should it occur nevertheless, students or staff members can turn to one of the Confidential Counsellors.

The University has a wide variety of services available for (prospective) students with special needs, ranging from facilities ensuring physical accessibility to extra guidance and extra time for making examinations. If a student needs extra guidance, the ASIS Student Counsellor will submit a proposal to the ASIS school board.

For students with disabilities, Avans UAS has drawn up a Studying with a Functional Impairment Protocol. With this protocol, Avans UAS aims to achieve the following goals:

- Offering students with disabilities equal opportunities with regard to obtaining a higher professional education diploma by providing tailored support facilities;
- Setting out clear procedures for applications for and allocation of tailored support facilities for students with disabilities and the responsible staff;
- Eliminating inequality before the law for students with disabilities studying at the various schools of Avans UAS.

ASIS also has a special Helpdesk (PUSH), run by a qualified ASIS staff member, who helps students with dyslexia, AD(H)D and other Specific Learning Difficulties who have problems with learning English as a foreign language.

Appraisal:

The programme structure supports the smooth implementation of the curriculum and helps students to reach the defined learning outcomes. In the structure of the programme, the relationship between core subjects and electives as well as the relationship between theoretical and practical elements is well balanced. The structure serves the objective of the programme and promotes the acquisition of competence by the students.

The principle of modularisation is taken into account. The workload and achievable credit points are listed for the modules. Module descriptions are available for all modules and are described in detail, particularly with regard to the level of detail of the learning objectives and the acquisition of competence. The recognition of degrees and periods of studies at other HEIs is regulated in accordance with the Lisbon Recognition Convention; the recognition of periods of practical work – insofar intended – is also clearly defined. The final grade is supplied with a relative grade.

There is no doubt that the programme can be studied successfully. The workload is determined and evaluated on an ongoing basis. The intensity of examinations is appropriate to the workload and the supervision of students in both, academic and interdisciplinary matters, is intensive. According to the statements of the students, the workload is adequate. The HEI ensures gender equality and non-discrimination. Students with disabilities are provided with affirmative actions concerning time and formal standards/requirements throughout the programme and examinations.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.2	Structure					
3.2.1*	Modular structure of the study programme (Asterisk Criterion)			X		
3.2.2*	Study and exam regulations (Asterisk Criterion)			X		
3.2.3*	Feasibility of study workload (Asterisk Criterion)			X		
3.2.4	Equality of opportunity			X		

3.3 Didactical concept

The educational concept of the IB programme is based on the following pillars:

1. The student:
ASIS offers a student-centred curriculum that:
 - Requires students to take responsibility for their own personal development and the achievement of their own goals;
 - Offers room for flexibility and individual choices;
 - Emphasises personal coaching as well as study and career guidance.
2. The learning process:
 - A curriculum based on Programme Learning Outcomes that include personal and professional competencies;
 - Development of 21st century learning skills with a strong focus on the development of critical thinking skills, geared towards problem-solving;
 - Diversity in teaching and learning methods and activities to stimulate students to learn actively, individually as well as in groups with other students;
 - A curriculum based on a mix of activating and practice-oriented educational concepts: real-life or case-based projects, guest lectures, work placement and graduation internship.
3. The educational environment:
 - Fosters effective teaching and learning and enables students to develop the PLOs. The core of the curriculum is formed by professional products (e.g. SWOT analysis, business plan, budgeting plan);
 - Is characterised by the use of modern supporting facilities and tools such as Xplora, Blackboard and other digital tools, by a variety of class teaching settings, with varying degrees of class size and interactivity (training sessions, lectures), and by a combination of digital and traditional supporting learning materials.
4. International and intercultural awareness and understanding:
 - Focuses on the international classroom, in which students with different cultural backgrounds cooperate in preparation for the international labour market and global society and in which students and staff actively capitalise on the different international and intercultural perspectives that they bring to the classroom.
 - Uses English as the medium of instruction and assessment;
 - Uses international literature and learning materials;
 - Requires students to study or work abroad for at least one year.

For each module, learning materials have been designed to facilitate the students' achievement of the module's learning objectives. The module manual (digitally available on Blackboard) specifies the compulsory literature and any optional sources students may want to consult.

In the module manual students can find exactly which pages they have to read and which assignments they have to prepare every week. Both the module manual and the learning materials are updated annually. In most cases, the slides that were shown during lectures and training sessions are made available for students digitally on Blackboard as well.

ASIS regularly invites guest speakers (mostly from the regional professional field) to illustrate the link between theoretical concepts dealt with in classes and international professional practice. ASIS hopes to substantially increase the number of international guest lecturers in its programmes. According to the target set in the Internationalisation Strategy 2025, annually seven colleagues from its international partners will contribute to modules in ASIS.

Regarding its educational concept, ASIS currently does not involve any lecturing tutors (student assistants) in the actual teaching process. However, it does have a 'Buddy system', in which students ('study buddies') play a role in the support strategy for international students in particular. Their task is to help international students to find their way around and integrate well in the Netherlands.

Appraisal:

The didactical concept of the study programme is characterised by the objectives of the programme to teach appropriate vocational skills at a high level and on a scientific basis in order to enable students to fulfil responsible tasks in the field of international business.

The didactic methods used are consistent with the curricular content. The panel members were with regard to the didactical methods especially impressed by the new creative and didactically innovative course "Avans Innovative Studio". This course enables new didactic possibilities of learning. The panel members also got the impression that the course material presented corresponds to the required level.

The participation of guest lecturers in the study programme is planned in some modules. The guest lecturers bring special experience to the teaching, either from practice or in an intercultural context. Lecturing tutors are not involved in the teaching process at the moment. However the university has introduced a "buddy system" in which students play a role in the funding strategy, especially for international students.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.3 Didactical concept					
3.3.1* Logic and plausibility of the didactical concept (Asterisk Criterion)		x			
3.3.2* Course materials (Asterisk Criterion)		x			
3.3.3 Guest lecturers			x		
3.3.4 Lecturing tutors			x		

3.4 Internationality

The international dimension of the programme manifests itself both 'at home' and 'abroad'. Internationalisation@home brings attention to those aspects of internationalisation, which happen on a home campus. These include the intercultural and international dimension in the teaching-learning process, extracurricular activities, relations with local and ethnic community groups, as well as the integration of international students into campus life and activities (the combination of these curricular and extracurricular aspects is often broadly referred to as international classroom).

Being an International Business programme which is fully structured on international business themes automatically means that the content covered by the curriculum is almost 100% international. The Programme Learning Outcomes in each of the domains are all approached from an international angle, using international business issues, international literature, etc.

Intercultural proficiency is seen as a fundamental and conditional attribute for students to successfully participate in the programme and for graduates to function in global business. That is why working with people from other cultures and to work in countries with different cultural backgrounds is systematically addressed throughout the International Business programme. The most obvious places where students develop their intercultural proficiency are of course the periods they study abroad. Internationality runs as a common thread throughout the curriculum and it is addressed in the modules and courses.

ASIS is aiming at diversity in the classroom, so that students can find different perspectives from all over the world and get used to diversity in society. In its Internationalisation Strategy, it has set a target of a 50% non-Dutch student population, evenly spread over all the years and with a broad diversity of nationalities. Currently (2018-2019), the student population comprises 33 different nationalities.

The international diversity of the IB student population is mirrored by a similarly internationally composed staff. An internationally and interculturally mixed staff is seen as an indispensable element of the international learning environment (intercultural classroom) that is required for students to achieve the intended international and intercultural Programme Learning Outcomes.

English is the medium of instruction and assessment. All classes, course materials, tests, formal communication between students and staff is in English.

All students entering the International Business programme in Year 1 have to take a second foreign language. They may choose Chinese, French (basic or advanced), German (basic or advanced), Spanish (basic or advanced).

Appraisal:

International and intercultural contents are an integral part of the study programme. It runs through the entire curriculum. The acquisition of intercultural competences and skills is at the core of the programme's learning objectives and strongly promoted. The accomplishment of international tasks is consistently and demonstrably promoted by the consistent focus on internationality.

Through the exclusive use of courses, literature and course materials in English, students are optimally prepared for international tasks in which the English language is an important prerequisite. The team of experts was particularly positive about the possibility of a second foreign language part and the obligatory semester exchange.

The fact that almost a quarter of the students come from abroad contributes to the fact that the students can benefit from communication. They learn to deal with different cultures and different horizons of experience in their everyday study life.

The quality requirements for the internationality of the lecturers in the programme are also considered. Internationality is clearly a key element of the study programme's profile.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.4 Internationality					
3.4.1* International contents and intercultural aspects (Asterisk Criterion)		X			
3.4.2 Internationality of the student body		X			
3.4.3 Internationality of faculty			X		
3.4.4 Foreign language contents		X			

3.5 Multidisciplinary competences and skills (Asterisk Criterion)

International Business graduates do not only need a solid knowledge base in order to be able to operate within the wide spectrum of international business, but also need to have a set of multidisciplinary "21st century" skills. Employees are expected to be flexible and embrace lifelong learning. That is why "21st century" skills form the basis of the national Framework International Business.

The ASIS International Business programme provides ample scope for the acquisition of skills such as communication (e.g. presentation skills, interview skills, report writing skills), numerical skills (e.g. Excel, statistics) teamwork and meetings (through working in culturally diverse groups), and negotiations.

Appraisal:

The curriculum is aligned to the skills objective and a qualification awarded on completion for a profession which has a clear profile in terms of content. The content of the programme and the reachable learning outcomes are implemented in a way in which the students achieve employability.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.5* Multidisciplinary competences and skills (Asterisk Criterion)			X		

3.6 Skills for employment / Employability (Asterisk Criterion)

Likewise, the International Business programme provides ample learning opportunities for the acquisition of generic transferable skills such as:

- Problem-solving;
- Flexibility;
- Critical thinking,

- Ethical awareness;
- Digital literacy.

The idea behind the set-up of the new curriculum is that the cyclical process of working on the professional issues will be used as a ‘vehicle’ to stimulate and ensure the sustainable development of students on these generic transferable skills.

When students are acquiring new skills and learning to transfer them to new situations, coaching is especially important. That is why the students’ learning in the professional track is supported by PPD-coaches in the Personal and Professional Development track, who guide them in their growth towards becoming international business professionals.

Appraisal:

The promotion of employability – for instance through the integration of theory and practice and through the promotion of multidisciplinary competences and skills – runs as a common thread throughout all programme’s modules. The university has determined that graduates of the programme find a profession after graduation. One reason of the high employability rate is the fact that many students are offered a profession in the company where they are doing their industry internship.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.6*	Skills for employment / Employability (Asterisk Criterion)			x		

4 Academic environment and framework conditions

4.1 Faculty

ASIS has laid down its personnel policies in the Personnel and Training Plan ASIS which are fully aligned to the Collective Labour Agreement for Dutch universities.

ASIS has translated the personnel policy objectives into a number of targets for the composition of the staff, such as a balanced distribution of staff in terms of gender, age and educational experience, in terms of Full Time Equivalent and fixed/flexible contracts and in terms of academic qualifications. To deliver quality education with a personal touch, ASIS strives to achieve a student-teacher ratio of 25:1.

ASIS currently employs 74 employees (59.57 FTE). 47.42 FTE of these are teaching staff (OP), while 12.15 FTE are support staff (OOP). Of these 47.42 FTE, 38.92 FTE are officially designated as International Business staff. The International Business staff comprises 50 teachers, of whom 27 are female and 23 male. For ASIS as a whole, the distribution is 64.86% female versus 35.14% male. The University has already reached the target of 70% it set for lecturers with a master's degree and has nearly reached the target of 15% for lecturers with a PhD degree.

Since 2015, lecturers teaching at the University who do not hold an official teacher training certificate, such as a first-degree teaching qualification (or an international equivalent), are required to take the BDB+ course. This consists of four modules:

- Module A: Didactics
- Module B: Assessment (BKE)
- Module C: Education and ICT
- Module D: Brain and Learning

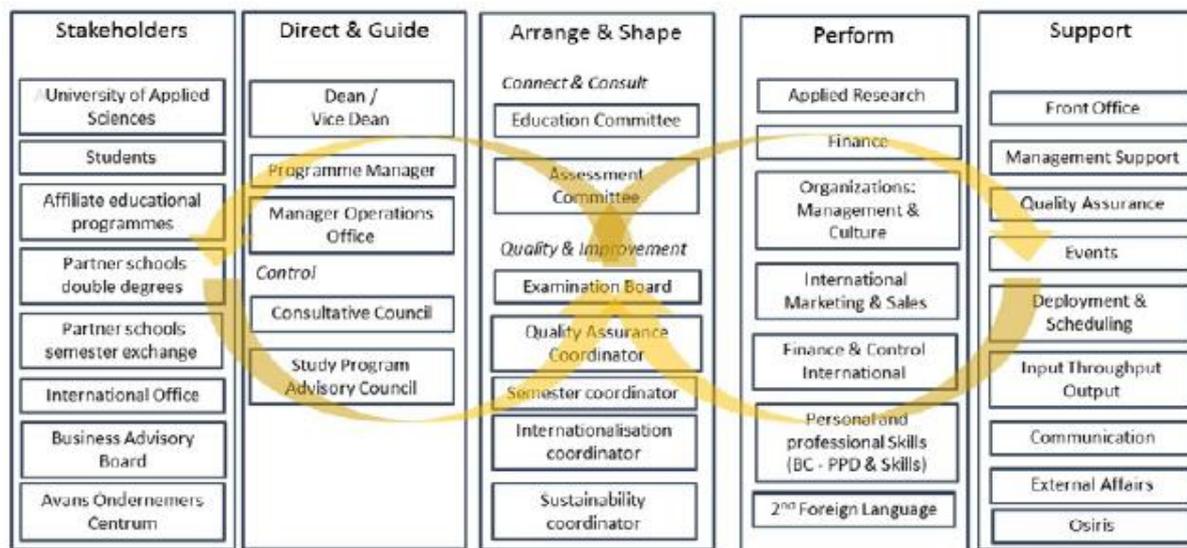
85% of the teaching IB staff have completed the BDB A module at Avans Universiteit of Applied Sciences or another university of applied sciences, or have been exempted (e.g. on the basis of a first-degree teaching certificate – Dutch or international equivalent). The remaining 15% are new staff members, most of whom are now taking the BDB A module.

Theory and practice are systematically integrated in the International Business curriculum. More than 50% of the IB teaching staff has professional experience in (international) business. This extensive experience helps to enhance the practical orientation of the programme and infuses their classroom teaching activities.

ASIS has decided to set up a matrix organisation with subject-disciplinary Content Teams forming the vertical axis with a strong focus on the content of education, and semester coordinators forming the horizontal axis with a focus on the organisation of education. Important issues for the content teams are the preparation, delivery and evaluation of the modules they are assigned to teach as well as the vertical alignment of the content of these modules. The semester coordinator is responsible for the organisation, preparation, implementation and evaluation of a specific semester of the curriculum.

Place of the content teams in the organisation

The ASIS Organisation Plan (2018) describes how the ASIS staff cooperates and coordinates with each other to achieve the School's goals. The diagram presented in this document is a visual representation of the structure of ASIS as an organisation:



Based on a continuous dialogue with their stakeholders (first column), the bodies that determine the School's strategy together constitute the column 'Direct & Guide'. This comprises both the School's management, which is responsible for policy making (planning), and committees exercising control. The committees and coordinators mentioned in the column 'Arrange & Shape' are responsible for turning these policies into implementation plans. Subsequently, these plans are implemented by the content teams mentioned in the column 'Perform', supported by the Operations Office staff ('Support').

On Monday afternoons timeslots are available for (team) meetings and practical sessions to work on specific tasks or issues. Twice a quarter ASIS staff meetings (ASM) are scheduled for all staff members of both programmes. Some of these ASMs are meant for information provision and presentations (e.g. about curriculum changes, quality assurance, assessment, accreditation), others have been more interactive (e.g. about the organisational track, quality survey results). Finally, ASIS organises plenary study days once a quarter to engage the staff actively in new developments (e.g. business plan).

Mentoring and coaching

Every student is provided with counselling during their study programme. The primary sources of support are of course the lecturers, who help students in their learning, both content-wise and process-wise. In addition, each student is assigned a PPD-coach in Year 1 and Year 2. The coach helps the student in the process of developing the relevant Programme Learning Outcomes and helps them make well-founded study and career choices.

The student will regularly have coach meetings (individual and/or group meetings) and will make reflection assignments that are related to their personal development and group work in the project team of every project. International students can contact the Regional Account Managers if there are any issues. They are not only responsible for the contact with the partner universities, but also act as the first point of contact for the students who come from

or study in the countries for which the Managers are responsible. Students are also assigned a school mentor during their work placement in Year 2 and their graduation project in Year 4.

Counselling services

Further support and guidance is provided by the International Business (IB) Study Advisor and the AVANS Student Counsellor. The IB Study Advisor is an ASIS staff member (member of the Operations Team) who monitors students' progress, instigates actions to counter delays and advises them on issues that affect their study programme as well as on private matters.

The AVANS Student Counsellor works from the central Service unit Marketing, Communication and Student Affairs (DMCS) and looks after the interests of students and provides information and advice about Avans UAS, the schools and other programmes. Students can address the AVANS Student Counsellor if they have personal issues (e.g. financial issues), or academic issues (e.g. problems with the Examination Board or the Education Committee) that seriously hamper their study progress. They can do either directly or after referral by their coach or the Study Advisor.

Appraisal:

The academic qualification of the faculty corresponds with the requirements and objectives of the study programme. The qualification of professors and lecturers for the implementation of this programme is ensured. Specific measures for the further qualification of the faculty members are implemented. A convincing didactic/methodical quality of the teaching could be determined by the expert team. The practical knowledge of the teaching staff corresponds to the requirements of the study programme.

Internal cooperation is characterised by an extremely well working network of discussion and coordination processes which provides the framework for an intensive and systematic coordination between the modules. During the on-site visit, the team of experts was also able to convince itself that an active interaction is lived. The intensity and atmospheric density of the internal cooperation within the university was clearly noticeable during the on-site visit and justifies an outstanding appraisal.

The supervision of students by administrative and teaching staff is an integral part of the service. The positive impression was confirmed by the discussions with the teachers, the administration staff as well as the students.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.1	Faculty				
4.1.1*			X		
4.1.2*			X		
4.1.3*			X		
4.1.4			X		
4.1.5*		X			
4.1.6*			X		
4.1.7(*)					n.r.

4.2 Programme management

The IB Programme Manager is responsible for the coordination of the execution of the education provided on the IB programme. This involves:

- Coordinating and planning the execution of the curriculum as defined by the Education Committee and taking into account the budget constraints;
- Monitoring and improving the quality of the study programme in mutual cooperation with the Education Committee;
- Making an annual allocation overview and budget;
- Carrying out communication and information tasks.

The Programme Manager reports to the Dean/Vice Dean. ASIS has recently appointed a new IB Programme Manager.

The Operations Office (OO) supports the daily work processes in the shape of administrative and logistical tasks. The Operations Office is managed by a Manager OO, who is responsible for the performance of the team and for the continuous improvement of the operational processes. The OO staff are charged with a number of different support tasks related to the various processes:

- Front office;
- Management support;
- Input, throughput, output (enrolment support, study counselling, monitoring study progress);
- External affairs (semester exchange, outgoing double degree applications, work placement and graduation internship support);
- OSIRIS (i.e. the Student Registration System where students can register for exams and where their grades are recorded);
- Deployment and Timetabling (planning of timetables and allocation of lecturing staff);
- Quality assurance (e.g. planning and carrying out student surveys);

- Marketing and Communication;
- Events (e.g. graduation ceremony).

Tasks, powers and responsibilities have been defined in the ASIS Organisation Plan. Together with the programme managers and the Manager Operations Office, the School Board (Dean and Vice-dean) form the management team, while control is exercised by the Consultative Council (CC) and the Study Programme Advisory Council (SPAC). The CC and the SPAC are the two bodies ensuring student and staff participation in the decision-making processes within Avans School of International Business.

In carrying out its tasks the University is supported by several central service units:

- Learning and Innovation Centre (LIC): offers Schools support in the areas of educational innovation, (digital);
- teaching methods, information management and information technology in educational processes, support:
- for quality assurance, and houses Xplora, the multimedia learning environment;
- ICT and facility services (DIF);
- Human Resources (DP&O);
- Finance and Student Administration (DFS);
- Marketing, Communication and Student Affairs (DMCS), including the International Office;
- Avans Ondernemerscentrum (AOC): the Avans Centre for Entrepreneurship has been set up as an intermediary between regional business and education. Regional entrepreneurs can approach the AOC if they have a business problem.

Appraisal:

As confirmed during the on-site visit, the head of the study programme coordinates the processes of all participants in the study programme and ensures that the study programme runs smoothly. The organisational as well as all decision-making processes are defined and implemented correspondingly.

The administration acts as a service institution for students and teachers, and they are involved in the decision-making processes concerning their fields of activity. The possibilities of electronic service support are used. The HEI offers the administrative staff opportunities for continuous professional development. These are also being used by the administrative staff.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.2 Programme management					
4.2.1* Programme Director (Asterisk Criterion)			x		
4.2.2 Process organisation and administrative support for students and faculty			x		

4.3 Cooperation and partnerships

Nationally as well as internationally, the University cooperates with a range of different partner institutions and for various purposes.

First and foremost, Avans School of International Studies is a member of the National Platform International Business, in which 14 state-funded and some private institutions offering the International Business programme in the Netherlands are represented. Together, these institutions have drawn up a national document (Framework International Business) which describes the qualifications starting International Business professionals have to possess and constitutes a framework for International Business programmes in the Netherlands. Representatives of the institutions meet four times a year to discuss current academic and professional developments such as fluctuations in student numbers, internationalisation, didactics, and accreditation.

To achieve its strategic objectives regarding internationalisation, Avans School of International Studies works together with a large number of partner institutions across the globe. The ASIS International Business programme is the only IB programme in the Netherlands to offer double degree programmes with top-quality institutions in Germany, France, Italy, Hungary, Mexico and United Kingdom, while it has more than a hundred partner schools for the purpose of semester exchange, not only within Europe (Erasmus+), but worldwide. The University is aiming to further increase its exchange partnerships, particularly in North America, Asia and Oceania. Regarding double degree see chapter 3.2 Structre.

Furthermore, Avans School of International Studies is a member of Network of International Business Schools, Businet, European Foundation for Management Development and European Association for International Education.

Because of the two periods of practical training in the programme, the University has many, also recurring, contacts with business enterprises all over the world. However, since students themselves are responsible for finding companies where they can do their internship, structural relations are difficult to maintain. ASIS has overviews of the national and international companies that have offered work placement and graduation assignments in the last two years.

Moreover, ASIS cooperates with business enterprises through:

1. Participation in the centres of expertise and the research groups (Dutch: lectoraten) that are part of Avans UAS: Avans UAS is not only an educational institution, but also a knowledge institution that wishes to conduct research and develop new knowledge for education as well as society. It has therefore set up six centres of expertise, in which research groups, consisting of research professors (lectoren), teacher-researchers and students, conduct practice-based research for business enterprises, local and regional authorities and civil society organisations.
2. Participation in CONNECTED West-Brabant: CONNECTED West-Brabant is a regional network in which, amongst others, more than 10 logistics companies, municipalities, knowledge institutions (including Avans UAS) and a regional development company are cooperating. ASIS has hosted various meetings and is

discussing how the logistics companies can contribute to the International Business curriculum.

Appraisal:

Cooperation with HEIs and other academic institutions and networks with effects on the programme are actively pursued. ASIS is actively involved in co-operations with HEIs and a broad range of other academic institutions and networks. These deliver valuable results like knowledge transfer as well as student and faculty exchanges. In case of the Double Degree the HEI ensures that the quality standards are met.

Cooperations with enterprises and other organisations with effects on the programme are actively pursued.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.3 Cooperation and partnerships					
4.3.1(*) Cooperation with HEIs and other academic institutions or networks (Asterisk Criterion for cooperation programmes)		X			
4.3.2(*) Cooperation with business enterprises and other organisations (Asterisk Criterion for educational and vocational programmes, franchise programmes)			X		

4.4 Facilities and equipment

The Avans UAS campus where Avans School of International Studies is situated consists of a cluster of buildings. The buildings have classrooms that can house groups ranging from 8 to 240 students, allowing for varying degrees of interactivity.

Scheduling and allocation of classrooms is done centrally by the central service, based on deployment information supplied by each school. All teaching rooms are equipped with digital presentation boards, which makes them highly multifunctional (separate language labs or videoconferencing rooms, for example, are no longer necessary), increases interactivity in the classroom and improves students' learning experiences. Throughout the buildings there are workstations (tables, cabins, small project rooms, etc.), where students can study individually or in small groups.

The Hogeschoollaan building also houses Xplora, a key feature of the changing learning environment. Much more than a traditional multimedia library, where students can find the digital and physical resources they need for their studies, it has now become a flexible, multifunctional, supporting learning environment, with many facilities such as workstations, innovation labs and equipment for photocopying, scanning and printing.

In addition to the ones already mentioned, other facilities include a student information centre, IT-service desk, International Office, restaurant, Grand Café, and a print and

stationery shop. The University has taken many measures to ensure that all its buildings are fully accessible for students with a functional impairment. Some examples are: preferential parking spaces, elevators, wheelchair friendly floors, and adapted toilets.

Using their log-in name and password, students have access to the wireless Eduroam internet in all buildings. The Student Smart Card (SSC) can be used to access various services at Avans UAS. The bar code on the card allows books etc. to be borrowed from the library at Xplora. Printing and photocopying is enabled by using the card with the reader in the panel of the copier.

In order to further improve the quality of education by the use of digitalisation, Avans UAS is currently switching to Office 365, which makes digital communication and cooperation between students and staff members easier. As part of this project, all the mailboxes of students and staff have been migrated from Google to Office 365.

The Servicelijn 8888 (Service line 8888) is the central service point for technical support and any questions regarding IT and facilities. They can be reached online, by phone, or physically at the IT service desk. All students have access to Blackboard through their Avans UAS email address, as do the teachers and other staff members.

The topics and contents of the assignments given to students on the International Business programme necessitate them to use English-language international resources. At the beginning of the year ASIS publishes literature lists, which specify the books and other resources that students are required to buy. Copies of the books on these lists are also available in Xplora (one for loan, one not for loan). To ensure that the literature expressly required for the IB programme is kept up to date, Xplora has two librarians who specifically support ASIS students and staff.

Xplora has a wide range of international resources in the business and economics domain, consisting of physical books on the shelves (more than 2000 English titles), 70 licensed e-books from the Ebsco database and some printed journals (number is small as most journals are available through databases). Access to all digital media is of course possible online, so also from the students' homes. For example, BrowZine is an app or website for tablet, smartphone or PC that enables students to read their favourite scientific journals online. Examples of English-language business-related databases are Business Source Elite, MarketLine, WARC and The Economist. More general databases include Academic Search Elite, Emerald Insight, Sage Journals Online, Science Direct, Wiley and SpringerLink.

Normal opening hours are Monday – Thursday: 08.00 – 22.00; Friday: 08.00 – 17.00. Qualified staff is permanently available for help during opening hours. Other forms of support offered by Xplora staff are e.g. obligatory courses in Information Skills (“Finding info”) and APA Referencing for International Business.

Appraisal:

According to the panel members, the number and size of teaching rooms and the equipment of all learning facilities are in line with the needs described for the programme and allow for a growth in student number without compromising study quality. The campus is fully equipped with modern information technology. Free access to a Wi-Fi network is available for students.

All rooms and entrances are equipped for people with disabilities and can be reached barrier-free.

The big library provides good access to necessary book and journal literature as well as digital media. This also applies to electronic media and various databases. There are also enough library workstations available for the students. In addition, access to free Internet and the online inventory of books via W-LAN is guaranteed. The library is open during the lecture period as well as during the lecture free period. The needs of the students are taken into account.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.4 Facilities and equipment					
4.4.1* Quantity, quality, media and IT equipment of teaching and group rooms (Asterisk Criterion)			X		
4.4.2* Access to literature (Asterisk Criterion)			X		

4.4 Additional services

As mentioned, the International Business programme comprises two internships (Work Placement in Year 2 and the Graduation Project in the second semester of Year 4). In both cases, students receive extensive support from coordination teams, consisting of IB lecturers, supported by a staff member of the Operations Office.

For the Work Placement the provision of information starts in Year 1 and continues in Year 2. A Preparatory WP Guide is issued to all students. Moreover, they are prepared for the Work Placement through assignments they have to prepare for the PPD part of the professional track (Manual Personal and Professional Development BS and BV) and in the module Corporate Culture.

Students are told explicitly that they themselves are responsible for finding a suitable internship, either through their own network or with the help of an agency. The Work Placement coordination team checks by means of a factsheet that needs to be approved whether the internships meet the requirements set. Just before the start of the WP, there is a Sending-off Day, where students also meet their personal school mentor. Full information about the placement, including the steps that need to be taken if the WP takes place abroad, can be found on the Blackboard WP community.

The same applies to the Graduation Project. Information sessions and training sessions are scheduled in Year 4 to prepare students for this final internship. Again, students have to find a suitable internship themselves, which is checked by the Graduation Team by means of a factsheet. ASIS also regularly receives vacancies for Work placement or Graduation Projects through its own network or those of its staff members.

ASIS is aware that students sometimes perceive the fact that they have to find their internships themselves as a lack of support. However, looking back on their study experience after they have graduated, many alumni have confirmed that this was one of the most valuable learning experiences of their whole study career and helped them become independent young professionals. To help students prepare for the work placement in the

second semester of Year 2, they take workshops in CV and application letter writing and a LinkedIn workshop in Quarter 4 of Year 1. Moreover, during some of the second language modules students practise doing job interviews, also in preparation of the work placement.

ASIS has undertaken a number of alumni activities, such as the foundation of an alumni organisation, Triple ASIS, which has organised some social events (New Year's Drinks, barbecue parties) and master classes, and the launch of a LinkedIn group page for alumni and students and a Facebook page to improve communication. ASIS is currently considering how it can establish more structural relations with its alumni.

Appraisal:

Career advice and placement services are offered to the students and graduates to promote their employability. The HEI provides sufficient resources.

An alumni organisation has been set up with the aim of developing an alumni network. During the on-site assessment, the team of experts was able to determine in some areas that further expansion of the alumni network would be beneficial. In interviews, some students also suggested that the alumni network and its activities could be made more transparent for students. The team of experts recommends that the university sets up or expands an alumni network specific to the course of study, so that students can also exchange ideas with higher semesters, to get support in the search of internships or for the professional career. In addition, the panel members consider that alumni could be involved even more, e.g. with regard to the further development of the programme.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.5	Additional services					
4.5.1	Career counselling and placement service			X		
4.5.2	Alumni Activities			X		

4.5 Financing of the study programme (Asterisk Criterion)

Funding of the programme comes from different sources. All Dutch HEIs receive the same funding from the government (lumpsum) for the delivery of their programmes. It is up to the institutions themselves to decide how to spend this money. In addition, they receive a variable sum of money, which is based on the number of students registered at accredited bachelor and master programmes.

Part of the total amount of budget that Avans UAS has available every year will go to the schools on the basis of what is called the budget model, in which each of the 21 schools receive a budget (lumpsum) from Avans UAS to be able to realise their specific aims and objectives as stated in the business plans. The lumpsum must also be used to keep the curriculum permanently up-to-date. The Avans UAS multiyear budget is based on conscious choices. It is the result of a sustainable (financial) policy.

Annually, ASIS draws up a finance plan which is logical and transparent and based on the number of (incoming) students, teaching staff needed, facilities and organisational processes etc. This plan is part of the annual business plan and is closely monitored in the Management Reports.

Taking into consideration the solid financial position of Avans UAS, the consistently high ranking position of both Avans UAS and the ASIS IB programme, and only a small estimated decrease in student numbers, ASIS can safeguard that all the students that are currently in the programme and the students that will start in September 2019 can finish the programme.

Appraisal:

The presented short-term finance plan is logical and transparent. The study programme is funded for the entire accreditation period assuring that students will definitely be able to complete their studies.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.6*	Financing of the study programme (Asterisk Criterion)			X		

5 Quality assurance and documentation

Since 2017 the programme Kwaliteit in Beweging (Quality in Motion) has been carried out to implement the new vision and quality system throughout the institution.

ASIS vision on quality and quality management:

To ensure that the objectives from the vision on education are met, ASIS continuously strives to improve its education, systems, procedures, processes, controls, employees as well as the international character of its study programmes. It does so by implementing a quality management system which is stable and which all the stakeholders can relate to and which is continuously updated following evaluation. The two most salient new elements that have been added to the ASIS Quality Management Plan (2018) are the concept of quality culture ('we engage in quality') and the concept of substantive discussions ('we talk quality'):

- Quality culture: A culture of quality at the study programme level is key to contributing to quality improvement. Each with their own motives, attitudes and perspectives on quality, the main players in the educational field – students, staff and management – engage in jointly shaping the quality of education, thus being the main drivers of transformation, not only of students, but also of staff. In order not to stifle their engagement, the quality management system must achieve a balance between accountability and ownership, and between quantitative and qualitative instruments
- ASIS conducts quality discussions at all levels of our organisation. The substantive discussions, or Quality Talks as we are calling them within ASIS, are held at fixed points during the quality assurance cycles, on the basis of qualitative and quantitative data, with all the stakeholders concerned, within and outside Avans UAS.

Avans University of Applied Sciences Planning & Control Cycle

Avans UAS has quality assurance cycles in operation at all levels of the organisation. All of them are based on the principle of continuous improvement (PDCA: Plan-Do-Check-Act). Together, these cycles constitute the Planning & Control Cycle. By following this P&C cycle, Avans UAS adopts a systematic and integral approach to formulating its ambitions, how it will realise them and how the process will be controlled and reported on.

This P&C Cycle also governs the relationship between Avans University of Applied Sciences and ASIS: based on an annual planning letter, in which the strategic ambitions and vision of Avans UAS are translated into clearly formulated basic principles and financial frameworks, the ASIS School Board draws up a Business plan for the following year. It outlines the school's ambitions and the strategy to achieve them.

PDCA-cycle of education

The ASIS Quality Management Plan (2018) describes the revised evaluation processes, both at course level (quarter or semester) and at programme level, in which the above principles are clearly visible. It details which actions are taken, when and by whom (responsibility).

Course evaluation forms the cornerstone of the ASIS quality management system. Using information gathered through surveys and panel meetings and evaluative discussions in the

content teams, a semester coordinator writes a Course Improvement Plan (CIP), taking into account the action points mentioned in the previous year's CIP. After a check by the ASIS Quality Assurance Coordinator, this CIP is then discussed by the Education Committee (EC), who will decide whether the proposed improvement measures are approved or not.

Twice a year, these Quality Monitors will be discussed in ASIS-wide Quality Talks and eventually be reported back to the students during an annual Quality Event, which aims to more closely engage the students in the ASIS quality management system and to improve communication. Moreover, every two years ASIS will organise a Programme Evaluation Conference with all the relevant internal and external stakeholders, the purpose of which is to periodically evaluate the overall quality of the ASIS programmes.

In principle everyone is responsible for assuring the quality of the education provided (individual teachers, content teams, semester coordinators, programme coordinators, Operations Office, management and a number of committees) that have been assigned a special role in the quality assurance of the programme:

- Education Committee (EC): One of the tasks of the EC is to decide on proposed measures for improvement that are submitted through the Course Improvement Plans, thus ensuring that the PDCA cycle is upheld.
- Examination Board (Exbo): The Examination Board has many different tasks, among which the legally assigned task to safeguard the quality of examinations. For this purpose the Examination Board has appointed a Quality Control Officer. The Quality Control Officer independently conducts investigations into the quality of exams and exam procedures, based on a research agenda drawn up by the Examination Board, after the assessments have been administered.
- Assessment Committee (AC): Working under the mandate of the Education Committee, the Assessment Committee is, among other things, responsible for checking the quality of assessments before they take place.
- Study Programme Advisory Council (SPAC): The SPAC, consisting of staff members as well as student representatives, advises the School Board on the contents, quality and implementation of the study programme's Education and Examination Regulations. Following the introduction of the Enhanced Governance Powers (HE) the central task of the SPAC has been to advise the IB study programme on improving and maintaining its quality.
- Student assessor: Another element following the HE Act, is the appointment of a student assessor, who will be allowed to attend the meetings of the ASIS management team and have an advisory vote. ASIS has recently appointed a student in this role.
- Business Advisory Board (BAB): The Business Advisory Board is an independent advisory board consisting of representatives from international trade and industry. They are involved in the school's quality assurance cycle in the sense that they ensure and intensify the link between the ASIS study programmes and the professional field.
- Consultative Council (CC): The Consultative Council is the formal representative body at the level of the school, consisting of staff members and students. Their main

powers are the right to give advice and the right to give or withhold consent on any matter affecting the school.

Student evaluations form one of the two main pillars of the ASIS quality assurance system. Each unit of study (quarter or semester) is evaluated according to a fixed schedule. The student evaluations consist of largely standardised student surveys (digital or on paper) and panel discussions. The student surveys take place before the exams take place. The results of the student surveys are then discussed in the panel discussions (with a representative selection of students), which take place after the grades have been published. These panel discussions are led by the semester coordinators. The intention of these new-style panel meetings is to focus on what went well and what students learnt, rather than on what went wrong, thus promoting a constructive-critical quality culture.

After the surveys have taken place, a student report is published on Blackboard, from which the answers to the questions about the lecturing staff and the open questions are omitted for privacy reasons. Finally, the results will be shared with the students.

Another source of input for the annual PDCA-cycle is the National Student Survey, which is a national survey administered to all the students in Dutch higher education. Through this survey, students are asked to give their opinion about a variety of aspects of their study experience so far, e.g. assessment and grading, internationalisation, study load, information provision and teachers/lecturers.

The survey results are discussed in student panel meetings and in staff meetings, and translated into an action plan. The results are also used to benchmark the students' evaluation of our IB programme against the national average of students of all IB programmes in the Netherlands. Moreover, the outcomes of the NSE are used annually by two commercial media to produce their own ranking of universities (of applied sciences).

Staff evaluations form the second of the two main pillars of the ASIS quality assurance system. The modules that are part of a course (unit of study) are evaluated by the lecturer(s) involved in teaching them. For this purpose, they are asked to fill in a Staff Evaluation Form. These forms will be input for the Course Improvement Plans drawn up by the semester coordinators.

Every two years all Avans UAS employees are invited to participate in the (Work Experience Survey), in which questions are asked about their work, working conditions and Avans UAS as an employer.

On a national level, many representatives of both medium-sized and large (multinational) companies were involved in the validation research of the new national Framework International Business (2017) that forms the basis for the IB programme offered by ASIS.

At ASIS level, the practical components of the curriculum (Work Placement in Year 2 and Graduation Project in Year 4) are evaluated by representatives of the companies/organisations involved by means of digital surveys. These, too, form input for the Course Improvement Plans drawn up by the semester coordinators. Especially the survey about the Graduation Project is important for the programme, as it contains questions asking about the companies' satisfaction with the end level achieved by the programme as evidenced by the graduating students' performance. Other ways in which employers are involved in the ASIS quality management system are:

- Representatives of trade and industry participate in the Business Advisory Board
- Representatives of trade and industry act as external examiners during the oral defences of the Graduation projects, thus evaluating the end level achieved by the graduating students;
- Representatives of the regional professional field will be invited for the bi-annual Programme Evaluation Quality Conferences.

Alumni are an important source of evaluative information as well. Firstly, ASIS participates in the national HBO Monitor. The HBO Monitor is an annual survey of recent graduates of Dutch Universities of Applied Sciences, conducted by the Research Centre for Education and the Labour Market (ROA) and DESAN Research Solutions, under the support and guidance of the Netherlands Association of Universities of Applied Sciences. It provides a detailed overview of the situation encountered by graduates after leaving education and entering the labour market, and of postgraduate life in general. It also sheds light on the extent to which HBO institutions adequately prepare students for the labour market. To collect the data for the HBO-Monitor, graduates are asked to fill out a questionnaire around one and a half years after their graduation. Secondly, every two years, ASIS also conducts its own alumni survey.

The outcomes of both alumni surveys show that our alumni are more than satisfied with their study career at ASIS. They have also been used in the development of the new IB curriculum.

ASIS has regular meetings with representatives of our double degree partners to evaluate and finetune programme agreements. For the purpose of maintaining a good relationship with our partner institutes abroad, ASIS has appointed Regional Account Managers, who are responsible for maintaining contact with the partner universities.

The International Business Handbook 2018-2019 provides all essential information about the study programme and contains useful general information about the additional support available to students. It describes the overall structure of the programme and gives of an overview of the modules that students have to take. Moreover, it provides details about administrative procedures, assessment, regulations, organisational aspects (e.g. committees) and staff information.

The International Business Education and Examination Regulations 2018-2019 also provide information about the education and examinations of the IB programme. The Avans UAS Executive Board is legally required to have such Education and Examination Regulations (EER) for each programme it offers. Full details about the modules are provided in the module manuals, e.g. learning objectives, weekly schedule, assessment details. This year all the module manuals are being revised on the basis of a new format. All the documents mentioned (Handbook, EER and module manuals) can be found on Blackboard.

Academic as well as non-academic news items meant for students are published on Blackboard under ASIS News. Moreover, ASIS publishes regular leaflets about cultural events in and around Breda for (international) students through the Avans UAS mail system. Moreover, ASIS communicates with its students through Facebook, Instagram and LinkedIn. For its staff members ASIS publishes a biweekly ASIS Newsletter. Events and activities that are scheduled for the whole academic year can be found on ASIS Year Planning. In addition, the university prepares an annual report (jaarverslag) which can be found on the homepage.

Appraisal:

A quality assurance and development procedure, which systematically and continuously monitors and develops the quality of the programme with respect to its contents, processes, and outcomes, has been set up. It takes the evaluation results and the analysis on student workload, success rate, and graduate employment as well as the profile of the student population into account. Faculty members and students participate in the respective committees to plan and assess the quality assurance and development procedures. Responsibilities are clearly defined.

Evaluation by the students is carried out on a regular basis and in accordance with a prescribed procedure; the outcomes are communicated to the students and provide input for the quality development process.

Quality control by the faculty is carried out on a regular basis and in accordance with a prescribed procedure; the outcomes are communicated and provide input for the quality development process.

An external evaluation is carried out on a regular basis and in accordance with a prescribed procedure; the outcomes are communicated and provide input for the quality development process.

The study programme structure and content inclusive examinations are described in detail. Assessors appreciate that documentation is updated regularly and easily accessible for interested parties both in print and in digital form, which ensures a high level of transparency.

Press relations and network communication are actively maintained. In its annual report the HEI presents a summary of the activities of the academic year.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
5.1*	Quality assurance and quality development with respect to contents, processes and outcomes (Asterisk Criterion)			X		
5.2	Instruments of quality assurance					
5.2.1	Evaluation by students			X		
5.2.2	Evaluation by faculty			X		
5.2.3	External evaluation by alumni, employers and third parties			X		
5.3	Programme documentation					
5.3.1*	Programme description (Asterisk Criterion)		X			
5.3.2	Information on activities during the academic year		X			

Quality profile

HEI: Avans School of International Studies - Avans University of Applied Sciences, Breda

Bachelor programme: International Business (BBA)

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
1	Objectives					
1.1*	Objectives of the study programme (Asterisk Criterion)		x			
1.2*	International orientation of the study programme design (Asterisk Criterion)		x			
1.3	Positioning of the study programme					
1.3.1	Positioning of the study programme in the educational market		x			
1.3.2	Positioning of the study programme on the job market for graduates („Employability“)			x		
1.3.3	Positioning of the study programme within the HEI's overall strategic concept			x		
2	Admission					
2.1*	Admission requirements (Asterisk Criterion)			x		
2.2	Counselling for prospective students			x		
2.3*	Selection procedure (if relevant)					n.r.
2.4(*)	Professional experience (if relevant; Asterisk Criterion for master programmes that require professional experience)					n.r.
2.5*	Ensuring foreign language proficiency (Asterisk Criterion)			x		
2.6*	Transparency and documentation of admission procedure and decision (Asterisk Criterion)		x			
3.	Contents, structure and didactical concept					
3.1	Contents					
3.1.1*	Logic and conceptual coherence (Asterisk Criterion)			x		
3.1.2*	Rationale for degree and programme name (Asterisk Criterion)			x		
3.1.3*	Integration of theory and practice (Asterisk Criterion)		x			
3.1.4	Interdisciplinary thinking			x		
3.1.5	Ethical aspects			x		
3.1.6*	Methods and scientific practice (Asterisk Criterion)			x		

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.1.7* Examination and final thesis (Asterisk Criterion)			x		
3.2 Structure					
3.2.1* Modular structure of the study programme (Asterisk Criterion)			x		
3.2.2* Study and exam regulations (Asterisk Criterion)			x		
3.2.3* Feasibility of study workload (Asterisk Criterion)			x		
3.2.4 Equality of opportunity			x		
3.3 Didactical concept					
3.3.1* Logic and plausibility of the didactical concept (Asterisk Criterion)		x			
3.3.2* Course materials (Asterisk Criterion)		x			
3.3.3 Guest lecturers			x		
3.3.4 Lecturing tutors					n.r.
3.4 Internationality					
3.4.1* International contents and intercultural aspects (Asterisk Criterion)		x			
3.4.2 Internationality of the student body		x			
3.4.3 Internationality of faculty			x		
3.4.4 Foreign language contents		x			
3.5* Multidisciplinary competences and skills (Asterisk Criterion)			x		
3.6* Skills for employment / Employability (Asterisk Criterion)			x		
4. Academic environment and framework conditions					
4.1 Faculty					
4.1.1* Structure and quantity of faculty in relation to curricular requirements (Asterisk Criterion)			x		
4.1.2* Academic qualification of faculty (Asterisk Criterion)			x		
4.1.3* Pedagogical / didactical qualification of faculty (Asterisk Criterion)			x		
4.1.4 Practical business experience of faculty			x		
4.1.5* Internal cooperation (Asterisk Criterion)		x			
4.1.6* Student support by the faculty (Asterisk Criterion)			x		
4.1.7(*) Student support in distance learning (only relevant and an Asterisk Criterion for blended-learning/distance learning)					n.r.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
	programmes)					
4.2	Programme management					
4.2.1*	Programme Director (Asterisk Criterion)			x		
4.2.2	Process organisation and administrative support for students and faculty			x		
4.3	Cooperation and partnerships					
4.3.1(*)	Cooperation with HEIs and other academic institutions or networks (Asterisk Criterion for cooperation programmes)		x			
4.3.2(*)	Cooperation with business enterprises and other organisations (Asterisk Criterion for educational and vocational programmes, franchise programmes)			x		
4.4	Facilities and equipment					
4.4.1*	Quantity, quality, media and IT equipment of teaching and group rooms (Asterisk Criterion)			x		
4.4.2*	Access to literature (Asterisk Criterion)			x		
4.5	Additional services					
4.5.1	Career counselling and placement service			x		
4.5.2	Alumni Activities			x		
4.6*	Financing of the study programme (Asterisk Criterion)			x		
5	Quality assurance and documentation					
5.1*	Quality assurance and quality development with respect to contents, processes and outcomes (Asterisk Criterion)			x		
5.2	Instruments of quality assurance					
5.2.1	Evaluation by students			x		
5.2.2	Evaluation by faculty			x		
5.2.3	External evaluation by alumni, employers and third parties			x		
5.3	Programme documentation					
5.3.1*	Programme description (Asterisk Criterion)		x			
5.3.2	Information on activities during the academic year		x			