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Bachelor International Business Rotterdam University of Applied Sciences

*Report of the limited programme assessment
13-14 February 2019*

Utrecht, The Netherlands
March 2019
www.AeQui.nl
Assessment Agency for Higher Education

Colophon

Programme

University of Applied Sciences
Bachelor International Business
Location: Rotterdam
Mode of study: fulltime
Croho: 30029
Result of institutional assessment: positive

Panel

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Gerry Geitz, domain expert
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The panel was presented to the NVAO for approval.

The assessment was conducted under responsibility of AeQui VBI
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This document is best printed in duplex

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Summary

On 13 and 14 February 2019 an assessment committee of AeQui visited the bachelor programme International Business at the Rotterdam University of Applied Sciences. The IB Rotterdam is in a transition phase from three independent programmes to one integrated programme with several differentiations focusing on International Business for Asia (IBA), Management (IBM), Languages (IBL) and Supply Chain Management (IBS). For this assessment the committee has used the NVAO framework for limited programme assessment. The committee judges that the programme fulfils each standard in a satisfactory way. The overall quality of the bachelor programme International Business is therefore **satisfactory**.

Intended learning outcomes

The bachelor programme International Business is going through a comprehensive and complex transition trajectory that is purposeful and well managed. The current programme differentiations work towards the same learning outcomes with different curricula, which are adequate in their own right. The new programme profile is well aligned with the strategy of the Rotterdam University of Applied Sciences and the vision on education of the Rotterdam Business School. Both the old and the new programme meet the requirements of the professional field and are attractive to students. The committee is particularly impressed by the programme's attention to the international dimension, the language proficiency and the intercultural competencies. Focal points and themes such as applied research skills, critical thinking and sustainability are part of the programme but require further development. Despite the fact that students are yet to graduate following the new programme, the committee is confident that the IB management will execute the plans accordingly. The assessment committee qualifies this standard as **satisfactory**.

Teaching-learning environment

The teaching-learning environment of IB Rotterdam is adequate. The programme structure is appropriate and the current changes and future adjustments are well thought through. The learning outcomes at programme level are clearly connected to the learning goals of the respective course modules. The programme's vision on education is relevant and its execution in the curriculum befitting. Learning lines and most focal points are well embedded in the curriculum and executed nicely in modules and courses. The committee thinks highly of the quality and

motivation of the lecturers, who make students feel they are treated as individuals notwithstanding the size of the cohorts. Furthermore, the current transition is a catalyst for more intensive interaction and cooperation among staff. The committee sees room for improvement on two accounts: the research component needs strengthening and the communication and information flow to students can be enhanced. The assessment committee qualifies this standard as **satisfactory**.

Student assessment

Student assessment at IB Rotterdam is adequate. The bodies and staff responsible for (the quality of) assessment are very knowledgeable and use their expertise to enhance the assessment system, guarantee the quality of assessment, and support the transition of IB Rotterdam towards a fully integrated programme. The Assessment Committee has found a personalized way to balance the requirements of the assessment system with the needs of the lecturers. Throughout the curriculum there is constructive alignment of module contents, teaching methods and assessment modes. The sample review of thesis evaluation forms demonstrates that the evaluation fulfils the minimum quality requirements but can be improved on different accounts. The assessment committee qualifies this standard as **satisfactory**.

Achieved learning outcomes

The achievement of the intended learning outcomes is established by looking at the quality of the graduation thesis and at the jobs young graduates move into after their studies. The thesis sample from 2016-2017 and 2017-2018 reveals that the quality fulfils the minimum requirements. The IB programme is currently adjusting both the research component in the curriculum and the thesis process; the first

results are positive. The committee encourages the programme to continue on the same development path. The end level of the respective learning outcomes is tested at different moments, which is a befitting approach for the particular structure of this programme. Upon graduation IB students are successful in finding a relevant position on the labour market. Students and alumni demonstrated during the visit that the IB Rotterdam programme offers great opportunities for ambitious students with a hands-on attitude and an intercultural and international mindset. The assessment committee qualifies this standard as **satisfactory**.

Recommendations

The committee has issued a positive judgement on the quality of each individual standard and on the quality of the IB Rotterdam programme as a whole. While the programme is handling the transition trajectory in an exemplary way, the committee nonetheless sees room for improvement in a number of areas. The committee therefore makes the following recommendations:

- to further implement the 'Vision on Research' – the intellectual underpinning and rationale for the focal points and themes on applied research skills, critical thinking and sustainability / ethical & social responsibility - in the new curriculum;
- to review and strengthen the current research component in the current and future curriculum;
- to improve the communication and information flow to students;
- to continue on the development path for thesis evaluation as outlined during the visit ensuring that examiners systematically provide relevant feedback to make their scores traceable and setting clear criteria for thesis acceptance in terms of language and referencing;
- to provide guidance and monitoring to students during thesis preparation and implementation notably with regard to language and referencing, to the use of scientific literature, to the critical assessment of sources, and to connecting research question, methodology, implementation and analysis.

All standards of the NVAO assessment framework are assessed positively; the assessment committee therefore awards a positive recommendation for the accreditation of the bachelor programme International Business at Rotterdam University of Applied Sciences.

On behalf of the entire assessment committee,
Utrecht, March 2019

Raoul van Aalst
Chair

Mark Delmartino
Secretary

Introduction

The bachelor programme International Business (IB) at the Rotterdam University of Applied Sciences trains students to become globally engaged, responsible and innovative business professionals. IB Rotterdam is in a transition phase from three independent programmes to one integrated programme with several, currently four, differentiations focusing on International Business for Asia (IBA), Management (IBM), Languages (IBL) and Supply Chain Management (IBS). IB Rotterdam is a four-year full-time programme of 240 EC; students with appropriate qualifications can opt for one of the differentiations in a three-year fast-track programme. The committee has focused its assessment on the current situation (referred to as phase 2) taking into account the different stages of development of the respective differentiations, while incorporating in its deliberations also the previous phase (phase 1) of development and the plans for the future (phase 3). The differences between the 3 phases are:

- Phase 1: different CROHOs, different learning outcomes, different curricula
- Phase 2: one IB CROHO, shared IB learning outcomes, differentiations with different curricula
- Phase 3: one IB CROHO, shared IB learning outcomes, one coherent IB curriculum in which the differentiations take shape.

The institute

The Rotterdam University of Applied Sciences (RUAS) was established in 1988 as *Hogeschool Rotterdam & Omstreken* following a merger of nineteen higher education institutions in Rotterdam, Delft and Dordrecht. Currently RUAS has 39,000 students and more than 3500 staff, spread over 15 locations. RUAS stands for high quality and inclusive education that prepares students for a changing job market and society. This implies a need for context-rich programmes and a befitting learning environment in which education, professional practice and applied research collaborate.

Education at RUAS is organised in 13 institutes, one of which is the Rotterdam Business School. RBS has an international profile offering four full English-language programmes at both bachelor and master level. Its mission is to educate students to be globally engaged, responsible and innovative business professionals. In line with the RUAS strategic agenda, the RBS vision on education entails an approach that is student centred, contextual and ethically and socially responsible.

The programme

The programme under assessment, the bachelor International Business, initially consisted of three separate programmes with their own individual registration at CROHO (*Centraal Register Opleidingen Hoger Onderwijs*): International Business and Management Studies (IBMS), International Business and Languages (IBL) and Trade Management for Asia (TMA). Following Government policy to cluster programmes and the follow-up decision of the national platform of international business programmes to update and merge the competency frameworks into one new national framework International Business, RBS decided to merge all three programmes into one International Business programme.

The IB programme features learning outcomes that were set in the national framework and offers differentiations through curricula that reflect the specific domain of the three previously independent programmes. Not every programme joined the new IB set-up at the same time, which means that currently, in the year 2018-2019, IBMS students are in their third year of the new curriculum, IBL students in the second year and students focusing on business in and with Asia are for the first time enrolled in the new International

Business for Asia (IBA) differentiation. Students who joined these programmes before are still completing their programmes according to the “old” curriculum and the “old” learning outcomes. Hence, this academic year all programmes are in the process of implementing a new curriculum as one IB with a single CROHO but with four differentiations: since September 2018, the former IBMS programme consists of an International Business & Management differentiation and a new differentiation IBS focusing on supply chain management. Furthermore, students with the appropriate educational background can opt for a three-year fast track study programme in each of the differentiations.

The full integration of the four differentiations is not yet complete as programmes and differentiations still operate alongside each other and at different stages of the respective curricula. Following a decision of the IB programme management, an IB Curriculum Committee was established in November 2018 to prepare a fully integrated IB curriculum starting in 2020-2021 and featuring a number of differentiations along two main routes: Management and Commerce.

The assessment

The Rotterdam University of Applied Sciences assigned AeQui VBI to perform a quality assessment of its bachelor programme International Business. In close co-operation with the programme management, AeQui convened an independent and competent assessment committee. A preparatory meeting with representatives of the programme

was held to exchange information and plan the date and programme of the site-visit.

In the run-up to the site visit, the assessment committee has studied the self-evaluation report on the programme and reviewed a sample of theses accepted during the last two years. The findings of the report and the results of the thesis review were input for discussions during the visit. Given the above-mentioned situation describing IB as a programme in full transition, the committee has focused its assessment on the current situation (2018-2019) taking into account the different stages of development of the respective programmes/differentiations. Moreover, in elaborating its findings and considerations, the committee has taken on board written materials and oral discussions relating to both the previous phase of development and the plans for the future.

The site visit was carried out on 13-14 February 2019 according to the programme presented in attachment 2. The committee has assessed the programme in an independent manner; at the end of the visit, the chair of the assessment committee presented the initial findings of the committee to representatives of the programme and the institution.

In this document, the committee is reporting on its findings, considerations and conclusions according to the 2016 NVAO framework for limited programme assessment. A draft version of the report was sent to the programme management; its reactions have led to this final version of the report.

1. Intended learning outcomes

The bachelor programme International Business is going through a comprehensive and complex transition trajectory that is purposeful and well managed. The current programme differentiations work towards the same learning outcomes with different curricula, which are adequate in their own right. The new programme profile is well aligned with the strategy of the Rotterdam University of Applied Sciences and the vision on education of the Rotterdam Business School. Both the old and the new programme meet the requirements of the professional field and are attractive to students. The committee is particularly impressed by the programme's attention to the international dimension, the language proficiency and the intercultural competencies. Other focal points and themes such as applied research skills, critical thinking and sustainability require further development. Despite the fact that no students have yet graduated according to the new programme, the committee trusts that the IB management will execute the plans as presented on paper and during the visit. The assessment committee qualifies this standard as **satisfactory**.

Findings

The bachelor programme International Business is in full transition from three separate programmes towards one integrated programme with several differentiations. Students who enrolled in the "old" IBMS, IBL and TMA programmes follow a curriculum that is geared towards reaching programme-specific competencies/learning outcomes, which have been mentioned in the self-evaluation report and are based on "old" programme-specific reference frameworks. Students who enrol(led) for the "new" IB programme with its differentiations IBA, IBL, IBM and IBS are trained towards achieving 24 integrated Programme Learning Outcomes (PLO), as defined by the domain specific reference framework which has been set in 2016 by the national framework International Business. These PLOs serve as (intended) learning outcomes of the new IB programme and are presented in annex 3 to this report.

IB Rotterdam was the first institution in the Netherlands to adopt the new national framework. Two RBS staff members were involved in developing this framework and since 2016-2017, the IBMS curriculum is being adjusted – year by year – to reflect the new PLOs. Compared to the previous learning outcomes, the new profile reflects the changes in the professional and educational

domain and emphasizes 21st century skills in terms of knowledge, skills, attitude, values and ethics (KSAVE) that students must acquire. This KSAVE model distinguishes four domains: ways of thinking; ways of working; living in the world; and tools for working and management. The domains are broken down in 14 themes such as critical thinking, collaboration, personal & professional development, marketing & sales, and their related PLOs.

In order to ensure that the PLOs are formulated at the adequate level, the respective learning outcomes are linked to the HEO-standard, the Dublin descriptors and the AuCom model. According to this model, each PLO is operationalized at three levels with level three setting the required bachelor level. The committee noticed that, in line with the IB national framework, 15 PLOs must be accomplished at level 3, while the other 9 PLOs should be completed either at level 2 or level 3, depending on the specific objectives and requirements of the respective differentiations.

The committee gathered from the written materials and the discussions on site that there is a clear connection between the RUAS strategic agenda, the RBS vision on education and the focal points of the IB programme. IB Rotterdam trains students to be globally engaged, responsible and

innovative business professionals by offering education that is student-centred, contextual as well as ethically and socially responsible. The committee noticed throughout the visit that the five focal points of the IB programme are very much present in the discussions: (i) differentiations allow students to choose a particular domain of / approach to International Business; (ii) language acquisition and proficiency are a very important component of the curriculum and an asset for the students; (iii) students perform practice-based research in real business contexts; (iv) intercultural competences are developed throughout the programme, in class as well as through projects, placements and study periods abroad; (v) students are made aware of the ethical and environmental dimensions of their (future) profession.

The committee noticed that in all cases, the old/new programme prepares students to become graduates who can operate in a wide spectrum of the international business administration domain. Students, alumni and work field representatives emphasized during the discussions that the programme has been doing and continues to do a very good job in preparing professionals with an international orientation who think critically and can adapt quickly to the changing (business) environment. Advisory Board members added that the programme quite rightly focuses on skills training and ensures that future professionals have a broad basis in business management as well as a particular area of (domain / cultural) interest. Students furthermore mentioned in the student chapter – and confirmed during the site visit – that the biggest asset of the IB programme is its focus on intercultural proficiency and its attention to leadership learning. These components help the student / future professional deal with foreign cultures and markets and integrate the company's culture while maintaining his/her own identity.

Considerations

The bachelor programme International Business is going through a comprehensive and complex

transition trajectory. Based on the written materials and the discussions on site, the committee considers that the transition is purposeful and well managed. This appreciation follows from the informative discussions with the management and the Curriculum Committee. The assessment committee considers that the transition has been thought through extensively and appreciates that the RBS and IB management allow sufficient time for the Curriculum Committee to design an integrated approach and have it validated by the respective stakeholders.

The new IB programme features new learning outcomes, which are the same as the programme learning outcomes set by the national framework. The committee considers that these PLO/ILO are adequate as they fulfil the expectations with regard to domain (international business), level (bachelor) and orientation (hbo/professional).

The committee appreciates the strong alignment of the new programme profile with the RUAS strategy and the RBS vision on education. Furthermore, the committee considers that the profile of the (old/new) IB programme meets the requirements of the professional field and is attractive to students. In this regard, the committee is particularly impressed by the programme focus on the international dimension, on language proficiency and on intercultural competencies. The committee believes that these features – in combination with the 'Rotterdam-style' hands-on approach – constitute the unique selling proposition of this IB programme.

Following the discussions on site, the committee considers that some IB focal points and themes such as applied research skills, critical thinking and sustainability / ethical & social responsibility are definitely part of the programme package. However, their intellectual underpinning can be enhanced, which in turn would benefit their operationalisation in the curriculum of the IB programme phase 3.

Based on the interviews and examination of the underlying documentation, the assessment committee qualifies the intended learning outcomes as **satisfactory**.

2. Teaching-learning environment

The teaching and learning environment of the IB Rotterdam programme is adequate, and this appreciation applies across curriculum, staff and facilities. The programme structure is appropriate and the current changes and future adjustments are well thought through. The learning outcomes at programme level are clearly connected to the learning goals of the respective course modules. The IB vision on education is relevant and its execution in the curriculum befitting. Learning lines and most focal points are well embedded in the curriculum and executed nicely in modules and courses. The committee thinks highly of the quality and motivation of the lecturers, who make students feel they are treated as individuals notwithstanding the size of the cohorts. Furthermore, the current transition is a catalyst for more intensive interaction and cooperation among staff. The committee sees room for improvement on two accounts: the research component needs strengthening and the communication and information flow to students can be improved. The assessment committee qualifies this standard as **satisfactory**.

Findings

Curriculum

The bachelor International Business is a four-year programme that amounts to 240 EC; a three-year 180 EC fast-track is available for students with a vwo-secondary school diploma or its equivalent. The IB programme is going through a comprehensive transition, which also affects the curricula of its respective programmes / differentiations. Currently, the four differentiations are in different stages of implementation of the new curriculum: IBM has a new curriculum in years 1-3, IBL in years 1-2, IBA and IBS have just started year one. Annex 4 to this report presents the curriculum components as they are offered in 2018-2019 for each of the programmes / differentiations.

In order to ensure the relation between the overall learning outcomes at programme level and the learning goals per module, IB Rotterdam uses 'covering matrices' for all its programmes and differentiations. During the visit, the committee received such matrices for each programme / differentiation, including the fast tracks, and for each year. Each matrix indicates which ILO/PLO are addressed per module and how each module is assessed.

The panel gathered from the discussions that the IB programme is growing considerably, from 800 first year students in 2013 to 1045 first year students in September 2018: over half of the 2018

cohort opts for IBM, while IBL and IBA represent respectively 18% and 17% of the intake; the new IBS differentiation attracts roughly 6%; 8% of incoming students enrol on a fast track in one of the differentiations.

The programme structure is similar in all differentiations: years 1 and 2 consist of modules and projects; the internship and the minor or study abroad take place in years 3 and 4; the eighth and final semester is mainly dedicated to the graduation placement/thesis. The committee gathered from its discussion with the Curriculum Committee that as of 2020-2021 the IB programme will consist of one integrated curriculum structure with variations per differentiation, thereby mirroring the integrated PLOs which also accommodate some variation in the respective learning outcomes per differentiation.

The committee noticed that the principles underlying the teaching and learning environment of the IB programme reflect the RUAS strategy and RBS vision on learning. In a student-centred environment, students take increasingly more responsibility for their own learning process; the programme is inclusive and support is based on the student's individual need and learning style. Furthermore, the programme is very contextual with modules being based on a case or theme that is relevant in the professional field. Very often students are expected to produce a

professional product in which various subjects and their respective assessments are integrated. A third component of this constructivist vision on learning is the programme's focus on sustainability: students are taught to think, work and develop in a socially responsible and ethical manner and graduates are aware of the various ethical and societal dimensions of their profession. During the site visit, this vision was made concrete by two IBL students who presented their Import Enterprise projects that run throughout the second year. In this module, students are working in groups and establish and run their own company with real money. The project is built around specific themes integrating the three learning lines business, language and professional identity. According to the students, the project requires them to do some research and to substantiate the theories they had acquired in previous lectures.

The committee gathered from the written materials and the discussions that the different focal points of the IB programme are very much present in the respective curricula. Given its findings on the thesis quality (see standard 4), the committee has discussed at length the research / methodological component of the IB curriculum. All differentiations work towards the same research PLO '*analyse a complex business problem in an international business setting with use of an adequate research design, resulting in an evidence based feasible solution*'. The discussions with programme management, Curriculum Committee and lecturers revealed that currently the respective research learning tracks are slightly different and that in the future, research / methodological skills will be incorporated in different modules and throughout the entire programme. For IBM and IBS this is already the case, for the other differentiations this is now being implemented. By doing so, students should acquire sufficient and appropriate desk, qualitative and quantitative research skills by the start of semester 8 to prepare a research proposal and produce a thesis. Students, alumni and lecturers mentioned furthermore that companies do not always understand the relevance of a thesis. In certain cases, the

company was only interested in the work of the student, not in the outcomes of the study. The programme is currently using a leaflet to explain the purpose of the thesis and the relevance this deliverable may have for the company.

Students and alumni indicated that they are very satisfied with the focal points of the programme. First and foremost, they acknowledge the international orientation of IB Rotterdam and the many opportunities this focus brings for students to experience a truly international environment. Furthermore, students consider it an advantage that IB provides a broad array of integrated subjects rather than paying very specific attention to a certain part of international business. They appreciate the attention of the IB programme to languages in general and to the specific combination of language and culture (in IBA) or language and business (in IBL). Finally, students from all differentiations think highly of the programme's emphasis on personal and professional identity and development.

Staff

The IB programme features 169 staff (headcount), representing 133 FTE. Prior to the visit, the committee received a staff overview indicating for each lecturer the function, appointment, diplomas, certificates, professional knowledge, educational qualification and non-educational work experience. The overview shows that most but not all lecturers operate exclusively in one programme /differentiation, that the majority is Dutch and female, that the non-Dutch staff represent a broad variety of cultural and geographical backgrounds and that three quarters of the teaching staff have a background in the business domain and/or is still active in the work field.

The committee noticed furthermore that overall, staff is properly qualified in terms of know-how, educational skills, international experience and assessment expertise. The findings from the overview were confirmed by students and alumni, who appreciate the international character of the staff

in general and consider that IB teachers are professionals in their fields of studies.

According to the information materials, the programme strives for an optimal deployment of staff. The extensive student cohorts are broken down in classes of around 27 students. The panel gathered from the discussions that this approach is highly appreciated by students but also entails considerable logistics - a simple calculation shows that the 2018 cohort consists of almost 40 classes. Staff on the one hand are positive about the small classes but on the other hand reported that the recent growth in student numbers challenges them in terms of workload. One student mentioned to the committee that "teachers really care about us and make this a good experience for us": notwithstanding the size of the programme, students feel they are treated individually.

Facilities

In January 2018, IB Rotterdam had to leave unexpectedly its initial location and after a short-term intermediate solution moved into its current premises in September 2018. The current location used to be an office building and has sufficient small-scale lecture rooms, as well as computer rooms and consultation spaces. The committee noticed during the guided tour that there is no lecture hall and only a limited number of project rooms or study areas outside the classroom. While the classrooms are spacious and well equipped, they seem to cater for a classical style of teaching rather than the interactive group-work approach that is advocated by the programme's vision on education. Staff indicated that their courses often consist of both frontal teaching and group-work; students confirmed that the facilities are not optimum but that most lecturers go at lengths to offer an interesting educational experience in class.

Student guidance takes place in different forms, both within and outside the curriculum: IBA and IBL students keep track of their competence development in a portfolio in the framework of

career coaching, while IBM and IBS classes are assigned a mentor who interacts with individual students and coaches them based on their individual needs. Furthermore, IB students can request a peer coach to assist with low-threshold guidance (e.g. for resits). Students with a functional impairment receive support through the student affairs staff or the student counsellor. Students indicated that they appreciate this offer. Student representatives ensure that students are heard and that their feedback is taken into consideration. A student member of the Programme Advisory Committee mentioned that they receive good support from the programme management when they raise issues of concern.

Asked about elements for improvement, students indicated that the combination of new location and new curriculum puts pressure on the quality of communication and information flow. Moreover, lecturers are not always aware of the latest IB programme developments and so is the computer system. Students are not happy with these developments but understand the reasons underlying this situation. They do appreciate the efforts lecturers make to offer a good quality learning environment.

Considerations

Based on the written materials and the discussions on site, the committee considers that the teaching-learning environment of the IB programme is adequate. The structure of the existing programme is appropriate and the current changes and future adjustments are well thought-through. The comprehensive covering matrices demonstrate the link between the learning outcomes at programme level and the learning goals of the respective course modules.

According to the committee, the IB vision on education is relevant and its execution within the programme befitting. During the visit, the committee has come to appreciate the extent to which the programme integrates theory and practice within course modules, puts students at the centre of educational attention, and involves

the professional context in its endeavours. In this regard the committee is impressed by the IBL Import project and acknowledges the highly positive student feedback on the Leadership component.

The committee considers that the three learning lines – personal/professional identity, languages, business – are well translated in the curriculum and executed properly in modules and courses. This appreciation also applies to most focal points, in particular the differentiations, language proficiency and intercultural competence.

Anticipating its considerations on the thesis quality, the committee considers that the programme needs to strengthen its research component. The discussions revealed that a common vision on research ('Vision on Research') has been developed. It is now in the implementation stage. Furthermore, the committee found that individual lecturers and the Curriculum Committee have good ideas on how students can improve – and are to some extent already improving - their research (methodological) skills throughout the curriculum. The committee welcomes these developments which it finds reassuring. Nonetheless, there is room for a more precise translation of the agreed principles into the future curriculum.

The committee thinks highly of the quality and motivation of the lecturers. The information in the teaching staff overview demonstrates that IB lecturers are living up to the requirements set by RBS and RUAS for staff (recruitment). According to the committee, the teaching staff are instrumental in enabling incoming students to achieve the intended learning outcomes. Moreover, the committee commends management and staff for

organizing the learning environment in such a way that students feel they are treated as individuals, notwithstanding the size of the cohorts.

The committee understands that the relocation of the institute was due to force majeure. The new venue is located in a nice part of Rotterdam but was not meant to be an education building. In this respect, the current material facilities are not conducive to creating an IB community for Dutch and international students. Although the overall material facilities are not part of a limited programme assessment, the committee finds it important to mention this situation as it represents a challenge for the management and has been affecting the wellbeing of both students and staff.

Finally, the committee considers that the programme is using the current transition trajectory as a lever to have staff interact and cooperate with each other. Several discussions revealed that nowadays there is more attention to teamwork among staff (e.g. in designing tests), that staff feel and assume ownership of their modules, and that there is growing interest from staff in overall programme developments that go beyond individual course assignments. While it considers that there is ample evidence of staff cooperating and communicating in good order, the committee advises the programme to improve the overall communication and information flow to students.

Based on the interviews and examination of the underlying documentation, the assessment committee qualifies the teaching-learning environment as **satisfactory**.

3. Student assessment

Student assessment at IB Rotterdam is adequate. The bodies and staff responsible for (quality assuring) assessment are very knowledgeable and use their expertise to enhance the current assessment system, guarantee the quality of assessment, and support the transition of IB Rotterdam towards a fully integrated programme. The members of the Assessment Committee have found a personalized way to balance the requirements of the assessment system with the needs of the lecturers. Throughout the curriculum there is constructive alignment of module contents, teaching methods and assessment modes. The sample review of thesis evaluation forms demonstrate that the evaluation fulfils the minimum quality requirements but can be improved on different accounts. The assessment committee qualifies this standard as **satisfactory**.

Findings

The assessment policy of IB Rotterdam reflects the programme's vision on education. Key elements of this assessment policy include assessment for learning (embedding the assessment process within the educational process), a balanced combination of assessment types, formative assessment, regular feedback, and a contextual assessment environment by integrating areas of expertise, real-life assignments, and cases / questions in an international business context. The PLO and the learning goals per module constitute the foundation of the assessment criteria. Right from the start of the module students are informed about the link between module content, learning outcomes and assessment method. The committee gathered from the discussions that these assessment elements are indeed very much present in the IB programme.

Group assignments including group assessments feature in several modules across all IB differentiations. Students and staff indicated to the committee that the programme has different and effective instruments to discourage free riders and accommodate more ambitious and hard-working students.

Lecturers can assess students if they are appointed as examiner by the Exam Board. Since 2017-18 lecturers should follow a BKE (*basiskwalificatie examinering*) to qualify as examiner. Examiners apply the assessment cycle, which

is described in detail in the Assessment Plan of RBS and consists of seven steps: basic design, assessment matrix, developing assessment & standardizing, offering an assessment, assessing, processing and analyzing; registering & communicating, evaluating and improving.

During the site visit, the committee looked into a small sample of course assessments and assignments. Although it could not be established to what extent this sample was representative for the entire programme, the assessments reviewed looked valid, reliable and transparent, and so were the completed evaluation forms. Students indicated that they are properly informed about the content and type of assessment and consider the exams to be a fair coverage of the module. They particularly appreciate the formative assessments as such tests provide an additional motivation to start studying right from the start of the module. Formative assessment also helps to estimate the level of knowledge half-way the module and announces what to expect at the summative exam.

The thesis is examined by a group of examiners that are appointed by the Exam Board for this specific task. Each thesis is assessed by two examiners, of which one is external to the programme. As part of its thesis review, the committee studied a sample of thesis evaluation forms produced in 2016-2017 and 2017-2018. In almost all cases the committee agreed to the score of the examiners.

The information provided in the evaluation form was of varying quality, with some examiners providing a more relevant motivation of their score than others. The committee did notice in a few cases that the comments of the examiners were quite severe while the final score was less problematic. In a few other cases the committee thought the examiners could/should have been more severe in their judgement of the acceptance criteria (language and APA referencing). During the site visit, the committee received a report issued by the Exam Board on the thesis review the Exam Board performed in 2018 as part of its yearly control cycle. The committee noticed that with regard to thesis evaluation, the Exam Board raised similar issues.

The RBS Exam Board is in charge of quality assuring the assessment of the IB programme. It monitors the implementation of the exam policy, the quality of examinations and the end level attained by students. The Assessment Committee checks the quality of the exams: it consists of lecturers of all differentiations and checks whether the module learning goals are covered, the quality of the test matrix, the level/validity/reliability of the questions, the amount of questions and the relation to the content. The chair of the Assessment Committee is a member of the Exam Board. The discussion with representatives of the quality assurance bodies revealed that the Exam Board is very much up to its tasks and that the Assessment Committee is perceived by teaching staff as a pool of assessment experts whose opinion is very much valued. Interviewees indicated that nowadays lecturers/examiners feel more and more involved in the overall assessment programme and apply the seven steps of the assessment cycle. The committee moreover noticed that both bodies are pro-active in detecting possible flaws in the system. In fact the recent checks by both Exam Board and Assessment Committee have resulted in more calibration sessions, all exams being checked upfront and exam analysis afterwards, which in turn have helped to improve the quality of assessments.

Considerations

Based on the written materials and the discussions on site, the committee considers that student assessment at IB Rotterdam is adequate. Just as it was the case for learning outcomes and curriculum, the committee considers that in terms of assessment the programme in general and the staff responsible for (quality assuring) assessment are very knowledgeable about what they are doing. The (individuals on these) dedicated bodies use their expertise to enhance the current assessment system, guarantee the quality of assessment, and support the transition of IB Rotterdam towards a fully integrated programme as of 2020-2021.

The committee considers that the constructive alignment of module contents, teaching methods and assessment modes is effectively implemented in the curricula. Based on its own sample review and the comments from students, it is fair to state that assignments are realistic and individual assessments valid, reliable and transparent. The committee acknowledges the specific position of the Assessment Committee in this endeavour, as it provides guidance and exerts control on the quality of the different assessments. In this regard the committee thinks highly of the recently introduced online assessment analysis tool. The information it generates supports both Assessment Committee and examiners in improving the quality of individual tests. Moreover, the committee welcomes the approach of the Assessment Committee members who seem to have found a personalized way to balance the requirements of the assessment system with the needs of the lecturers.

Based on its sample review of fifteen thesis evaluation forms from the last two years, the committee considers that overall, thesis evaluation fulfils the minimum quality requirements but can be improved on different accounts. Based on its discussion with the Exam Board and the Assessment Committee who signalled similar concerns shortly before the site visit, the committee is confident

that the IB programme in general and the respective differentiations are working towards improving the quality and relevance of the thesis evaluation. The committee therefore recommends the programme to continue on the same development path ensuring that thesis examiners systematically provide relevant feedback to make their scores traceable and setting clear criteria for

thesis acceptance in terms of language and referencing.

Based on the interviews and examination of the underlying documentation, the assessment committee qualifies student assessment as **satisfactory**.

4. Achieved learning outcomes

The achievement of the intended learning outcomes is established by looking at the quality of the graduation thesis and at the jobs young graduates move into after their studies. The thesis sample from 2016-2017 and 2017-2018 reveals that the quality fulfils the minimum requirements. The IB programme is currently adjusting both the curriculum and the thesis process, and the first results are positive. The committee encourages the programme to continue on the same development path. The IB programme is testing the end level of the respective learning outcomes at different moments, which seems a befitting approach for the particular structure of this programme. Upon graduation IB students are successful in finding a relevant position. Students and alumni demonstrated during the visit that the IB Rotterdam programme offers a great opportunity for ambitious students with a hands-on attitude and an intercultural and international mindset. The assessment committee qualifies this standard as **satisfactory**.

Findings

In order to establish whether students achieve the end level qualifications, the committee has reviewed a sample of fifteen theses from the academic years 2016-2017 and 2017-2018. As currently all fourth-year students are still in phase one of the IB programme, the committee has reviewed a sample of graduation theses that belong to the individual programmes IBMS, IBL and TMA and their respective learning outcomes.

During its review and deliberations, the committee was aware that in November 2017 the 'old' programmes IBL and TMA underwent a limited programme assessment. While the overall quality of both programmes was satisfactory, the achieved learning outcomes of IBL were assessed as unsatisfactory. The committee was also informed that throughout 2018, the IBL programme had implemented a repair trajectory, which was judged positively by the evaluation agency during its visit in December 2018.

According to the committee, the fifteen theses all reflect the minimum quality one can expect of a professionally oriented graduation product at bachelor level. In almost all cases the committee agreed to the scores of the examiners. These scores in many cases did not surpass by much the minimum quality threshold; in these cases examiners often provided feedback that correctly motivated why a thesis received such bare pass

marks. The theses that did get a higher score, were indeed of better quality. Nonetheless, the committee thought that none of the theses was really of very good, let alone excellent, quality.

Committee members found that the use of scientific literature was limited, that the use of sources could be more critical, as there was for example no attention to bias, and that often the link between research question, methodology, implementation and analysis was loose. Furthermore, many theses gave a somewhat sloppy impression as they contained too many language errors and did not systematically adopt APA referencing. While acknowledging that the quality of the theses was eventually sufficient, the committee would not have accepted certain theses to be submitted for examination because the formal acceptance criteria (language, referencing) were not met. The committee noticed that while its comments and criticisms related to the quality of the thesis, improvements on the thesis quality can only be achieved by also enhancing the quality of the research learning lines in the curriculum, in addition to optimising the thesis (supervision) process.

During the visit, the committee gathered from the discussions with Programme Management, Curriculum Committee and Exam Board that the flaws in thesis quality had been spotted by the evaluation agency in 2017 and by the Exam Board in its yearly thesis quality review. In fact, the three

bodies reported the same flaws. Furthermore, the committee learned that throughout 2018, the thesis preparation and supervision process had been strengthened. Given the accreditation result of IBL in 2017, the Exam Board investigated in 2018 the thesis quality of all three programmes and came to similar conclusions for all differentiations. Hence the decision that all programmes take over the repair initiatives initiated by IBL for the students graduating in 2017-2018: the number of thesis supervisors and examiners was reduced, each thesis was assessed by an external second assessor, a thesis committee would approve the research questions and plan of approach, and students received an additional three-day course in research methodology.

Following the claim of several programme representatives that there should be a net increase in quality between theses submitted in 2016-2017 and those in 2017-2018, the committee revisited the sample comparing its findings on individual theses from this perspective. The committee noticed that the quality is indeed improving. As already announced under the section "teaching and learning environment", the Curriculum Committee has redesigned and is currently implementing this new design of the research lines in the respective curricula of the IB programme and indicated that it has taken on board the repair initiatives in its reconsideration of the set-up of the research lines.

Both the old and the new version of the IB programme and its differentiations assess the end level of the programme learning outcomes at different points throughout the curriculum, not in one integrated graduation thesis. The committee received an overview of the end level assessments for both the old programme competencies and the new PLO. The self-evaluation report covered extensively the way this end level is established for each of the IB differentiations. The discussion with the Exam Board revealed that once a year the Exam board checks a sample of the end level programme to investigate if the appropriate bachelor level is reached. Furthermore, the committee

gathered from the discussions that the number of PLO to be tested separately from the thesis will increase in the new integrated IB programme.

In addition to verifying the quality of the final deliverables, the labour market performance of graduates is another way to establish whether students achieve the intended learning outcomes upon completion of the programme. The committee gathered from the materials and the discussions on site that students have a positive opinion on their ability to start as IB professional while IB Rotterdam graduates generally find employment in positions that are relevant to their studies. Furthermore, the committee gathered from the individual testimonies of students and alumni that students who have ambition and potential can realise an impressive growth during their stay at IB Rotterdam. This finding was confirmed by the Advisory Board representatives who also indicated that the professional field is satisfied with the students graduating from IB Rotterdam.

Considerations

The achievement of the intended learning outcomes is established by looking at the quality of the graduation thesis product and at the jobs young graduates move into after their studies. The committee has established that the quality of the theses it reviewed fulfils the minimum requirements for a bachelor thesis of professional orientation. Based on its discussion with the Curriculum Committee and the Exam Board who signalled similar flaws in 2018, the committee is confident that the IB programme in general and the respective differentiations are working towards improving the thesis quality. This improvement is already visible to some extent in a few of the more recent theses the committee reviewed.

As mentioned already under standard 2, the thesis quality can only be enhanced if research / methodology skills are more systematically included in various phases of the curriculum, as has already been done as a result of the repair process of IBL and in years 1, 2 and 3 of IBM. The

committee therefore recommends the programme to continue on the same development path ensuring that the different components of the research cycle are included in the research learning lines before the graduation phase. Moreover, the committee recommends that students are guided and monitored during the thesis preparation and implementation phase to pay attention to language and referencing, to make good use of scientific literature, to have a critical view on the sources they are using and to maintain the link between research question, methodology, implementation and analysis.

The committee noticed that the end level of the respective learning outcomes will be tested at different moments in the programme, not in one integrated graduation project. Based on the discussions on site, the committee considers that the rationale for this approach is reasonable and befits the particular structure of a single programme with several differentiations. Nonetheless, the committee draws attention to the fact that the new framework with PLO and different end levels constitutes a works in progress as the end level will only be reached in year 3 or 4 and the most advanced IBMS programme differentiation has

only started year 3 in September 2018. While having full confidence in the expertise and reliability of the Exam Board, the committee recommends the Exam Board to report on this quality assurance exercise and keep written evidence of its review.

Furthermore, the information materials and the discussions have demonstrated that upon graduation IB students are very successful in finding a relevant position that is commensurate with the level and object of their study. Although the committee is aware that it spoke to a selection of the 'the best and brightest' students and alumni, these individuals and their testimonies demonstrate in an impressive way that the IB programme offers a great opportunity for ambitious students with a hands-on attitude and an intercultural and international mindset.

Based on the interviews and examination of the underlying documentation, the assessment committee qualifies the achieved learning outcomes as **satisfactory**.

Attachments

Attachment 1 Assessment committee

Naam panellid (incl. titulatuur)	Korte functiebeschrijving van de panelleden (1-3 zinnen)
Drs. R.R. van Aalst	Raoul van Aalst werkt voor het bedrijf TenneT in Nederland en Duitsland. Hij hield als concerncontroller toezicht op de internationale energiehandel. Tot 2016 was hij manager van de afdeling, sinds 2016 is hij programmamanager voor de implementatie van een internationale interne strategie. Hij zit met regelmaat visitaties in het hoger onderwijs voor
Ir. W.Th. Fokkema	Willem Fokkema heeft zijn sporen verdiend in de internationale food-trade. Sinds enkele jaren is hij werkzaam bij HvA/UvA als business developer, met als taak het internationaal vermarkten van kennis
Dr. G. Geitz	Gerry Geitz was tot en met 2017 Academic Dean van de opleidingen Commerciële Economie en International Business and Languages van Stenden.
T. Slimmens	Tabita Slimmens is derdejaarsstudent Liberal Arts & Sciences aan de UU. Ze is actief in het bestuur van AIESEC als Exchange Participant Manager

Attachment 2 Programme of the assessment

Wednesday 13 February 2019

- 08.30 Arrival and welcome of assessment committee
- 09.00 Internal preparation meeting
- 10.00 Presentation of IB programme by management
- 10.45 Presentation of IB programme by students
- 11.45 Discussion on transition to IB programme
- 12.15 Lunch and internal meeting
- 13.15 Interview with new IB Curriculum Committee
- 14.15 Guided tour
- 15.00 Interview with IB Advisory Board members
- 16.00 Internal meeting
- 16.30 End of day 1

Thursday 14 February 2019

- 09.15 Interview with IB lecturers
- 10.45 Interview with IB students
- 12.00 Lunch and internal meeting
- 12.45 Interview with QA bodies
- 13.45 Interview with alumni
- 15.00 Internal meeting
- 16.15 Plenary feedback
- 16.45 End of site visit

Attachment 3 Final qualifications

The IB bachelor programme (in its different variants IBA, IBL, IBM and IBS) has 24 Programme Learning Outcomes (PLO) in common, clustered around 4 domains: Ways of Thinking (WT), Ways of Working (WW), Living in the World (LW), and Tools for Working and Management (TWM). Some variants have additional PLO to meet the particular focus of their domain.

Critical Thinking Level 3	WT1	Use the process of thoughtful evaluation to deliberately formulate a reasonable conclusion
Innovation & Creativity Level 3	WT2	Create innovative ideas in a changing business environment systematically
International Business Awareness Level 3	WT3	Analyse patterns in global macro-economic factors and policies that drive international trade and business development
International Business Communication Level 3	WW4	Communicate (business) messages effectively and persuasively using advanced English to an (un)informed audience
	WW5	Optional: Use one or two additional languages to facilitate international business
Collaboration Level 3	WW6	Collaborate effectively with different kinds of stakeholders, in different cultural, organisational and political landscapes to contribute to achieving agreed goals.
Management of Information as digital citizen Level 3	WW7	Produce management information from various data sources in an international business environment.
Personal & Professional Development Level 3	LW8	Express reflections on his personal and professional development with the aim of personal growth
	LW9	Respond appropriately to an unfamiliar, or unexpectedly changing, business environment
Ethical & Social Responsibility Level 3	LW10	Formulate one's own position concerning ethical and social responsibility in a professional environment
Intercultural Proficiency Level 3	LW11	Mitigate the pitfalls of cultural differences in business and social contexts
	LW12	Display willingness to work with people from other cultures and to work in countries with different cultural backgrounds
	LW13	Use appropriate verbal and non-verbal communication in an intercultural setting.
	LW14	Assess the effect of cultural differences upon organizational behaviour and strategic choices
Marketing & Sales Level 2 (minimum)	TWM15	Develop a well-founded marketing plan to support the creation of value for international customers

	TWM16	Use appropriate sales techniques in support of durable customer relationships
	TWM17	Incorporate developments of the digital landscape in a marketing strategy
Finance & Accounting Level 2 (minimum)	TWM18	Evaluate financial performance of the organisation from different stakeholders' perspectives
	TWM19	Recommend financing possibilities in a dynamic international environment
Operations & Supply Chain Management Level 2 (minimum)	TWM20	Evaluate the operations processes within and between organizations
	TWM21	Manage the operations processes within and between organizations
Organisation & People Level 2 (minimum)	TWM22	Draft the strategic cycle of parts of the organisation (process and content)
	TWM23	Assess the impact of change on the organization
Business Research Level 3	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

Attachment 4 Overview of the programme

What follows is the IB curriculum offered in 2018-2019 for each of the variants (IBA, IBL, IBM and IBS) and their respective predecessor programmes (IBMS, IBL and TMA).

International Business for Asia (IBA)

Year 1 – IB: IBA

- Professional Challenge Asia 1 (6 EC)
- Professional Challenge Asia 2 (3 EC)
- Professional Challenge European Market 1 (6 EC)
- Professional Challenge European Market 2 (3 EC)
- Professional Challenge Market Research Asia 1 (6 EC)
- Professional Challenge Market Research Asia 2 (3 EC)
- Professional Challenge Building Bridges 1 (6 EC)
- Professional Challenge Building Bridges 2 (6 EC)
- Country Expertise Track (Japan/Indonesia/China) 1 (3 EC)
- Country Expertise Track (Japan/Indonesia/China) 2 (3 EC)
- Country Expertise Track (Japan/Indonesia/China) 3 (2 EC)
- Country Expertise Track (Japan/Indonesia/China) 4 (3 EC)
- Country Expertise Track (Japan/Indonesia/China) 5 (3 EC)
- Personal and Professional Development (4 EC)
- Elective / remedial teaching (2 EC)
- Elective / remedial teaching (2 EC)
- Elective / remedial teaching (2 EC)

Year 2 – Trade & Management for Asia (TMA)

- Management Skills (2 EC)
- Commercial Skills (2 EC)
- Market Research (2 EC)
- Marketing-3: Strategic Marketing (2 EC)
- Internship Preparation (1 EC)
- Internship (the Netherlands) (10 EC)
- Financial Management – business calculations (2 EC)
- Import Enterprise, Financial Management, financial reporting (8 EC)
- Research skills – report on Asia (2 EC)
- Social Media Marketing / E-commerce (2 EC)
- Management theory (2 EC)
- English – writing and meeting (2 EC)
- English – writing and presenting (2 EC)
- Legal Aspects of Import and Sales (2 EC)
- Japanese/Mandarin (2 EC)
- Japanese/Mandarin (2 EC)
- Japanese/Mandarin (3 EC)
- Asian Studies (2 EC)
- Logistics (2 EC)
- Study Career Coaching (2 EC)

- Elective (2 EC)
- Elective (2 EC)
- Elective (2 EC)

Year 3 – TMA

- International Business Management (3 EC)
- International Marketing focused on Asia (2 EC)
- Legal Aspects of Export and Outsourcing (2 EC)
- Japanese/Mandarin (2 EC)
- Philosophy, Religion & Business in Asia (2 EC)
- Corporate Social Responsibility (2 EC)
- Recruitment Simulation (2 EC)
- Negotiating (2 EC)
- International Management English (2 EC)
- Japanese/Mandarin (2 EC)
- Exporting & Outsourcing to Asia (7 EC)
- Study China/Japan (7 EC)
- Study China/Japan (8 EC)
- Study China/Japan (15 EC)
- Study Career Coaching (2 EC)

Year 4 - TMA

- Internship Asia (25 EC)
- Consultancy / Acquisition (2 EC)
- Final Test Japanese/Mandarin (2 EC)
- Final Test English (1 EC)
- Research Methods thesis (2 EC)
- Thesis (26 EC)
- Study Career Coaching 1 (EC)
- Study Career Coaching – intercultural readiness check (1 EC)

International Business & Languages (IBL)

Year 1 – IB: IBL

- Introduction to Business (8 EC)
- International Environment (6 EC)
- Corporate Social Responsibility (4 EC)
- Organisational Environment (6 EC)
- International Marketing (6 EC)
- Professional Identity 1 (6 EC)
- Professional Identity 2 (4 EC)
- High language 1 (5 EC)
- High language 2 (5 EC)
- Medium language 1 (4 EC)
- Medium language 2 (4 EC)
- Elective (2 EC)
- Elective (2 EC)

Year 2 – IBL

- Entrepreneurship (6 EC)
- Import (7 EC)
- Digital Business (3 EC)
- Sales (6 EC)
- Export (6 EC)
- Professional Identity 3 (6 EC)
- Professional Identity 4 (4 EC)
- High language 3 (5 EC)
- High language 4 (5 EC)
- Medium language 3 (4 EC)
- Medium language 4 (4 EC)
- Elective (2 EC)
- Elective (2 EC)

Year 3 – IBL

- Placement (30 EC)
- Research training – advanced data analysis (3 EC)
- Research training – thesis preparation (2 EC)
- International Marketing Management (2 EC)
- E-commerce (2 EC)
- Logistics (3 EC)
- International Business Communication / Export / Marketing plan (8 EC)
- Business English (3 EC)
- Language level 5 or 7 (6 EC)
- Study Career Coaching (1 EC)

Year 4 – IBL

- Study abroad (30 EC)
- Research proposal / skills / thesis (21 EC)
- Language level 6 or 8 (6 EC)
- English (2 EC)
- Study Career Coaching (1 EC)

International Business & Management (IBM)

Year 1 – IB: IBM

- Business Understanding (5 EC)
- Getting Started (5 EC)
- International Business Environment – principles (5 EC)
- International Business Environment – applied (5 EC)
- Project Management (2 EC)
- International Organisation Analysis – principles (6 EC)
- International Organisation Analysis – applied (4 EC)
- Business Models – principles (5 EC)
- Business Models – applied (5 EC)

- Leadership & Professional Development 1 (2 EC)
- Leadership & Professional Development 2 (2 EC)
- English (4 EC)
- Foreign Language (3 EC)
- Foreign Language (3 EC)
- Elective (2 EC)
- Elective (2 EC)

Year 2 – IBMS

- Venture Strategy (5 EC)
- Tools for International Business (4 EC)
- Tools for Managing Organisations and People (5 EC)
- Organisation Analysis and Entry Strategy (5 EC)
- Cultures and Business (4 EC)
- Tools for Digital Business (5 EC)
- Implementation Plan (5 EC)
- Business Models for Sustainable Future (5 EC)
- Leadership & Professional Development 3 (3 EC)
- Leadership & Professional Development 4 (2 EC)
- International Project (4 EC)
- English level 2 (3 EC)
- Foreign language (3 EC)
- Foreign language (3 EC)
- Elective (2 EC)
- Elective (2 EC)

Year 3 - IBMS

- Placement (abroad) (30 EC)
- Consultancy & Innovation 1 (5 EC)
- Consultancy & Innovation 2 (5 EC)
- Case Solving 1 (7 EC)
- Case Solving 2 (8 EC)
- Management & Leadership Skills (5 EC)

Year 4 - IBMS

- Minor (30 EC)
- Graduation placement / thesis (28 EC)
- Study Career Coaching (1 EC)
- Management & Leadership skills (1 EC)

International Business & Supply Chain Management (IBS)

Year 1 - IB: IBS

- Business Understanding (5 EC)
- Getting Started (5 EC)
- International Business Environment – principles (5 EC)
- International Business Environment – applied (5 EC)

- Project Management (2 EC)
- International Organisation Analysis – principles (6 EC)
- International Organisation Analysis – applied (4 EC)
- Business Models – principles (5 EC)
- Business Models – applied (5 EC)
- Leadership & Professional Development 1 (2 EC)
- Leadership & Professional Development 2 (2 EC)
- English (4 EC)
- Logistics & Supply Chain Management – principles (3 EC)
- Logistics & Supply Chain Management – advanced (3 EC)
- Elective (2 EC)
- Elective (2 EC)

Attachment 5 Documents

Information Report

- Self-Evaluation International Business Rotterdam. Creating tomorrow today, Hogeschool Rotterdam Business School, January 2019.
- Course Profile International Business Rotterdam. Creating tomorrow today, Hogeschool Rotterdam Business School, January 2019.

Materials made available electronically and/or on site

- Policies & IB Framework: course profile, vision on alumni, education, internationalisation and research
- Curriculum schemes IBA, IBL, IBM, IBS, Fast Track 2018-2019
- Matrices relating curriculum modules to Programme Learning Outcomes 2018-2019
- Student inflow September 2018
- Data on student inflow, drop-out and success rate
- Beleids- en werkplan Examencommissie RBS 2018-2019, januari 2019
- Rapportage review eindwerken Opleiding IBMS, IBL, TMA (IB), november 2018
- Exam Board - Annual Report and Minutes
- Programme Advisory Committee – Annual Report and Minutes
- Alumni survey and analysis
- Minutes Advisory Board
- Surveys & evaluations
- Assessment plan
- Overview Staff Members IB 2018-2019
- IB Student Handbook
- Programme materials IBA / TMA
- Programme materials IBL
- Programme materials IBM / IBMS
- Programme materials IBS
- Graduation Projects of fifteen students