

## Besluit

**Besluit strekkende tot het verlenen van accreditatie aan de opleiding hbo-bachelor International Business and Management Studies van de Avans Hogeschool en de toekenning van het bijzonder kenmerk internationalisering.**

### Gegevens

<b>datum</b>	<b>Naam instelling</b>	: Avans Hogeschool
7 oktober 2013	<b>Naam opleiding</b>	: hbo-bachelor International Business and Management Studies (240 ECTS)
<b>onderwerp</b>	<b>Datum aanvraag</b>	: 20 december 2012
Besluit	<b>Variant opleiding</b>	: voltijd
accreditatie en bijzonder	<b>Locatie opleiding</b>	: Breda
kenmerk Internationalisering	<b>Datum instemming panel</b>	: 21 augustus 2012
hbo-bachelor International	<b>Datum locatiebezoeken</b>	: 17 en 18 september 2012
Business and Management	<b>Datum visitatierapport</b>	: november 2012
Studies van Avans Hogeschool	<b>Instellingstoets kwaliteitszorg</b>	: positief, besluit van 3 september 2013
(001330)		

### ons kenmerk

NVAO/20133182/LL

### bijlage

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### Herschreven versie van het rapport

De NVAO heeft bij e-mail van 10 april 2013 gevraagd om een herschreven versie van het rapport, omdat de beoordeling op diverse standaarden niet navolgbaar was. Bij e-mail van 4 juli 2013 heeft de NVAO de herschreven versie ontvangen.

### Beoordelingskaders

- Beoordelingskader voor de beperkte opleidingsbeoordeling van de NVAO (Stcrt. 2010, nr 21523);
- Frameworks for the Assessment of Internationalisation, 14 november 2011.

### 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.

On 17 and 18 September 2012, a FIBAA assessment panel performed an assessment of the programme "International Business and Management Studies" (IBMS) at Avans Hogeschool in Breda (in English: Avans University of Applied Sciences; hereafter referred to as Avans). The overall judgment of the panel regarding the quality of the programme is good.

The Intended Learning Outcomes are assessed as excellent. The competences are well defined and were developed in a permanent dialogue with the professional practice. There is a clear relation with the Dublin Descriptors. The programme objectives are documented in a systematic manner and a comprehensive, convincing explanation of the rationale behind them is given. In addition, the achievement of the competence goals is verified systematically and on a regular basis.

Programme objectives and competence goals are spelled out clearly, are mutually aligned, and their alignment with the Dublin Descriptors and with the Dutch "Framework Competencies IBMS" is documented in a very structured way. Module descriptions are of excellent quality, concise and clear. The intended learning outcomes are concrete both with regard to content and with regard to professional orientation. The level is appropriate for a Bachelor's degree. The Learning Outcomes have been nationally and internationally benchmarked and validated according to internationally recognised standards. As a result, the programme has recently undergone a comprehensive renewal.

In the view of the assessment panel, the intended learning outcomes reflect the programme objectives appropriately. Programme content and modules are geared to defined learning outcomes and are aligned to the strategic objectives of the programme in an exemplary manner.

As a result of continuous benchmarking and systematic quality enhancement, in the assessors' view,

- the intended learning outcomes now exceed international requirements,
- the skills required of students are adapted dynamically to the needs of today's and tomorrow's job markets,
- graduates are thereby perfectly enabled to reach employability in those professional areas which the programme is geared to,
- set-up and positioning of the final qualifications, in particular through the programme's major-minor structure, its internationality, including the acquisition of a second foreign language, set IBMS Breda apart from its competitors,
- altogether, the intended Learning Outcomes can therefore serve as an example also to other HEIs' study programmes in the field of Business Administration. This is further underpinned both by the remarkable increase in student numbers, and by the programme's excellent position in national ranking.

#### *Teaching-learning environment*

The teaching-learning environment is assessed as good. The didactical concept functions like a pressure-cooker, with various methods, intensive coaching and the opportunity for students to design their own course: students make their own choices on how to explore fields of their own interest. Within this didactical concept theory and practice are well integrated, in a natural manner. The quality of staff is good. The lecturers have influential international practices, and they are great and inspiring examples for the students. The building in which the programme is located, supports the teaching methods.

The curriculum is set up according to a major-minor model which includes an obligatory specialisation, and electives. Study and work experience semesters in foreign countries are compulsory elements of the curriculum. The "double degree tracks" offer IBMS students, and also students from seven foreign universities and business schools, the opportunity to

Pagina 3 van 10 simultaneously obtain the BBA diploma of Avans and that of the foreign university. In the assessors' view, the curriculum is well analysed and systematically supports the study goals. Modules are arranged in a logical sequence, and the curriculum and its contents are assessed as good as they are very well structured, and surpass generic quality standards also in how they demonstrate that students can achieve the intended learning outcomes. The teaching and learning materials fulfil all quantitative and qualitative requirements. They are promptly available to students both on paper and online. The assessors appreciate that they are particularly user-friendly and encourage students to engage in further independent study.

About one third of teaching staff is non-Dutch, and many have been involved in staff exchanges. The student-teacher ratio is approx. 25:1. 18 out of 41 teachers hold permanent positions. Structure and number of teaching staff correspond with programme requirements and the standards specified by government, and the quality of the staff is assessed as satisfactory.

All students have their own personal coaches throughout the study programme. An International Office provides support to students going abroad, and to incoming students. Career advice is warranted as well as social counselling and welfare services. An alumni network has been set up, and alumni surveys are carried out regularly. Specific services to students and to teaching staff are above generic standard and are therefore assessed as good.

In 2008, the programme moved to the new campus building at Hogeschoollaan. In the assessors' view, students are offered an excellent learning and working environment. Quantity and quality of teaching rooms fulfil all requirements of the programme and are equipped with most modern IT and multimedia equipment. Access to literature and to digital media is geared to the programme contents and is up to date. The facilities are considered by assessors as exemplary both on a national and international scale, and are therefore assessed as excellent.

#### *Assessment and achieved learning outcomes*

The assessment and the achieved learning outcomes are assessed as good. The quality and level of the assessment is very convincing. The level of performance in examinations and the thesis are aligned with the learning out-comes of the module in terms of form and content. The requirements are in line with the level necessary to attain the qualification in question. The performance in examinations is arranged integratively and is characterised by a wide variety of forms – insofar as this makes sense from a teaching and methodological point of view. The students have provided evidence that they are capable of doing academic work. The Learning Outcomes are achieved. In addition, performance in examinations is characterised by a high level of achievement when solving theoretical and practical questions through the use of demanding academic methods.

In the frame of the abovementioned comprehensive programme renewal, programme management has taken a number of measures to improve the quality of assessments and examinations. Among other measures, an Assessment Committee has been established to monitor the quality of assessments; an assessment matrix has been introduced; assessment processes have been described, and dedicated training for teachers has been enhanced. Programme management has taken measures to assure that assessment criteria are applied appropriately, and more rigidly. Assessment principles are laid down in a policy

Pagina 4 van 10 plan. The assessment system which includes formative and summative assessments is rigid enough to ensure that degrees are awarded only to students who deserve to obtain them meeting strict end-level requirements. The use of Bloom's taxonomy ensures that the learning goals as well as assessment goals of the knowledge tests are formulated in line with the expected increasing level of expertise that students must demonstrate. All assessments in the IBMS programme have to meet strict quality requirements in terms of validity, reliability and transparency. ASIS uses a very structured approach to the construction of knowledge tests, the quality of test questions is assessed using the statistical tool 'Sonate', and all tests need to be approved by the Assessment Committee. Teachers receive dedicated training at the Dutch CITO institute. The entire ASIS assessment system is subject to a very comprehensive, thorough and sophisticated quality assurance system. The resulting quality of assessments systematically surpasses the level normally expected in a BBA programme. Alumni surveys have confirmed that validity and reliability of assessments are appropriate.

Graduation reports have been checked by the assessors, and their conclusion is that they are of good quality, and marks given by Avans assessors are plausible.

#### **Aanbevelingen**

De NVAO onderschrijft de aanbevelingen uit het visitatierapport, in het bijzonder om:

- het didactisch concept meer te expliciteren,
- reactie op evaluatieresultaten transparant te maken voor studenten,
- de examencommissie meer proactief te laten werken.

#### **Bijzonder kenmerk internationalisation**

Ten aanzien van het bijzonder kenmerk 'internationalisering' komt het panel tot de volgende bevindingen en overwegingen panel.

In summary, based on the interviews and examination of the underlying documentation, the assessment committee qualifies the distinctive quality feature 'internationalisation' as good.

The vision on internationalisation is supported by stakeholders within and outside the programme. It includes verifiable objectives, it is evaluated periodically, and improvement measures are derived from these evaluations. 98% of respondents to the latest staff satisfaction survey say that they work for an international Higher Education Institution (HEI).

ASIS has drawn up an internationalisation plan for the period 2011-2014, in which it translates its vision on internationalisation into seven strategic objectives. For each of these, specific verifiable goals have been set, and an action plan is attached to each of these. ASIS takes part in national and international benchmarking exercises. Assessors observe that as a result of its rigid assessment system and graduation programme, students graduate only if they have achieved the intended international and intercultural learning outcomes. The programme uses a broad range of teaching and learning methods. It offers a coherent learning environment which enables students to achieve the intended international and intercultural learning outcomes. From evaluation data, it appears that students and alumni are quite satisfied with the international components of the programme. Staff internationality meets the essential requirements which are (1) its diverse nationalities, (2) its international experience, (3) its English language proficiency and (4) its intercultural

Pagina 5 van 10 competencies. The services provided to staff, including training, facilities and staff exchanges surpass the level of appropriateness for the implementation of the educational concept and achievement of the learning outcomes. The composition of the student group in terms of its diversity of national and cultural backgrounds is fully in line with the programme's vision on internationalisation. The programme offers students ample opportunities to gain international experience. Services provided to the students are adequate to the high aspirations of the programme and to the diverse composition of the student community. Personal satisfaction and social well-being is reflected in high student satisfaction scores in surveys.

Ingevolge het bepaalde in artikel 5a.10, derde lid, van de WHW heeft de NVAO het college van bestuur van de Avans Hogeschool te Tilburg in de gelegenheid gesteld zijn zienswijze op het voornemen tot besluit van 26 augustus 2013 naar voren te brengen. Bij e-mail van 2 oktober 2013 heeft de instelling van die gelegenheid gebruik gemaakt om te reageren. Dit heeft geleid tot een aanvulling in bijlage twee.

De NVAO besluit accreditatie te verlenen aan de hbo-bachelor International Business and Management Studies (240 ECTS; variant: voltijd; locatie: Breda) van de Avans Hogeschool te Tilburg. De NVAO beoordeelt de kwaliteit van de opleiding als goed.

De NVAO besluit aan de opleiding het bijzonder kenmerk Internationalisering toe te kennen.

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

Den Haag, 7 oktober 2013

De NVAO  
Voor deze:



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	Standaard	Beoordeling door het panel
		<i>voltijd</i>
<b>1. Beoogde eindkwalificaties</b>	De beoogde eindkwalificaties van de opleiding zijn wat betreft inhoud, niveau en oriëntatie geconcretiseerd en voldoen aan internationale eisen	E
<b>2. Onderwijsleeromgeving</b>	Het programma, het personeel en de opleidingsspecifieke voorzieningen maken het voor de instromende studenten mogelijk de beoogde eindkwalificaties te realiseren	G
<b>3. Toetsing en gerealiseerde eindkwalificaties</b>	De opleiding beschikt over een adequaat systeem van toetsing en toont aan dat de beoogde eindkwalificaties worden gerealiseerd	G
<b>Eindoordeel</b>		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.

***Bijzonder kenmerk Internationalisering***

Onderwerp	Standaard	Beoordeling door VBI
		<i>voltijd</i>
<b>Bijzonder kenmerk Internationalisering</b>	1 vision on internationalisation	G
	2 learning outcomes	G
	3 teaching and learning	G
	4 Staff	G
	5 Students	G
<b>Beoordeling BK</b>	Eindoordeel	meeting the standard

De standaarden krijgen het oordeel not satisfactory (NS), satisfactory (S), good (G) of excellent (E).

**Tabel 1: Uitval uit het eerste jaar**

Cohort	2005	2006	2007	2008	2009	2010	2011
Uitval	24.2	35.3	34.7	37.3	40.5	45.9	41.2
	%	%	%	%	%	%	%

**Tabel 2: Uitval uit de bachelor**

Cohort	2005	2006	2007	2008
Uitval	13.9	17.8	14.3	15.3
	%	%	%	%

**Tabel 3: Rendement**

Cohort	2005	2006	2007
Rendement	82.1 %	77.6 %	68.0 %

**Tabel 4: Docentkwaliteit**

	#	%
Bachelor	8	16%
Master	30	60%
Master pursuing	2	4%
PhD / DBA	7	14%
PhD / DBA pursuing	3	6%
Other	0	0%
<b>Total</b>	<b>50</b>	<b>100%</b>

**Tabel 5: Student-docentratio**

Ratio	24.7:1
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**Tabel 6: Contacturen**

	Q1	Q2	Q3	Q4
Year 1	19	19	19	19
Year 2	17	17	WP	WP
Year 3	16	16	11	11
Year 4	15	15	GI	GI



Q1, 2, 3 4 = Quarter 1, 2, 3 and 4

WP = work placement = stage

GI = graduation internship = afstuderen

- Prof. Dr. János Csirik is a professor at Szeged University (Hungary) and an expert for Applied Mathematics. Analysis of algorithms, pattern recognition, medical image processing, natural language processing. Country expert Hungary;
- Prof. Dr. Christian Joerges is a professor at the Centre of European Politics of Law at Bremen University (Germany). Europeasation of private and economic law. Guest lecturer in U.S., Canada, Italy;
- Prof. Dr. Suman Modwel is a professor at Ecole Normale des Ponts et Chaussées in Paris. International Business, International Economics, Strategic Management, Finance. Country expert France;
- Prof. Dr. Johann Strassl is a professor at University of Applied Science in Amberg-Weiden (Germany). Economic IT, information management. Guest lecturer in the UK;
- Dr. Jean-Pierre Izaac van der Rest is a professor & director at Hotelschool the Hague. Business Studies, including management accounting, managerial economics and corporate finance. Country expert Netherlands;
- Kai Müller is a student of Business Administration at Düsseldorf University of Applied Science.

Het panel werd ondersteund door dr. Alexander Merck, secretaris (gecertificeerd).