

Besluit

Besluit strekkende tot het verlenen van accreditatie aan de opleiding hbo-bachelor International Business and Management Studies van de De Haagse Hogeschool

	Gegevens	
datum	Naam instelling	: De Haagse Hogeschool
6 mei 2013	Naam opleiding	: hbo-bachelor International Business and Management Studies (240 ECTS)
onderwerp	Datum aanvraag	: 17 december 2012
Definitief besluit	Variant opleiding	: voltijd
accreditatie hbo-bachelor	Locatie opleiding	: Den Haag
International Business and Management Studies van de De Haagse Hogeschool (001088)	Datum goedkeuren panel	: 18 september 2012
uw kenmerk	Datum locatiebezoeken	: 9 en 10 oktober 2012
12-1263/PD/SM/gt	Datum visitatierapport	: 28 januari 2013
ons kenmerk		
NVAO/20131407/ND	Beoordelingskader	
bijlagen	3 Beoordelingskader voor de uitgebreide opleidingsbeoordeling van de NVAO (Stcrt. 2010, nr 21523).	

Bevindingen

De NVAO stelt vast dat in het visitatierapport deugdelijk en kenbaar is gemotiveerd op welke gronden het panel de kwaliteit van de opleiding goed heeft bevonden.

Advies van het visitatiepanel

Samenvatting bevindingen en overwegingen van het panel.

Intended learning outcomes

The IBMS course of the Haagse Hogeschool has fully adopted the set of final qualification statements as developed and validated in 2011 by the National Platform IBMS. The course therefore complies with the Dutch national framework for courses in International Business and Management Studies.

The intended learning outcomes of the course have been aligned with the Dublin Descriptors and the Body of Knowledge Skills for the so-called HEO sector. The profile has a distinct focus on internationalisation. To IBMS this is not considered an add-on, but an integral and overarching element in all of the final competencies that students are supposed to acquire. Also business research methods have been firmly incorporated into the course profile.

Inlichtingen

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Pagina 2 van 9 On Academy level a substantiated vision on the aspect of internationalisation has been set out for all programmes within the school. It considers 'learning from an international perspective' as one of the curricular pillars for all courses, including IBMS. This target is taken further in the three notions, also derived from the National Profile, of 'international perspective', 'international knowledge' and 'international experience' and form the cornerstones of the international dimension of the course. Culturally, this explicitly aims at reinforcing students' international awareness as a key-part of the intended learning outcomes of the course. Content wise, finance and marketing are considered distinct features of the course.

The final competencies of the programme were broadly validated in 2011 by work field representatives of all 13 IBMS programmes in the Netherlands. As part of the national validation process the course's own Business Advisory Council contributed to the discourse on the profile. However, the panel noticed, with all due respect, a rather disappointing attendance of Council meetings and would like to see some reinforcement, e.g. with some of the experienced alumni of the course to cover the entire scope of IBMS at a truly higher management and an even more international business level.

The panel believes that the course should seek ways to emphasize their specific focus on internationalisation, finance and marketing more in the intended learning outcomes, so as to distinguish their programme from all other IBMS courses in the Netherlands. Such a distinctive set of final qualifications would definitely have rendered an 'excellent' for Standard 1.

As it stands, the panel awards it a 'good'.

Curriculum

The course offers an up-to-date programme that is continually fuelled by expertise from the professional field. Latest developments are integrated into the programme in different ways, such as internships, appointments of new lecturers, conferences, research staff and an open culture among staff to exchange and share knowledge and experiences.

The transfer of the intended learning outcomes into the learning goals of all units of study has been carried out properly, as all of the learning goals nicely cover all of the final qualifications. In general, the programme is well-structured and students experience the curriculum as a coherent one, with exact links between projects, knowledge based modules, internships, research and graduation. Only point of criticism with regard of the programme structure is that it leaves only little room for personalization and tailoring.

It is noticeable that finance and marketing are key-subjects of the course, at the same time students are offered ample opportunities to develop general professional competencies, such as a critical attitude, problem-solving abilities, communicative and collaborative skills and the ability to underpin conclusions and recommendations.

It is the panel's observation that, at times, students could be given more understanding of the significance and interrelation of competencies such as Business Ethics competency. In addition, some foreign students might need more initial guidance in coming to grips with 'competency-based learning', as students from Asian countries in particular are used to a more traditional approach of teaching.

Pagina 3 van 9 In general the panel appreciates the way the course deals with the intake of students: all groups are well-mixed, with nationalities from all over the world, so as to create a real international environment. This ties in very well with the notion of 'international awareness' as denoted by the final statements of the course. On entry, the staff also considers the differences in prior education and, even before enrolment, provides the appropriate kick-off information, which is generally very much appreciated by the students. Students following the accelerated programme, however, said to need more structure, particularly at the start of the course.

The study load indicates a tough programme, with no room for side-lines, particularly not for the accelerated students. However, all of the students consider the programme doable.

In weighing up all of the above, the panel rates the curriculum as 'good'.

Staff

The teaching staff members are generally highly appreciated by the student population. They receive high ratings on their professional knowledge, their didactical skills, their commitment, their coaching abilities, the relevance of their feedback and the knowledge of the professional field in particular. Although one of the students in the audit said that, 'there is an inspiring teacher in every module,' the average NSE 2012 score on this item does not entirely tally with this view and still leaves room for improvement. Also, the accessibility of staff members outside lectures is slightly criticized by students.

By and large, the panel established that the course has an effective staff policy in place and it commends the management in particular with the introduction of so-called 'trial-lectures' for teacher applicants, in advance of any potential appointment. The course applies a firm job appraisal and evaluation cycle, that features all required elements of proper HR management.

The panel considers the teaching staff above-average qualified. They bring along solid academic knowledge of their subjects, maintain intensive and relevant contacts with the professional field, have an open attitude towards exchange of views between colleagues, practice further professionalization, and – together – form an impressive and substantial body of different nationalities, backgrounds and expertise.

The programme deploys a range of guest lecturers to enhance the direct input from the professional field into the curriculum. The panel was impressed by the overview of guest-lecturers who all originate from relevant companies and operate at higher management level. This course feature is highly valued by students.

The teacher to student ratio is quite acceptable, but still the work load needs attention. Considering all of the findings the panel's overall judgement on the staff reads 'good'.

Services and facilities

The panel concludes that, by and large, the facilities, which comprise building, classrooms, project rooms, audio-visual provisions, comply with the general standards that may be expected of a University of Applied Sciences and are suitable for the execution of an IBMS programme.

The library offers online accessibility to relevant online resources and contains a substantial number of applicable English books; it has all main book titles from the course, but also a

Pagina 4 van 9 wide range of additional titles. Also, the panel observed the presence of key English magazines on Business Management.

The course provides all the course details in a timely manner and in an accessible form. Both panel discussions and results of questionnaires show that the students are content about the quality of the tutoring, which at present is transferred into an even more sophisticated system of mentoring, and the provision of information.

Therefore, the panel's judgement on 'Services and Facilities' reads 'good'.

Quality Assurance

The programme has set clear QA policy targets, that are leading in taking measures for improvement. Evaluations are scheduled on a regular basis. The course management has presented a transparent overview of improvement actions, based upon thorough analyses of evaluation outcomes, that are linked to clear deadlines and persons responsible. Moreover, the improvements that were implemented in the recent past, particularly in the field of the graduation process, have proved to be highly effective.

The Quality Assurance Manual describes the actual policy cycles operated by IBMS and how they are performed. It also describes the instruments used for that purpose, with a schedule for the various curriculum evaluations. The faculty uses the cycle to formulate improvement measures that are discussed in team meetings.

The results of the quantitative evaluations by students are forwarded to the lecturers and discussed during staff meetings and in the Course Committee.

All relevant stakeholders are involved in the quality assurance process, be it that the input from the Business Advisory Council should be strengthened, particularly when it comes to their formal position as validators of the course profile, as already mentioned under Standard 1.

Considering the course's overall Quality Assurance, the panel rates it as 'good'.

Assessment and learning outcomes achieved

In general the programme has an adequate system of tests and exams in place that assesses all achievements of curriculum outcomes. The elaborate improvement scheme carried out over the past years, to enhance the quality of the assessment system appears to have really paid off. The staff, and the Examination Board in particular, should be commended for this.

Testing criteria and requirements are clear to the students. The teaching staff is conscious of and applies safeguards to manage the risk of so-called free-riding practices in project assessments. Also, the work field is, and will increasingly be involved in the assessment of students' professional skills.

A wide variety of test formats, that tally well with competency-based learning, render valid and reliable results. The overview of tests and assessments shows a nice balance between knowledge testing and integral competency assessments. All interim-exams, tests and assessments that the panel inspected in the audit complied with the required format and level. In year three slightly more attention could be paid to student's individual performance, as opposed to group work assessment.

Pagina 5 van 9 The Examination Board, as part of the assessment system, does a good job. It is positioned where it should be and it has taken up the central role it should play in the safeguarding of the quality of assessments and the final level of the course. The tight collaboration between the Examination Board, the Assessment Committee and the so-called IP-8 committee turns the control and command over the quality assurance in this field into a sound one.

From this angle, it was not surprising that the panel showed its contentment with the quality of the final papers. All 15 inspected theses had been marked properly and transparently. The panel's judgement on any of the papers did not deviate more than 0.5 and the caesura was always closely observed. All of these theses dealt with relevant topics. The papers were well-structured, most of them had realistic and workable thesis statements, based on a literature search. In general, student's ability to observe inter-cultural differences adequately strikes the eye, as well as the quality of the reflection on their competencies. It is clear that the extensive proposal, the kick-off meeting and the strict time-scheme, offer an anchor to students in conducting their research and in drawing up their theses. The command of written English is mostly up to par, but needs some extra attention when assessing theses drawn up by Asian students. In general, the papers demonstrate that most students had a fair to good idea of how to go about practice oriented research.

The panel commends the staff on the elaborate assessment forms, that are very transparent and give detailed substantiation of the judgements. These forms are excellent and top the ones the panel has seen elsewhere.

In weighing up all of the applicable criteria of this Standard, the panel's overall judgement on the Achieved learning outcomes and the Assessment system reads 'good'.

Overall conclusion: good

At IBMS programme of De Haagse Hogeschool the panel has seen (i) a nationally validated range of qualifications directing appropriate standards for the entire programme; (ii) a thoroughly structured and demanding curriculum that offers students ample opportunities to acquire the final qualifications of the course within a highly international environment; (iii) a above-averagely qualified teaching staff that are eager to collaborate and exchange knowledge and who are very committed to programme and their students; (iv) a well-equipped teaching and learning environment that offers sufficient facilities and provides students with appropriate information; and (v) a well-designed assessment system that uses appropriate test formats and delivers both reliable and valid results. The Examination Board is fully in charge of the quality of the assessments and the final level of the course. The grades awarded for students' theses neatly reflect the levels achieved and the transparency of the examiners' judgements is exceptionally good.

Taking into account all of the findings as they are, the auditors have concluded that the Bachelor of Business Administration IBMS of De Haagse Hogeschool shows a quality that is noticeably good, both from a Dutch and international perspective.

Considering that NVAO assessment rules prescribe that the final conclusion regarding a programme can only be 'good' if at least standards 1, 3, 6, 9, 13, 14, 15 and 16 are judged 'good', and considering the fact that this is the case, the panel rates the overall IBMS programme of De Haagse Hogeschool as 'good'.

Pagina 6 van 9 **Aanbevelingen**

De NVAO onderschrijft de aanbevelingen van het panel over de verdere verfijning van de visie op en uitbouw van Internationalisering binnen het programma. De NVAO vraagt ook aandacht voor de rendements- en uitvalcijfers van de opleiding, die veel lager liggen dan de streefdoelen van de instelling.

Evenals het panel beschouwt de NVAO de aanbevelingen als ruimte voor verdere verbetering, die niet afdoen aan de oordelen.

Besluit

Ingevolge het bepaalde in artikel 5a.10, tweede lid, van de WHW heeft de NVAO het college van bestuur van de Haagse Hogeschool te Den Haag in de gelegenheid gesteld zijn zienswijze op het voornemen tot besluit van 26 maart 2013 naar voren te brengen. Van deze gelegenheid is geen gebruik gemaakt.

Op grond van het voorgaande besluit de NVAO accreditatie te verlenen aan de hbo-bachelor International Business and Management Studies (240 ECTS; variant: voltijd; locatie: Den Haag) van de Haagse Hogeschool te Den Haag. De NVAO beoordeelt de kwaliteit van de opleiding als goed.

Dit besluit treedt in werking op 1 januari 2014 en is van kracht tot en met 31 december 2019.

Den Haag, 6 mei 2013

Nederlands-Vlaamse Accreditatieorganisatie



R.P. Zevenbergen
(bestuurder)

Tegen dit besluit kan op grond van het bepaalde in de Algemene wet bestuursrecht door een belanghebbende bezwaar worden gemaakt bij de NVAO. De termijn voor het indienen van bezwaar bedraagt zes weken.

Onderwerp	Standaarden	Beoordeling door het panel <i>voltijd</i>
1. Beoogde eindkwalificaties	1. De beoogde eindkwalificaties van de opleiding zijn wat betreft inhoud, niveau en oriëntatie geconcretiseerd en voldoen aan internationale eisen	G
2. Programma	2. De oriëntatie van het programma waarborgt de ontwikkeling van vaardigheden op het gebied van wetenschappelijk onderzoek en/of de beroepspraktijk.	G
	3. De inhoud van het programma biedt studenten de mogelijkheid om de beoogde eindkwalificaties te bereiken.	G
	4. De vormgeving van het programma zet aan tot studeren en biedt studenten de mogelijkheid om de beoogde eindkwalificaties te bereiken.	G
	5. Het programma sluit aan bij de kwalificaties van de instromende studenten.	G
	6. Het programma is studeerbaar.	G
	7. De opleiding voldoet aan wettelijke eisen met betrekking tot de omvang en de duur van het programma.	V
	3. Personeel	8. De opleiding beschikt over een doeltreffend personeelsbeleid.
9. Het personeel is gekwalificeerd voor de inhoudelijke, onderwijskundige en organisatorische realisatie van het programma.		G
10. De omvang van het personeel is toereikend voor de realisatie van het programma.		G
4. Voorzieningen	11. De huisvesting en de materiële voorzieningen zijn toereikend voor de realisatie van het programma.	G
	12. De studiebegeleiding en de informatievoorziening aan studenten bevorderen de studievoortgang en sluiten aan bij de behoefte van studenten.	G
5. Kwaliteitszorg	13. De opleiding wordt periodiek geëvalueerd, mede aan de hand van toetsbare streefdoelen.	G
	14. De uitkomsten van deze evaluatie vormen de basis voor aantoonbare verbetermaatregelen die bijdragen aan realisatie van de streefdoelen.	G
	15. Bij de interne kwaliteitszorg zijn de opleidings- en examencommissie, medewerkers, studenten, alumni en het afnemend beroepenveld van de opleiding actief betrokken.	G
6. Toetsing en gerealiseerde eindkwalificaties	16. De opleiding beschikt over een adequaat systeem van toetsing en toont aan dat de beoogde eindkwalificaties worden gerealiseerd.	G
Opleiding als geheel		G
Eindoordeel		G

De standaarden krijgen het oordeel onvoldoende (O), voldoende (V), goed (G) of excellent (E). Het eindoordeel over de opleiding als geheel wordt op dezelfde schaal gegeven.

Tabel 1: Uitval uit het eerste jaar.

Cohort	2007	2008	2009	2010	2011
Uitval	44.4%	34.7%	48.9%	54.3%	57.7%

Tabel 2: Uitval uit de bachelor.

Cohort	2005	2006	2007	2008
Uitval	-%	17.7%	15.7%	15.1%

Tabel 3: Rendement.

Cohort	2005	2006	2007
Rendement	74.5%	63.8%	62.9%

Tabel 4: Docentkwaliteit.

Graad	MA	PhD
Percentage	96 %	10 %

Tabel 5: Student-docentratio.

Ratio	1;26.6
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Tabel 6: Contacturen.

Studiejaar	1	2	3	4
Contacturen	16.7	13.8	11.9	4.3

- Mr W.G. (Willem) van Raaijen is a partner at Hobéon;
- Mr Van Raaijen is a certified lead auditor (LRQA QMS Lead Auditor Training Course, based upon ISO 9001:2008);
- Mr S. (Saulius) Buivys is a teaching staff member at the IBMS course of the Rotterdam Business School (UoAS Rotterdam);
- Mr J. (Jurgen) Moors is advisor international affairs and Euregio at the Chamber of Commerce Limburg;
- Mr J. Marty is a third year IBMS student of the University of Applied Sciences Utrecht and vice - chairman of the Faculty Student Council;
- Mr H.R. (Rob) van der Made is an NVAO certified secretary and senior-consultant at Hobéon.

Het panel werd ondersteund door H.R. Rob van der Made, secretaris (gecertificeerd).