

International Business and Management Studies

Report of the limited programme assessment

including distinctive quality feature "internationalisation"

17 and 18 September 2012

Breda, the Netherlands

November 2012

Table of contents

Summary.....	3
Colophon.....	7
Introduction.....	8
1. Intended learning outcomes.....	10
2. Teaching-learning environment.....	13
3. Assessment and achieved learning outcomes.....	18
Distinctive quality feature: internationalisation.....	22
Recommendations/potential for developments.....	39
Attachment 1 Basic data.....	40
Attachment 2 Assessment committee and secretary.....	40
Attachment 3 Program of the assessment.....	42
Attachment 4 Overview of the programme.....	50
Attachment 5 Curriculum Overview with Competencies.....	52
Attachment 6 Documents.....	55
Attachment 7 Aims, activities and targets 2011 - 2014.....	57
Attachment 8 Graduation reports.....	62
Attachment 9 Declarations of independence.....	64

Summary

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 IBMS programme which leads to the title of a Bachelor of Business Administration was set up by Avans University in Breda to cater for the growing demand for young internationally oriented managers. In 2006, the IBMS programme was successfully accredited by NVAO. In addition to its request to NVAO for re-accreditation of the programme, Avans has also submitted a request for an assessment of the Distinctive Quality Feature "Internationalisation".

The overall judgment of the panel regarding the Distinctive Quality Feature "Internationalisation" is good.

With the programme, Avans School of International Studies (ASIS) wants to position itself as a school for Dutch and non-Dutch students which delivers high-quality customised degree courses taught in the English language, in close cooperation with international organisations, the professional field and renowned universities abroad.

Intended Learning Outcomes

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 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 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.

Distinctive Quality Feature Internationalisation

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 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.

Overview of the assessments

Overall, the three standards of the NVAO assessment framework are assessed positively, and hence the review committee awards a positive recommendation for the accreditation of the programme.

The panel presents its assessments per theme and per standard in the following table:

Limited Programme Assessment:	Standard	Judgment
Intended Learning Outcomes	1	Excellent
Teaching-Learning environment	2	Good
Assessment and Achieved Learning Outcomes	3	Good
 Distinctive Quality Feature "Internationalisation":		
Vision on internationalisation	1	Good
- Shared Vision	1a	Good
- Verifiable Objectives	1b	Good
- Improvement-oriented Evaluations	1c	Good
Learning Outcomes	2	Good
- Intended Learning Outcomes	2a	Excellent
- Student assessment	2b	Good
- Graduate Achievement	2c	Good
Teaching and Learning	3	Good
- Curriculum	3a	Good
- Teaching Methods	3b	Good
- Learning Environment	3c	Good
Staff	4	Good
- Staff Composition	4a	Good
- International Experience and Competence	4b	Good
- Services Provided to the Staff	4c	Good
Students	5	Good
- Student Group Composition	5a	Good
- International Experience	5b	Good
- Services Provided to Students	5c	Good

Breda, December 22^d, 2012

Jean-Pierre Izaac van der Rest
Chair

Alexander Merck
Secretary

Colophon

Institute and programme

Avans University of Applied Sciences (Avans Hogeschool),
Hogeschoollaan 1, Breda, Netherlands.

Avans University is a funded entity of higher education.

Programme: "International Business and Management Studies" (IBMS).

Level: Undergraduate.

Distinctive feature: internationalisation.

Full time programme with 3 Majors: International Business Studies (IBS) – Asian Business Studies (ABS) – Cross-cultural Management and Languages (CML).

Number of ECTS credits: 240.

Nomenclature: Bachelor of Business Administration.

Institutional quality assurance assessment has been requested.

Responsibility for the quality of the programme: N. Rijnders.

Assessment panel

Dr. Jean-Pierre Izaac van der Rest, chair,
Prof. Dr. János Csirik, domain expert,
Prof. Dr. Christian Joerges, domain expert,
Prof. Dr. Suman Modwel, domain expert,
Prof. Dr. Johann Strassl, domain expert,
Kai Müller, student,
Dr. Alexander Merck, secretary.

The assessment panel was presented to the NVAO for approval.

The assessment was conducted under the responsibility of
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on behalf of Avans University.

Introduction

The programme "International Business and Management Studies" (IBMS) leads to the degree of a Bachelor of Business Administration. It is offered by Avans School of International Studies (ASIS) in Breda, the Netherlands, which is one of the 19 schools of Avans University of Applied Sciences.

The Institute

Avans University is one of the largest in the Netherlands, with 25.000 students, over 50 programmes and approximately 2.200 employees (2011-2012). Avans is situated in three cities and on six locations: 12.700 students on 3 locations in Breda, 9.950 students on two locations in 's-Hertogenbosch, and 1.400 students on one location in Tilburg. At its 19 schools, students can take bachelor degrees in the subject areas of Economics, Technology, Social Work, Health, ICT, Art and Design, Law and Education. Avans has 24 research groups which conduct different research programmes. For the facilitation of the schools and the Board of Directors, Avans holds five shared service centres and two staff units. Since June 2010, ASIS is a member of the Network of International Business Schools (NIBS). ASIS takes part in the national benchmarking exercise MINT (Mapping Internationalisation) launched by the Dutch institute for internationalisation in Higher Education (Nuffic).

ASIS offers the full-time bachelor's degree programme International Business and Management Studies (IBMS) leading to the title Bachelor of Business Administration, and the full-time bachelor's degree programme Finance and Control leading to the title Bachelor of Business Administration.

In its mission, ASIS puts an emphasis on personal coaching of students and on internationality, and it aims to build up a reputation as an initiator, facilitator and knowledge partner for international education and internationalisation.

The programme

Within Avans University of Applied Sciences, the IBMS programme is offered at Avans School of International Studies (ASIS). The programme was set up to cater for the growing demand for young internationally oriented managers. Its aims and objectives were originally formulated in a nationally validated competency framework which was drawn up by Hobéon Management Consult in 1999. It was on the basis of this framework that the existing International Management course, which until then had been a graduation option of the Commercial Economics study programme, was converted into a full-fledged Bachelor's degree course starting in the year 2001-2002. In 2006, IBMS Breda was successfully accredited by NVAO. Since then, the programme has reached top positions in national rankings. According to the Keuzegids HBO Voltijd 2012, IBMS Breda is the top-ranking IBMS programme in the Netherlands. The programme has seen a considerable increase in national and international student numbers. Over the years, the IBMS Breda programme has been increasingly internationalised, with regard to curriculum, teaching and learning, student population, staff composition, services and facilities. In May 2011, ASIS was unconditionally awarded NIBS International Accreditation by the Network of International Business Schools. Consequently, in addition to its request to NVAO for re-accreditation of the IBMS programme, Avans is also submitting a request to NVAO for the Distinctive Quality Feature Internationalisation.

ASIS has carried out national benchmarking against the other 15 universities of applied sciences which offer IBMS programmes. Programme features which set IBMS Breda apart from competitors are the obligatory selection of a Major (from 3 options), the mandatory second foreign language, the "personal approach" (i.e. with intake interviews, coaching, small learning groups, commitment of teachers), and internationalisation.

ASIS offers double degree programmes, i.e. the option to acquire a bachelor degree at a foreign partner university or business school together with the Avans bachelor degree. The

double degree partners of Avans are Hochschule Reutlingen (Germany), Reims Management School (France), Università Cattolica del Sacro Cuore (Piacenza, Italy), Eastern Kentucky University (Richmond KY, USA), Western Carolina University (Cullowhee NC, USA), Northumbria University (Newcastle, UK), and Budapest Business School (Hungary).

The assessment

Avans Hogeschool has assigned FIBAA to perform a quality assessment, including NVAO Limited Programme Assessment, NVAO assessment of Distinct Feature Internationalisation, and an assessment against the FIBAA quality requirements.

In close co-operation with Avans and NVAO, FIBAA has convened an independent and competent committee of 7 assessors. Due to a case of illness, only 6 assessors participated in the site visit, still covering all required areas of expertise. In preliminary discussions, the program for the site visit and the interviewees were determined, see attachment 3. Two weeks prior to the site-visit, Avans was asked to announce an open consultation to students and staff. Neither students nor staff have used this possibility.

The assessment committee has made a choice of 15 theses that were prepared during the last two years, and has reviewed them (see attachment 8). The results of this review were input for discussions during the site visit, see below section "Assessment and achieved learning outcomes".

The committee carried out the assessment in an independent manner. At the conclusion of the assessment, a draft of this report was sent to the representatives of the programme, and their comments have been evaluated and where necessary included in the present final version of the report.

1. Intended Learning Outcomes

The intended learning outcomes of the programme have been concretised with regard to content, level and orientation; they meet international requirements.

Explanation: As for level and orientation (bachelor's or master's; professional or academic), the intended learning outcomes fit into the Dutch qualifications framework. In addition, they tie in with the international perspective of the requirements currently set by the professional field and the discipline with regard to the contents of the programme.

On basis of interviews and examination of the underlying documentation, the assessment committee qualifies the intended learning outcomes 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.

Concrete

Programme objectives and competence goals are mutually aligned, and the assessors appreciate that their alignment with the Dublin Descriptors is documented in a very structured way. They equally appreciate that the relatively ambitious competence goals are spelled out clearly, and that the HEI seeks feedback on their quality from 3rd parties, like cooperating firms, double degree partner universities, and its own advisory board.

To give students the opportunity to develop their competencies and to create a good learning environment, the study programme has been constructed according to the leerlijnenmodel (learning line concept) of De Bie (Wat gaan we doen? Het construeren en beoordelen van opdrachten, De Bie & de Kleijn, 2001). A learning line is a well-argued structure for breaking up a curriculum into components, each with its own set of intermediate learning objectives, in order to reach a specific learning outcome. These intermediate learning objectives are formulated as learning goals for the modules. Each learning line has its own specific character.

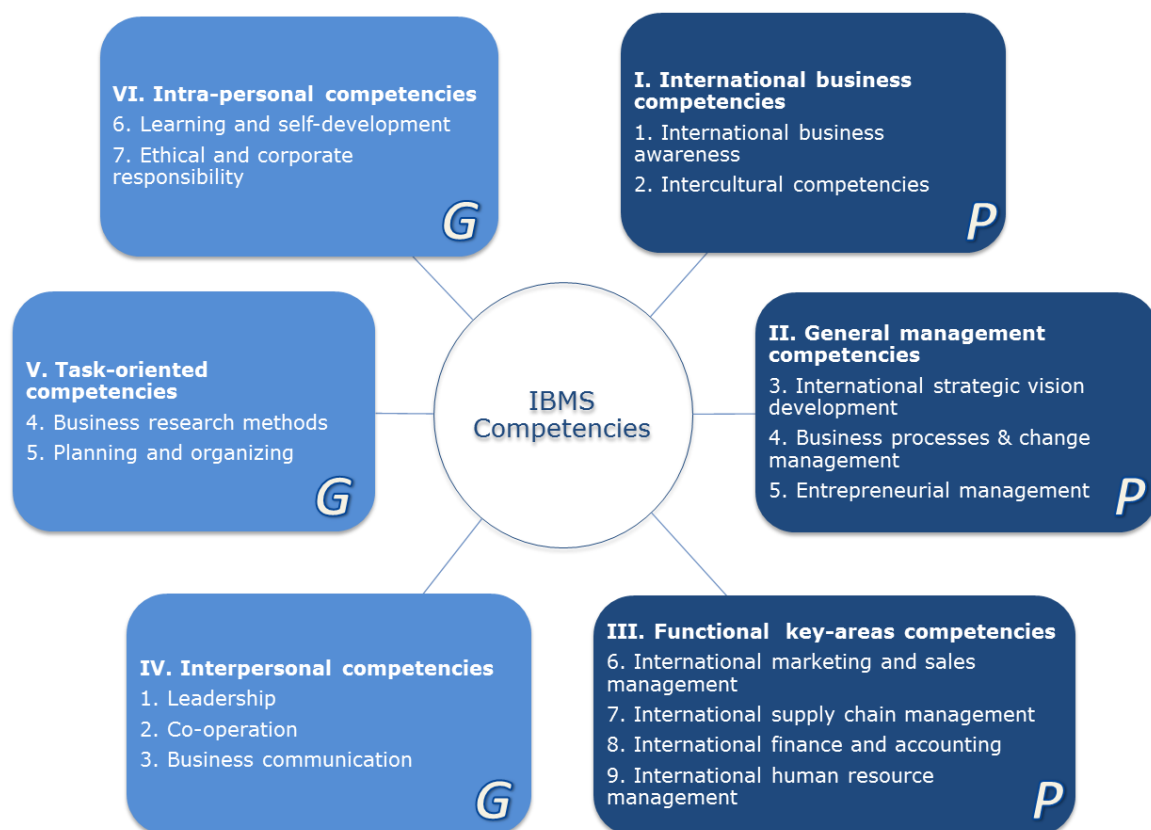
The assessors welcome the excellent quality of the module descriptions. Both the descriptions of competencies to be acquired (i.e. learning outcomes) and the learning lines (i.e. module contents) are concise and clear.

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.

Qualifications framework

Competencies are grouped into 9 profession related 'P-competencies' and 7 generic 'G-competencies':

In the chart below, the sixteen IBMS competencies are divided into six categories, which students need to have in order to graduate with the degree of Bachelor of Business Administration (BBA) IBMS:



These typical features of the target professional profile of IBMS graduates have been translated by the National IBMS Platform into 16 competencies for the Bachelor of Business Administration degree IBMS. These competencies define the abilities that graduates need to have to perform professional tasks in the field of international business and management. They are described in the national Framework Competencies IBMS, which was validated by the HBO-raad (HBO-Council) in November 2010 and officially published in February 2011. IBMS Breda played an active role in the revision of the national competency framework and has therefore also decided to take the competencies as the basis for its own curriculum.

Avans thereby very clearly demonstrates how the intended learning outcomes fit into the Dutch qualifications framework, and consequently into the European Qualification Framework. The learning outcomes are, thereby, also aligned to the Dublin Descriptors.

Furthermore, ASIS carried out international benchmarking of Learning Outcomes in the frame of its international double degree partnership programme. The outcome of these checks has been used as guidance for a recent modification of the curriculum.

The programme translates these qualifications and competencies into learning goals for the courses and modules constituting its curriculum, and the learning goals are clearly specified in the module descriptors. Accomplishment of the aspired competence goals is regularly monitored (see section "Assessment" below).

The Learning Outcomes have furthermore been nationally and internationally benchmarked and validated acc. to internationally recognised standards within the 'National IBMS platform': Fifteen Dutch HEIs including ASIS that deliver IBMS programmes are members of this platform. As a result of benchmarking among their programmes, the Avans IBMS programme has undergone a renewal which was launched in 2011.

As a consequence of the ASIS involvement in the revision of the National Framework and of the a.m. comprehensive benchmarking, the intellectual level of the debate within ASIS about verification of their intended competencies is high. Goals are documented in a "Curriculum overview with competencies" in which all modules are set against the intended competencies in

the form of a matrix. The competence goals are aligned with the overall programme design in an exemplary manner.

Links with professional practice and international requirements:

In line with the Framework Competencies IBMS, graduates have the following typical features:

- They have an excellent command of English;
- They are able to build up and maintain an extensive international network;
- They are aware of the most recent social and political developments of the principal trade partners of their country;
- They have a sound knowledge of the key features of international legislation and regulation and of management and organisation;
- They are well versed in finance, marketing and operations;
- They have ample knowledge and experience of cultural differences among countries in general and intercultural management in particular, enabling them to be good negotiators at an international level.

IBMS graduates are generalists with a truly international orientation. Consequently, they will usually end up in one of the many different positions ranging from account manager, business development manager, finance analyst, human resource manager, sales and marketing manager to international treasury manager, product development manager or project manager supply chain. Some graduates prefer to start their own businesses or become consultants (Alumni Survey 2010, Alumni Survey 2012).

The programme's intended learning outcomes not only match the international character of the programme, but also meet requirements derived from the professional practice. Starting from a clearly described "target professional profile", Learning Outcomes for professional practice have been derived, still structured in the a.m. scheme of 16 competencies.

The double degree tracks, some of which go back as far as the early 1990s, are a unique feature of IBMS Breda, allowing students to achieve the programme's intended international and intercultural learning outcomes in a most inspiring international context. Each year, only the students with the best academic records can participate in these double degree tracks, as the number of exchange places is limited.

The panel considers that the intended learning outcomes exceed international requirements with respect to content, level and professional orientation, in particular as

- the skills required of students are adapted dynamically to the needs of today's and tomorrow's national and international job markets,
- the 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.

The assessors conclude that graduates are thereby perfectly enabled to reach employability in professional areas which the programme is geared to in all its components. All of programme objectives, learning outcomes (including those on generic and social skills) and the curriculum content contribute to this.

Conclusion

Modules are geared to defined learning outcomes, they are arranged in a logical sequence, and are very clearly aligned to the strategic objectives of the programme. Consequently, the Learning Outcomes reflect the programme objectives in a convincing manner.

The assessors are impressed by the complete and logical deduction of the overall and detail curriculum structure and its contents, including learning outcomes of the modules, from the programme objectives, while taking into account the National Qualification Framework and the Dublin Descriptors in a well documented way.

From the above, they come to the conclusion that

- the intended learning outcomes exceed international requirements
- that graduates are perfectly enabled to reach employability in the relevant professional areas
- that the set-up and positioning of the final qualifications set IBMS Breda apart from its competitors
- and that thereby, altogether, the intended Learning Outcomes can serve as an example to other HEIs' study programmes in the field of Business Administration.

2. Teaching-learning environment

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

Explanation: The contents and structure of the curriculum enable the students admitted to achieve the intended learning outcomes. The quality of the staff and of the programme-specific services and facilities is essential to that end. Curriculum, staff, services and facilities constitute a coherent teaching-learning environment for the students.

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.

Contents and Structure of the Curriculum

The curriculum is set up according to a major-minor model. This means that it offers

- a.) a "professional profile" in the form of one major of 210 ECTS for the overall competencies in the area of Business Administration which must be selected out of 3 possible majors;
- b) an "individual profile" of 30 ECTS as an elective which may or may not be related to the IBMS competencies.

Students are required to make their choice of a major (International Business Studies, Asian Business Studies or Cross-Cultural Management and Languages) at the start of the programme. This major allows students to make their own choices within the broad IBMS study programme and to specialise in a particular area.

A second foreign language is mandatory for all students.

Internationalisation is a key feature of the programme, as is shown below in chapter "Distinctive Quality Feature Internationalisation", in particular regarding the Double Degree partnerships and other international cooperations.

Study and work experience semesters in foreign countries are compulsory elements of the curriculum in all its variants.

In addition to the standard single-degree curriculum, double degree tracks offer IBMS students and students of a limited number of selected foreign universities and business schools the

opportunity to simultaneously obtain the BBA diploma of Avans and a diploma of one of the participating foreign universities or business schools.

The IBMS curriculum can be found in attachment 4, and attachment 5 shows which modules address which of the nine profession-related and seven generic competencies (shown in the previous section), at which competency level, and in which study year.

In Year 1, the focus is on building a strong knowledge base needed for the rest of the study programme. 4 courses of one quarter each are around the IBMS themes Business Organisation, Business Environment, Business Research and Business Plan. By the end of this 'propaedeutic year', students have reached level 1 of IBMS competencies i.e. have the basic knowledge and skills to apply the competency in a limited context and with guidance. According to the teaching and learning model, each course is split up into the five learning lines: knowledge line, prof line, skills line, English/second foreign language line, and coaching line. One major-related module ('major profile') of 2 ECTS is part of each course in Year 1.

In Year 2, themes of two courses of the first semester are Budgeting and International Marketing Plan. In the second semester, students work in a 'work placement' on one or more clearly defined assignments, under close supervision of a school mentor and a company mentor, and have to carry out extra assignments for school. Work placements can be undertaken abroad; for CML major students this is an obligation. By the end of Year 2, students have achieved level 2 of the IBMS competencies, i.e. can apply competencies independently in a relatively clearly arranged situation.

In the first semester of Year 3, students take modules on the theme of International Business Operations plus one major-specific module. In the second semester, they can select either a minor (provided within or outside Avans) or study abroad (e.g. in an Erasmus programme). They have to submit courses of their choice for approval to the Examination Board, so as to ensure the HBO-level 3 / bachelor level. Classes in year 3 and 4 are at level 3, i.e. students can apply competencies independently in a complex situation with complete control of the required skills.

In the first semester of Year 4 students take the Strategic Business Decisions course. The Graduation Assignment in the second semester of Year 4 is the production of a 'masterpiece' by which students prove that they are able to optimally apply knowledge and skills in practice. The corresponding 'product report' is a concrete piece of advice based on research for a company, giving it a concrete answer to an operational problem or ambition, and contributing to the company's efficiency and effectiveness.

In the assessors' view, in terms of examination frequency and study organisation, the student workload looks manageable. In past years, the student workload had repeatedly been addressed as a problem. On the basis of more recent feedback, however, the assessors conclude that students' and lecturers' workload is being addressed by management and is at present no longer a worrying issue.

The abovementioned double degree study programmes offer an opportunity to simultaneously obtain the BBA diploma of Avans and a diploma of one of the participating foreign universities or business schools. In that case, extra study and internship abroad of 1.5 to max. 2 years include at least two 'elaborate themes' that must be covered in the corresponding foreign programme: International Business Operations and Strategic Business Decisions.

The programme also makes extensive use of cases that deal with current developments. Under names such as 'what's up?' and 'what's new?' this is embedded in classes. In this way, students learn how to apply theories and models to current topics. Many courses also include guest lectures by professionals, who from their own practical experiences are in an excellent position to prepare students for their future professional fields.

Recently, the IBMS curriculum has been revitalised and re-profiled. Reasons were among other things:

1. Modularisation as a result of the alignment of the programme with its double degree partners;
2. The need for organisational changes ensuing from the growth in student numbers;
3. Nation-wide alterations to the competency profile for IBMS programmes;
4. A recent review of the educational vision within Avans;
5. Feedback from the alumni.

The changes that have been made include the addition of the functional area "Human Resource Management" to the curriculum. Also, Business Research became an explicit Generic Skill. The new major "Cross-Cultural Management and Languages" was introduced; and the curriculum content was aligned with the Taxonomy of Bloom.

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.

Altogether, in particular thanks to the high degree of internationalisation, and as a consequence of continuous international benchmarking and of comprehensive quality improvement, the panel assesses the quality of the curriculum and of its contents as above generic standards. Both the structure and the contents of the curriculum are assessed as good.

Teaching Staff

Structure and number of teaching staff correspond with programme requirements and the standards specified by government.

About one third of staff is non-Dutch, and from 16 origin countries. Fourteen staff members have been involved in staff exchanges in the last few years. See chapter "Distinctive Quality Feature Internationalisation" below for an assessment of the international level of staff.

ASIS aims at a student-teacher ratio of 25:1. This ratio was achieved in October 2011, with 31.2 teaching FTE for 772 students. Almost 50% of teachers are female. 18 out of 41 teachers hold permanent positions. Avans has drawn up "objectives regarding teaching quality assessment". 31 out of 41 lecturers hold a master or doctoral degree, or are pursuing it.

The assessors note that the faculty's research background, according to the CVs submitted by Avans, would appear relatively weak from an international perspective in that the majority of lecturers has a masters' degree and only a few are PhDs. The assessors, however, acknowledge that national standards are clearly met. The assessors further conclude that the teaching staff's pedagogical and didactical qualifications are in line with their tasks, and are supported by the academy through training. They note that occasionally, evaluations by students had been critical regarding poor performing faculty. However, Avans management has taken the issue on board and taken appropriate measures (e.g. by firing individual teaching staff on several occasions) so that they conclude that the issue has been properly managed. The recommendation spelled out in section "Recommendations" regarding puzzling responses from internal evaluations applies here as well.

The assessors are somewhat concerned that the rapid growth in student numbers might impair the programme's staffing process.

Every new teacher is expected to take the Avans pedagogical courses 'Docent in Ontwikkeling' (Teacher Training course) and 'Basiscursus Didactische Vaardigheden' (Basic Didactic Skills course) or another pedagogical course.

Altogether, the quality of the present staff is assessed as satisfactory.

Programme specific services

IBMS teachers are the first point of contact for the students for any questions regarding content or learning matters. They are the facilitators of the learning process, acting very much as role

models for the professional and inquisitive attitude IBMS wants to see in its students. They coach and guide rather than simply transfer knowledge.

In the last few years the programme has increased the number of contact hours, so that there is ample interaction between teachers and students.

An International Office provides services to outgoing international study and placement mobility and incoming exchange and degree mobility students. Support is a.o. given in the areas of international online enrolment, verification of English language competencies, visa and residence permits, insurance, mobility subsidies and grants, housing, bank accounts, medical care. International introduction days are offered.

Career advice and placement services exploit the university's existing network of corporate contacts (including alumni) and offer help and advice to students.

Since the last assessment in 2006, guidance by lecturers and mentors in the areas of work placement and graduation assignment has improved.

An alumni organisation has been set up with the aim of developing an alumni network. In interviews, some students suggested that the alumni network and its activities could be made more transparent for students. Avans University is aiming to involve its alumni in programme evaluation and development. To this end, an alumni survey is conducted once every 2 years. Alumni are frequently invited as guest lecturers.

Social counselling and welfare services are an institution at Avans University. A dedicated psychologist (vertrouwenspersoon) takes care on a confidential basis of students with health problems, with any type of personal problems, and students who are victims of harassment.

Teaching staff is available to the students beyond regular office hours. Students are quite positive about service and display a high degree of satisfaction and even upbeat optimism.

Set-up and positioning of the learning environment set IBMS Breda apart from its competitors: ASIS employs a personal approach to higher education. It considers this such an important feature of its learning environment that it has incorporated this in its mission statement. All students are given an intake interview and are assigned a personal coach. Classes are delivered in small groups and the teachers show a very high degree of commitment.

In order to maximise the potential of the individual student, ASIS provides students with the following services:

- Personal coaching: Students have their own personal coach right from the start of their study career at ASIS. These guide students in the process of developing the relevant (study) competencies and help them make well-founded study and career choices, through individual sessions or group meetings. During the work placement and during the graduation internship, students are assigned school mentors. They meet on a regular basis throughout the first two years to be involved in personal coaching sessions, workshops and student counselling. 11 lecturers act as coaches.
- Intake: The intake programme comprises: information to prospective students on the IBMS study programme and on job perspectives; feedback on the suitability of prospective students for the programme; the admission of students; the delivery of individually adjusted learning tracks. Furthermore, ASIS has taken part in the Avans-wide process of monitoring students from their application throughout their progression with the university (Project Hippocampus) which includes a so-called Personal Talent Analysis.
- Student counselling: The student counsellor offers guidance to students during their years of study and advises students on educational issues, career planning, referral to other study programmes and personal development, or in the event of motivational or

other (personal) problems, in case of a physical limitation and/or a chronic disease or disability, or in case of psychological, financial problems.

- Workshops: Workshops are offered to give students the chance to develop themselves further, e.g. upon preparation for the work placement in Year 2. In Year 4 a career day is organised in conjunction with companies.
- Challenge programme: The ASIS challenge programme provides highly motivated and promising students a challenging intellectual environment. in which they can broaden and enrich their knowledge and skills. 'Challenge meetings' take place one persemester under the supervision of a lecturer.
- Information and guidance about studying abroad: ASIS has assigned single and double degree coordinators (link coordinators) to provide information and guidance to students wishing to go abroad, and to incoming students, and also to maintain contacts with the students and the foreign institutions.
- Information about study progress. Since 2007 ASIS has used the OSIRIS study information system to record students' registration and study progress.
- Study buddies: All foreign students are assigned a study buddy after their arrival in the Netherlands. These will offer all kinds of practical help and help foreign students feel at home.

Training is offered to staff that takes an active role in these services to students. E.g. staff members who acted as personal coaches have been trained (e.g. in using interview techniques) in the last few years to improve their service to and guidance of the students.

Specific Services to students and teaching staff by far surpass the common generic standards, effectively support the achievement of the intended Learning Outcomes, and are therefore assessed as good.

Facilities

The material facilities had been a matter of slight dissatisfaction back in 2006; lack of sufficient amount of computers and places to work caused minor discomfort which was concluded from the student surveys. In 2008, the programme moved to the new campus building at Hogeschoollaan. This move considerably improved the facilities' standards, and students are now offered an excellent environment for their work at school, be it individually or in groups. There are large-scale lecture halls for large groups of up to 200 students, medium-sized classrooms for seminars and training sessions, and small classrooms for group work.

As non-programme-specific facilities are all housed in the same building, students have easy access to all of these. Examples are the International Office, the copy centre, and the Avans student counsellors' offices. Other amenities are a Grand Café, a restaurant, a student information desk and a copy centre. "Xplora" is available as a multifunctional resource centre and learning environment for students as well as for staff members.

Furthermore, the ICT facilities have considerably improved in the past few years. Chalkboards and whiteboards have been replaced by smartboards. All teaching rooms are equipped with smartboards which provides teaching staff and students with online and office software to optimize the sharing of knowledge, realtime additions and adjustments on presentations and illustrations etc. Blackboard has been implemented as the study information system, replacing intranet. Finally, programmes such as Skype, and social media such as LinkedIn and Facebook are making it much easier to maintain contacts with students abroad and with the international alumni network.

Quantity and quality of teaching rooms clearly exceed the requirements of the programme as more than enough classrooms are available for the different demands lecturers and students might have. Rooms and access to buildings are apt for use by disabled persons and are barrier-free, and correspond to modern ergonomics. Rooms are equipped with most modern IT and multimedia equipment.

Avans has opted for competency-driven and student-oriented education. In order to put this style of education into practice, Avans University is the first in the Netherlands to have opened so-called 'Xplora' centres in 's-Hertogenbosch, Breda and Tilburg. At every Xplora there are computers where students can work individually, in small groups and different settings. Internet, word processing, spreadsheets and access to automated catalogues and databases are all standard options. In addition to the traditional books, magazines and reference works, the multimedia library further has at their disposal dissertations, audiovisual material and CD-ROMs entirely geared towards the student's study programme. Furthermore, facilities such as photocopiers, scanners and printers are available.

Professional staff members are available to help students on the way using the in-house collection and many other sources of information. The multimedia library is part of the interlibrary network enabling students - at a fee - to retrieve material from other Dutch libraries as well. In addition to a variety of useful tips, the Xplora website provides an explanation on the catalogue and databases. Both catalogue and databases can also be accessed via the Internet at home. Xplora can be freely accessed by all Avans University students and staff during opening hours. The student's chip card serves as a library card which is needed for borrowing material. Borrowing from the in-house collection is entirely free of charge.

The library is open until 22h throughout the year, and through the internet and Xplora, students get access to most documents 24h per day and throughout the year. More than sufficient library workstations are available to students, and technical equipment is well up to modern standards. Assessors suggest that the use of academic literature is stimulated even more. Access to the internet is free of charge, and access to books and journals in libraries, on-line databases and inter-library loan services is user-friendly.

The facilities are considered by assessors as exemplary both on a national and international scale, and are therefore assessed as excellent.

Curriculum, staff, services and facilities constitute a cohering teaching-learning environment for the students.

3. Assessment and achieved learning outcomes

The programme has an adequate assessment system in place and demonstrates that the intended learning outcomes are achieved.

Explanation: The level achieved is demonstrated by interim and final tests, final projects and the performance of graduates in actual practice or in post-graduate programmes. The tests and assessments are valid, reliable and transparent to the students.

The assessment and 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.

The assessment system - improvements since 2006

At the previous accreditation in 2006, IBMS was awarded with a 'sufficient' for the facet 'Assessments and examinations'. The panel indicated that IBMS met the requirements for this facet, but that there was room for improvement in the way the tests and examinations provided an effective indication whether students had reached the learning goals. The panel was critical of the use of literature in the graduation assignment and sometimes thought the marks were too high.

In 2010, ASIS asked consultants of the Avans LIC (Centre for Learning and Innovation) to analyse its assessment programme, using a tool known as the Competency Assessment Wheel. As a result, the following main suggestions for improvement were made (Zelfevaluatie ASIS Competentie Assessment Programma, 2010):

- Assessment criteria should be communicated more explicitly.
- Teachers should be trained to give more effective feedback.
- Level indicators (Bloom's taxonomy) should be used in assessments to monitor levels of knowledge, in order to keep up with the increasing level of complexity of the curriculum.

Starting from these recommendations, programme management had taken a number of measures over the last six years to further improve the quality of assessments and examinations. These were mainly the establishment of an "Assessment Committee" and other changes like the introduction of an assessment matrix, of process descriptions, and of enhanced training for teachers.

An Assessment Committee has since 2008 been instituted by ASIS management, whose responsibility is to monitor the quality of assessments. This committee has been mandated by the Examination Board, and its members combine expertise in educational science and in the programme subject area. In this way, responsibility for programme quality control has been clearly assigned within the organisation.

Specific measures which were taken to support the a.m. improvements were:

- In 2010-2011, the use of an assessment matrix has been introduced to ensure that knowledge tests meet quality requirements.
- In 2011-2012, process descriptions were written in order to make assessment procedures more transparent for both staff members and students.
- In 2011-2012, some 20 teachers participated in a three-day training programme offered by CITO on examination concepts, e.g. on the construction of multiple choice questions.
- In 2011-2012 teachers participated in a training session on the use of Sonate.

The criteria for the assessment of internships are applied more rigidly, i.e. programme management has implemented measures to assure that the marks that are given are appropriate. An external examiner has been involved in the assessment process, and school mentors have re-assumed their previous role as advisors and assessors, so that programme management can keep a critical eye on the level of results from graduation internships. Furthermore, Avans IBMS had involved external peer reviewers in the assessment of final examinations already long before other similar programmes have done so.

The assessment system today

The assessment system today is a comprehensive system of final and intermediate examinations that effectively and efficiently measure whether the intended learning outcomes (i.e. the a.m. 16 IBMS competencies) are achieved during the programme. The system is rigid enough to ensure that degrees are awarded only to students who deserve to obtain them.

The programme's assessment system contains both formative and summative assessment methods. Formative assessment is used to provide students with feedback about their competency development, and takes place throughout a course, class or project as an integral

part of the learning process. A common form of formative assessment is *diagnostic assessment*. An example of such a test is a trial exam paper that students can use to prepare for an exam or sample exam questions which are discussed in class.

Summative assessment is used to formally evaluate what students have learnt. It usually takes place at the end of a class, course, semester, year or study programme, and leads to the award of marks and ultimately the IBMS degree.

The IBMS Programme Assessment Plan specifies assessment type and methods for all courses and modules. For each assessment, assessment goals are defined which are congruous with the educational model (De Bie's learning line concept) and which are of increasing complexity and difficulty as students run through the programme; the use of Bloom's taxonomy ensures that these assessment goals are aligned with the expected increasing level of expertise. The IBMS Programme Assessment Plan also shows that the programme uses a wide range of diverse assessments that are fully aligned to the learning lines and link up well with the students' competency development stages.

Quality of the assessment system

The programme has laid down its assessment principles in a policy plan which is updated annually. In line with the ASIS vision of assessment, all assessments in the IBMS programme have to meet strict quality requirements in terms of validity, of reliability and of transparency for students.

A high degree of validity, i.e. the extent to which assessments measure what they are intended to measure, is ensured. The IBMS teachers have to fill in an assessment matrix which serves as a blueprint to warrant that the knowledge test is constructed systematically. It specifies the learning goals which are subject of test, the components of the test, and their relative weight. The assessors suggest improving the final thesis sheet as the reasoning leading to judgment on a thesis was not quite obvious to them.

The second quality requirement for assessments is consistency and objectivity resulting in reliability. Reliability is achieved through formulation of clear assessment criteria and the presence of several assessors in open-response examinations, and in the assessment of study results and assignments like graduation internships.

The third quality requirement is transparency i.e. clarity for students about how assessments are carried out and on what. Module descriptors and unit books are important sources of information for students in this respect, as they provide details about assessment methods and contents. During courses, students can take trial examinations or answer sample questions. These can all be retrieved on Blackboard. Further information is given in the *ASIS Handbook 2011-2012 IBMS* and the *Education and Examination Regulations IBMS 2011-2012* which provide details on procedures like registration, appeals, resit policy, inspection, exemptions, and provisions relating to personal circumstances or disability. These provisions are all presented during the Year 1 introduction and can be discussed at meetings with the coaches in Year 1.

ASIS uses a very structured procedure for the construction of knowledge tests. Tests need to be approved by the Assessment Committee, and undergo extensive testing and reviews before they are put into practice. The statistical tool 'Sonate' is used to evaluate the quality of multiple choice test questions. In 2011-2012, the programme has invested heavily in developing the teachers' competencies on the topic of assessment, e.g. some 20 teachers participated in a three-day training programme by the nationally renowned CITO institute on subjects relevant to the assurance of assessment quality, student surveys are carried out, and reports on the surveys are published on Blackboard.

The assessors acknowledge that ASIS in general terms now operates a rigid and fair assessment system which aims to establish objectively whether the individual student's study progress and learning outcomes meet the required standards. The system is closely aligned to

the intended learning outcomes, and it is documented and described in a transparent manner in the Education and Examination Regulations. Avans reports that alumni surveys have confirmed that the tests and examinations provide an effective indication whether students have reached the learning targets; that the level of the tests and examinations is usually appropriate; that the methods chosen to test the courses (blocks etc.) are appropriate; and that the results are published within the agreed period of time.

The assessors find that the Examination Committee's role in ensuring that the final learning outcomes of the programme are achieved are a strength of the programme and suggest that it should continue its work, and the assessors recommend that the management invests in areas that are important to stimulate the further development of the quality of the programme, so that in the future the Examination Committee will decreasingly highlight problems after they have occurred as causes have been addressed before problems arose. Examples of areas to which this could apply are monitoring the quality of realised learning outcomes, stimulating the development of research skills of the faculty or investing in training to improve examinations.

Achievement of intended learning outcomes

Judging from all kinds of tests and their assessments the panel concludes that the methods of learning assessment generally correspond with the learning outcomes of the individual modules, and that level of examinations is suited to assess whether the learning outcomes have been achieved. Judging from 15 dissertations that were randomly selected, individually assessed by the panel members and discussed during the site visit, the panel concludes that academic requirements of a Bachelor's Thesis are met on an above-average level and are in line with standards of applied Bachelor HBO research projects/consultancy projects.

The panel has checked different kinds of examinations, from written exams to presentations and had also assessed a number of 15 dissertations, where from the team concludes that the orientation of the curriculum very well assures the development of skills in the professional practice and also the field of scientific research.

Examinations are aligned to the learning outcomes of the modules, and the challenge level fits with the qualification the programme is aiming to. Diverse examination methods are applied: written and oral examinations, group work, presentations, project work and thesis.

Graduation reports are assessed against a required level 3 (according to the national Framework Competencies) in a minimum of two of the Professional and Generic Competencies. The theses are in line with the programme content and the qualification objectives. The level of requirements corresponds to the qualifications which the programme is aiming to (see attachment 8). The assessors agree that graduation reports are of good quality. A few are below expectations, others are clearly excellent, and in general, marks given by Avans assessors seem plausible.

In the assessors' view, achievement of the targeted competence goals is continuously and systematically verified, and the level of the achieved learning outcomes is very good.

Overall judgement

The overall judgment of the panel regarding the quality of the programme is good.

This judgement is corroborated by

- the programme's excellent position in national ranking. For example, according to the Keuzegids HBO Voltijd2012, IBMS Breda is the top-ranking IBMS programme in the Netherlands. As a consequence,
- a remarkable increase in student numbers has been observed: the number of Year 1 students per cohort went up from 136 in 2006 to 315 in 2011.

Distinctive quality feature: internationalisation

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

According to the assessment committee, ASIS has, based on its vision on internationalisation, implemented an effective internationalisation strategy, which demonstrably contributes to the quality of the teaching and learning provided in the study programme. Already in NVAO assessment in 2006, the panel was of the opinion that e.g. through its double degree partnerships and exchange programmes which it offers with its partner Business Schools in the UK, France, Germany, USA and Hungary, ASIS is very active with respect to internationalisation.

Over the years, the IBMS Breda programme has been increasingly internationalised, with regard to curriculum, teaching and learning, student population, staff composition, services, facilities, etc. Gradually, the language of instruction changed from Dutch to English, which allowed for ever increasing outgoing and incoming student mobility. Further elements that demonstrate the programmes' distinctiveness in the area of internationalisation are described in the following sections.

Standard 1: Vision on internationalisation

Based on the interviews and examination of the underlying documentation, the assessment committee qualifies this standard 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.

Criterion 1a: Shared vision

The programme has a vision on internationalisation. This vision is supported by stakeholders within and outside the programme.

The assessment committee qualifies this criterion as good. Owing to the emphasis of the programme design on internationality in teaching and study (e.g. compulsory study semester / practical study periods / practical experience abroad) the programme equips graduates with the skills they need to perform the tasks required in an international environment by means of targeted knowledge and skills development.

The programme has the following vision of internationalisation:

Avans University of Applied Sciences is located in a strongly internationalised region. All students are provided with ample opportunities to gain international experience through study abroad periods and international internships contributing to the achievement of the intended international and intercultural learning outcomes. It is ASIS' ambition to educate professionals who are able to function on the appropriate level in organisations who are in the midst of this context. It is its aim to educate competent employees for the many international organisations that are located in the triangle Rotterdam, Antwerp, Den Bosch. At least 60% of all teaching staff are to be connected to the professional fields of the programmes through recent international experience, guidance of graduation internships or work placements and through projects. By the end of 2014 ASIS aims to have contracts with enough high quality universities in Europe and outside Europe and to have intensified cooperation with its partner institutions resulting in exchanging at least 20 staff members (10 incoming, 10 outgoing) and jointly running 3 projects annually.

Attached to this vision, an 'internationalisation plan' highlights the three strategic objectives derived from the vision which ASIS intends to reach in 2014. Internationalisation activities are inspired by a three-fold rationale:

- in the academic field, by developing an international and intercultural dimension in research and in the provision of education and services, international profiling and branding, international quality standards;
- in the social and cultural field by creating an intercultural and global understanding and competence in students and staff; and
- in the economic field by contributing to the development of international business.

Internationalisation involves the curriculum, students, staff, teaching and learning processes in an international and personal learning environment, research, engagement with the professional field, alumni and other stakeholders, partnerships and cooperation with other HEIs, and financial resources.

In interviews with many stakeholders within and outside the programme (programme management, lecturers, students, representatives from industry, quality management, and people working in support functions i.e. administrative staff/student support services, student coaches), the assessors were impressed by the enthusiasm and the pride with which all these stakeholders supported the vision on internationalisation.

98% of respondents to the latest staff satisfaction survey say that they work for an international HEI.

Criterion 1b: Verifiable objectives

The vision on internationalisation includes verifiable objectives.

The assessment committee qualifies this criterion as good. Internationality in teaching and study is a central component of the programme design. The programme objectives and strategy are geared to explicitly ensuring internationality in teaching and research as well as graduate employability.

ASIS has drawn up an internationalisation plan for the period 2011-2014, in which it translates its vision on internationalisation into seven strategic objectives:

1. Develop students' intercultural and international competencies:

Through a sequence of programmes, ASIS will deliver students as highly qualified and culturally sensitive global citizens to the international business world.

2. Develop international and intercultural competencies of staff:

ASIS will have an internationally mixed staff with adequate international experience and intercultural competencies, including international research competence and language proficiency. Moreover, ASIS will enhance its teaching and learning processes according to the latest insights provided by research into the 'International Classroom' (for details, see chapter 3b). This, too, will foster the achievement of the students' intended international and intercultural learning outcomes.

3. Increase international recruitment of students:

ASIS will recruit more international students onto the two programmes it currently offers so as to achieve a well-balanced mix in the student population. Having an internationally mixed population is conducive to the achievement of the students' intended international and intercultural learning outcomes.

4. Establish and maintain close relations with the international business world:

ASIS will engage with its social and business environment with a view to knowledge sharing and becoming partners in research and education. In particular, ASIS will carry out applied research for and offer support to small and medium-sized enterprises in their

internationalisation efforts. Moreover, ASIS will maintain mutually beneficial relations with and actively involve its alumni in international business.

5. Build and strengthen international partnerships:

ASIS will extend and intensify the cooperation with its current partners with a view to enhancing the international student experience, student and staff mobility, research and knowledge sharing.

6. Build and maintain international reputation:

ASIS wishes to create brand awareness and recognition as a quality international business school in Europe.

7. Create a truly international student experience:

Avans is developing facilities in order to enhance the international environment in the university as a whole.

For each of these strategic objectives, specific verifiable goals have been set for the whole planning period as well as per year.

ASIS targets in the area of internationalisation for the years 2011-2014 are:

- The IBMS curriculum is sufficiently international to allow students to develop the programme's international and intercultural learning outcomes.
- By the end of 2014, ASIS has 150 exchange places per semester and 50 double degree places at its international partner institutes. By the end of 2014 ASIS has an up-to-date database of internationally operating companies that is sufficient to yield 300 assignments for student internships (either work placements or graduation theses) annually.
- ASIS has a truly international staff, consisting of a mix as diverse as possible of different nationalities. By 2014, 50% of all staff will be non-Dutch.
- At least 60% of all teaching staff is connected to the professional fields of its programmes through recent international experience, guidance of graduation internships or work placements and through projects.
- ASIS has a culturally diverse and culturally sensitive staff.
- All teaching staff is expected to have proficiency level by the end of 2014.
- By the end of 2014, at least 20% of the teaching staff is engaged in obtaining, or has obtained, a PhD or DBA degree; 75% holds a master's degree.
- By 2014, 50% of the students are non-Dutch.
- By 2014, ASIS participates in at least 4 projects in its region. Projects are characterised as innovative, sustainable and promote corporate social responsibility. CSR and sustainability concepts are firmly embedded in the IBMS and Finance & Control (F&C) programmes. Representatives of organisations operating in international business are actively involved in the IBMS and F&C programmes.
- By the end of 2014 ASIS has contracts with enough high quality universities in Europe and outside Europe. By 2014 ASIS has intensified cooperation with its partner institutions resulting in exchanging at least 20 staff members (10 incoming, 10 outgoing) and jointly running 3 projects annually.
- ASIS has obtained one or more international quality labels. ASIS has been awarded the DQF Internationalisation for its IBMS programme. ASIS is a member of European Foundation Management Development (EFMD). ASIS has been successfully accredited by the Network of International Business Schools (NIBS). ASIS is a full member of the International Partnership of Business Schools (IPBS). ASIS is eligible for EPAS by the end of 2014.
- ASIS regularly engages in international benchmarking with its double degree partner universities and a range of comparable business programmes in Europe. Benchmark outcomes show that ASIS ranks in the top 25% of the institutions participating in the benchmarks.
- By 2014 ASIS offers a truly international, professional and supportive student experience, resulting in high student satisfaction in surveys.

An action plan is attached to each of these in which for each of these objectives, specific activities have been determined.

In surveys among students, these are positive about their level of involvement in the activities, and responses on intercultural aspects are very positive both on the ambitious vision, and on the concrete measures to implement it.

In conclusion, the assessors have assured themselves that the vision on internationalisation includes verifiable objectives. These are part of a very structured process for the implementation of the vision, and they judge the quality of this process as above generic standards.

Criterion 1c: Improvement-oriented evaluations

The vision on internationalisation is evaluated periodically and this evaluation forms the basis for improvement measures.

The assessment committee qualifies this criterion as good. A quality assurance and development procedure exists, which is used systematically to continuously control and monitor the quality of the programme content, processes and outcomes (quality circle). In doing so the programme takes into account the evaluation results, findings and student workload and alumni-tracking studies. Teaching staff and students are involved in corresponding committees to plan and assess the quality assurance and development procedures. In addition, external experts and representatives from the business world are involved in corresponding committees to plan and assess the quality assurance and development procedures. Improvement options are determined and implemented systematically. Responsibilities are clearly defined.

The National Framework Competencies IBMS was revised in 2011. In its new form, it states about the bachelor course IBMS that the teaching programme for an international manager is based on three broad, interlinked foundations: International Business Environment, International General Management, and International Key Areas which are Marketing and Sales, Supply Chain Management, Finance and Accounting and Human Resource Management.

In line with this Framework, features of the IBMS programme are:

- It is international, in its educational contents and in student population.
- It is taught entirely in English.
- It includes elements from the traditional economics programmes in the fields of marketing and sales, finance and management.
- It focuses on international trade and commerce.
- It offers practical training in international companies.
- Structural participation of foreign students leads to a high degree of international exposure.
- Students acquire an excellent preparation for their future professional careers.

With the exception of the HRM qualification, the new qualifications were already covered in the original framework. To align the IBMS programme with the new National Framework, IBMS management worked out a programme revision already in 2010-2011 in which the main change was the addition of HRM courses.

Furthermore, ASIS has carried evaluations of the programme with the target groups students, alumni, and staff. National and international benchmarking has been carried out. IBMS has conducted a number of international comparisons of the programme and its intended learning outcomes with those of its international partner institutions for the purpose of establishing the appropriate level of these outcomes and establishing programme equivalencies and alignment. In a report (The Double Degree Tracks of Avans IBMS and its International Partner Institutes (2012)), Avans presents the full information about these international programme comparisons.

Furthermore, ASIS is a member of the Network of International Business Schools (NIBS). In May 2011, ASIS was unconditionally awarded NIBS International Accreditation. The conclusion of the panel was that ASIS had "achieved a very high level of internationalisation in every area of its activity, underpinned by seemingly universal support by staff and students for its international aims and vision". This conclusion is corroborated by the findings of a benchmark with 8 other HEIs that are members of the NIBS network: for International content ASIS scores 10 points (out of 10), while the average score is 6.5, and ASIS came out as the top ranking IBMS institute in the network, especially outstanding on the focus area of internationalisation.

Furthermore, ASIS takes part in the national benchmarking exercise MINT (Mapping Internationalisation) launched by the Dutch institute for internationalisation in Higher Education (Nuffic). This instrument measures four different aspects of internationalisation at programme level. The results are categorized in five different phases of internationalisation and are addressed within the Academy's internationalisation action plan (see below, and attachment 7).

The assessors conclude that through its membership in the NIBS network and through its participation in MINT benchmarking, but also through surveys among students and staff, which are all embedded in its internal system of quality enhancement, ASIS periodically receives qualified and multiple feedback on its vision on internationalisation and on the implementation of that vision. The assessors are impressed by the high quality of both this review process, and of the improvement measures themselves which have been derived from this feedback.

Standard 2: Learning outcomes

Based on the interviews and examination of the underlying documentation, the assessment committee qualifies this standard is good.

Criterion 2a: Intended learning outcomes

The intended international and intercultural learning outcomes defined by the programme are a clear reflection of its vision on internationalisation.

The assessment committee qualifies this criterion as excellent. An emphasis on international and inter-cultural content in the curriculum promotes international problem-solving consistently.

The programme presents a set of 16 profession-related IBMS competencies. No less than 9 of these (no. 1 - 4, 6 - 9, 12) are explicitly linked to internationalisation or intercultural skills. The HEI further presents a clear and effective table of all courses matched with these 16 targeted learning outcomes which the assessors consider as very helpful and also exemplary (see attachment 5). The assessors conclude that these learning outcomes clearly reflect the programme's vision on internationalisation and meet internationally recognised bachelor level descriptions.

The international/intercultural content of the programme increases over the duration of the studies within a range of 45 to 100%. In module descriptions, all intended learning outcomes are well described, this also applies to international learning outcomes.

The concept of the International Classroom is shaped throughout the intended learning outcomes. ASIS will enhance its teaching and learning processes according to the latest insights provided by research into the 'International Classroom'. For details, see chapter 3b.

The intended learning outcomes have been nationally and internationally benchmarked and validated according to internationally recognised standards (see chapter 1c).

The programme has an extensive network of international partners with whom it undertakes regular exchange activities, and has entered into strategic partnerships with institutions in Germany, France, Italy, Hungary, the United Kingdom and the United States in order to offer

mutually validated double degree programmes. For these, ASIS has only selected institutes which are officially recognised by the Ministry of Education in their country and have established a good reputation in the networks ASIS participates in. Another criterion is that the curriculum of the foreign partner i.e. the foreign institute is accredited by internationally accepted standards, a nationally acknowledged accreditation organisation or validated by a comparable institution. All double degree tracks are analysed against a set of standards, and where necessary, measures have been taken to address areas of attention. They are a unique feature of IBMS Breda, allowing students to achieve the programme's intended international and intercultural learning outcomes in an inspiring international context.

The English classes help students prepare for the Cambridge Advanced English examination at the end of year 2 (CAE). In Year 3 and 4, the Skills and English learning lines are more and more integrated to enhance the learning of students in professional settings. The second foreign language is part of the Year 1 and Year 2 programme and has its focus on acquiring oral and written skills for basic business communication purposes.

The programme has defined intended international and intercultural learning outcomes that have been nationally and internationally benchmarked and validated according to internationally recognised standards. These intended learning outcomes do not just meet but also exceed international requirements with respect to content, level and professional orientation. The assessors have further assured themselves that the programme's intended international and intercultural learning outcomes very precisely and comprehensively reflect the ASIS 'internationalisation plan 2011-2014' with its seven strategic objectives, and therefore are a clear reflection of the vision on internationalisation. They consider the quality of the international and intercultural learning outcomes and the way in which these translate the vision on internationalisation, as exemplary.

Criterion 2b: Student assessment

The methods that are used for the assessment of students are suitable for measuring the achievement of the intended international and intercultural learning outcomes.

The assessment committee qualifies this criterion as good. The level of performance in examinations and the thesis are aligned with the learning outcomes of the module in terms of form and content. The requirements are very suitable for the level necessary to attain the intended international and intercultural learning outcomes. 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.

For details on this criterion see chapter 3 "Assessment and achieved learning outcomes" above which implicitly applies to assessments examinations and other student work results in the area of internationalisation. Basically, the development of the students in relation to internationalisation is assessed and monitored in the same way as to all other competencies; the assessment methods are valid, reliable and transparent for students, and are therefore suitable for measuring the achievement of the intended international and intercultural learning outcomes.

The programme ensures that in constructing assessments, there is always a content expert involved in reviewing the quality of the test. These experts are represented in the abovementioned Assessment Committee. In this way, the crucial role regarding assessment methods and regarding the construction of examinations is in the hands of the experts on international and intercultural learning outcomes, i.e. the corresponding lecturers themselves. The panel estimates that this approach warrants a suitability of the assessment of international and intercultural learning outcomes which surpasses generic standards.

Some of the English teachers have attended a seminar by Professor David Little of Trinity College Dublin on the alignment of the English language courses and their assessment with the

Common European Framework (CEF) for languages, and others have attended a similar seminar.

Criterion 2c: Graduate achievement

The programme can demonstrate that the intended international and intercultural learning outcomes are achieved by its graduates.

The assessment committee qualifies this criterion as good. Lectures, the use of foreign language material and the related student workload are predominantly in a foreign language. The modules use a mixture of methods, depending on the subject matter and curricular specifications in accordance with the teaching methods to ensure that the intended and intercultural learning-outcomes are achieved by the graduates.

The professional field of IBMS graduates is both broad and international, i.e. they are generalists with a truly international orientation. They have the following typical features:

- They have an excellent command of English.
- They are able to build up and maintain an extensive international network.
- They are aware of the most recent social and political developments of the principal trade partners of their country.
- They have a sound knowledge of the key features of international legislation and regulation and of management and organisation.
- They have ample knowledge and experience of cultural differences among countries in general and intercultural management in particular, enabling them to be good negotiators at an international level.

The programme offers an adequate graduation programme which ensures that the intended international and intercultural learning outcomes are achieved by graduates. The international experience gained by students is adequate and in line with the programme's internationalisation vision (see chapter 5c).

The way in which the programme demonstrates that the intended international and intercultural learning outcomes are actually achieved by its graduates is basically the same as for all learning outcomes: the assessors observe that as a result of the rigid assessment system and graduation programme, students graduate only if they have achieved the intended international and intercultural learning outcomes.

The assessment of the criterion "graduate achievement" is further corroborated by the check of 15 graduation reports by the assessors. As mentioned above, the assessors agree that graduation reports are of good quality. A few are below expectations, others are clearly excellent, and in general, marks given by Avans assessors seem plausible. See attachment 8 with assessments of sample graduation reports.

A further demonstration of the achievement of these learning outcomes are alumni surveys in 2010 and 2012. From these, it appears that the job perspectives for recent IBMS graduates are positive. With its double degree tracks and its obligation for all its single-degree students to spend one year abroad, it offers valuable opportunities to gain international experience. Alumni tell the panel that the experience gained in a double degree programme is very valuable. Graduates often manage to find jobs relatively quickly, and 25% of the alumni find a job within 3 months from graduation. They show rapid progression in their careers and often find employment with internationally operating companies and organisations. In the surveys, they testify to the excellent preparation which the programme offers graduates for entering the labour market and the current professional practice, and for further developing their competencies.

Standard 3: Teaching and Learning

Based on the interviews and examination of the underlying documentation, the assessment committee qualifies this standard as good.

Criterion 3a: Curriculum

The content and structure of the curriculum enable the achievement of the intended international and intercultural learning outcomes.

The assessment committee qualifies this criterion as good. The international orientation of the programme equips graduates with the skills they need to perform the tasks required in an international and inter-cultural environment. An emphasis on international and inter-cultural content in the curriculum promotes international problem-solving consistently.

IBMS Breda enables students to achieve the intended international and intercultural learning outcomes by offering a study programme which has been systematically derived from the intended learning outcomes.

Students have the possibility to take IBMS either as a single degree programme or as a double degree programme.

All single degree IBMS students are obliged to spend one year abroad. This can be any of the following combinations:

- Work placement + one semester study 'individual profile';
- Graduation internship + work placement;
- Graduation internship + one semester study 'individual profile'.

The double degree tracks offer IBMS students and students of a limited number of selected foreign universities and business schools the opportunity to simultaneously obtain the BBA diploma of Avans and a diploma of one of the participating foreign universities or business schools. The elective space that is part of any Dutch higher education study programme is filled with extra study and an internship abroad. The period of intercultural exchange is up to max. two years, and includes at least two elaborate themes that must be covered in the corresponding foreign programme: International Business Operations and Strategic Business Decisions.

The double degree tracks are a unique feature of IBMS Breda, allowing students to achieve the programme's intended international and intercultural learning outcomes in a most inspiring international context. Each year only the students with the best academic records can participate in these double degree tracks, as the number of exchange places is limited.

In order to ensure that these double degrees, as elements of the curriculum, equally enable the achievement of the intended international and intercultural learning outcomes, ASIS has developed a set of standards on the basis of which the two partner institutions involved in each double degree track can legitimately award their own bachelor degree (The Double Degree Tracks of Avans IBMS and its International Partner Institutes, 2012):

1. Content standard or qualification standard

The foreign university offers a bachelor course that can be identified as an international business and management course, the aims of which match the Avans IBMS aims.

2. Bachelor level

Both partners work towards a final level that is internationally acknowledged as a bachelor level.

3. Professional orientation

The content and form of the curriculum are characterised by a firm theoretical basis, as well as by an orientation towards applying knowledge, the development of skills, practical research and reflecting the public and ethical context of the profession.

4. Learning objectives

The foreign programme that the student follows in a specified period leads to a development that is comparable with the home programme (few repetitions, few deficiencies).

5. Number of European credits

To get the Avans bachelor degree students must have acquired at least 240 ECTS.

6. Teaching methods

The (different) teaching methods of the partner programmes are aimed at the development of comparable qualifications.

7. Exams

The preliminary exams and the final exam at the partner university meet the Dutch accreditation standard.

8. Reputation and accreditation

The curriculum of the foreign partner i.e. the foreign institute is accredited by internationally accepted standards, a nationally acknowledged accreditation organisation or validated by a comparable institution.

Analysis of the double degree tracks against this set of standards has shown that they are all fully accreditable. Where necessary, measures have been taken to address areas of attention. All double degree partner institutions abroad have endorsed the conclusions of this analysis, including the measures for improvement. The set of standards will also serve to select future partners for double degree exchange contracts.

The curriculum is set up according to a major-minor model. This means that it offers

- a.) a "professional profile" in the form of one major for the overall competencies in the area of Business Administration which must be selected out of 3 possible majors;
- b) an "individual profile" as an elective which may or may not be related to the IBMS competencies.

The majors are "International Business Studies", "Asian Business Studies", "Cross-cultural Management & Languages", and all of them are clearly oriented to internationality.

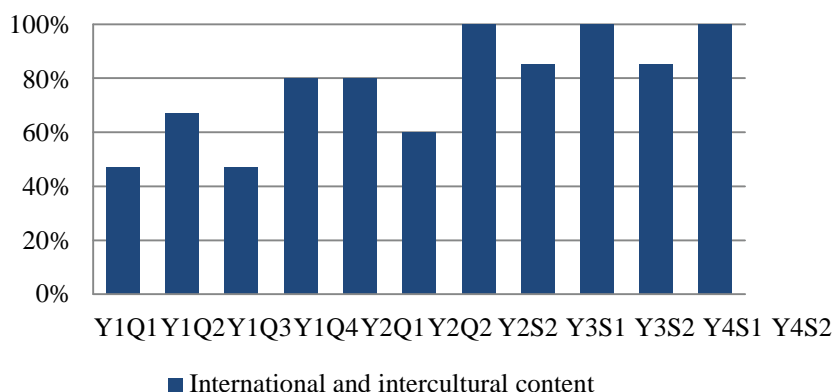
The major International Business Studies (IBS) is a broad-based international programme that prepares students for management positions in international business. In project teams, students work together on a wide variety of different international projects. Students doing this major can either take the IBMS programme as a single degree programme or as a double degree programme by studying at a partner institute abroad (UK, USA, France, Germany or Italy).

The major "Asian Business Studies" (ABS) focuses on Asian businesses and economies. Students are submerged in the atmosphere specific to conducting business with Asian markets and companies. Students are obliged to select Chinese as their second foreign language and take specific courses in Asian culture and business.

The major "Cross-cultural Management & Languages" (CML) prepares students for careers in international profit and non-governmental national governments. The CML major is aimed at cross-cultural relationships and understanding the art of doing business in foreign countries in a global environment. Special focus is given to the acquisition of different foreign languages, the relation between profit and non-profit organisations from a sustainability perspective. CML students will be able to qualify for a double degree programme as of 2012-2013.

An analysis of the learning goals of all the courses and modules of the revised 2012-2013 curriculum demonstrates the degree to which they are international and intercultural.

In Year 1, some modules are on general subjects, such as law, statistics and marketing, in which students acquire basic knowledge. The percentage of modules covering international content is just above 50% in this year. Later in programme, subjects are covered from an increasingly international perspective. Examples are International Marketing Planning and International Law.



From Year 2 onwards, at least 85% of the courses are international or intercultural in nature. From this overview it can be concluded that internationalisation becomes increasingly prominent in the course of the programme, in line with the vision on internationalisation and its implementation, and as a further demonstration that the content and structure of the curriculum enable the achievement of the intended international and intercultural learning outcomes.

Criterion 3b: Teaching methods

The teaching methods enable the achievement of the intended international and intercultural learning outcomes.

The assessment committee qualifies this criterion as good. The teaching and learning methodology is characterised in particular because it has been systematically derived from the skills objective and flexibly aligned with the module objectives with regard to the intended international and intercultural learning outcomes. A mixture of methods is decisive for the latter depending on the learning content and requirements of the curriculum or case studies / practical projects are used in many different forms and at a high level on a regular basis to intensively develop the skills of the students.

The programme uses a range of teaching and learning methods, from classical teaching with collective learning to small-scale seminars, training sessions and project-based group work, and adequate personal guidance is given to all students. The intention is to meet thereby the different learning needs and skills of the highly international student population.

ASIS is enhancing its teaching and learning processes through the latest insights from research into the 'International Classroom'. This is a concept that includes all teachers and students and which encourages teachers to actively change their attitudes in daily teaching practices, to ensure that all cultures are acknowledged and included. To achieve this, ASIS participates in a project with five schools in four European countries. The purpose is threefold:

1. Create an innovative pedagogic model for international education,
2. Develop specific intercultural competencies for all students to best prepare them to meet the demands of a globalised working world,
3. Increase intercultural competence of teachers and other staff,

with the overriding purpose that these teaching methods enable the achievement of the intended international and intercultural learning outcomes. To pursue the second and third point, ASIS has started using an instrument called the Intercultural Development Inventory (IDI). IDI is a tool for the assessment of intercultural and cross-cultural competence. ASIS has two "qualified administrators" working on IDI. So far, ASIS has done a zero measurement of students of year 1-4, and a zero measurement among ASIS staff. From there, ASIS will take

measures to enhance students' and staff members' intercultural competencies. An IDI project plan has been set up and is supposed to be implemented by February 2013, aiming to improve the faculty's pedagogical and didactical competencies, i.e. through the development of learning laboratories.

The assessors conclude that through these two additional approaches which specifically aim to international and intercultural teaching methods, the achievement in particular of the resp. learning outcomes reaches a level well above average.

Criterion 3c: Learning environment

The learning environment is suitable for achieving the intended international and intercultural learning outcomes.

The assessment committee qualifies this criterion as good. Since a significant proportion of the student community comes from abroad and student exchanges are an integral part of the programme, graduates are equipped with the skills they need to perform the tasks required in an international environment.

The programme enables students to achieve the intended international and intercultural learning outcomes by offering a coherent learning environment, which is systematically evaluated and improved. The emphasis of the programme is on international and intercultural aspects of business with English as the language of communication. The learning environment involves the contribution of foreign visiting professors and guest lecturers as well as the input from domestic lecturers with substantial international experience. In addition to exposure to international staff and a critical mass of foreign students, an important number of measures support the creation of an international learning environment at ASIS, as described above. The use of English is strictly observed in lectures. Even though in some minor aspects the 'international radiation' of the site itself was not perceived as particularly intense, still the assessors clearly agree and acknowledge that the general degree of internationalisation of the entire programme is high.

The programme is applying a structural approach to the quality assurance of its internationalisation. For the coming period it has drawn up an internationalisation plan for the years 2011-2014 containing verifiable objectives (see chapter 1b). The attention to the quality assurance of the double degree tracks has been intensified, among other things by comparing the programme through the use of the MINT tool and the NIBS benchmark study described above.

Altogether, the programme 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, and internationalisation is an integral part of all essential programme elements.

Also, the double degree exchange tracks highly contribute to the creation of an international and intercultural learning environment. The double degree contracts in most cases do not only contain clauses about student exchange, but also staff exchange and other forms of cooperation, such as projects and research. Also, double degree tracks need validation by IBMS Breda both of the programme abroad for IBMS Breda students, and of the programme abroad for students coming in from the partner institutions. This means that for students coming in to study at IBMS Breda for the last one and a half or two years, Avans needs to establish beforehand that their acquired competence level in the first two years of their study at the university concerned is comparable with the Avans level after two years. If not, they need to take a deficiency programme to secure that their level at the end of the course meets the Avans diploma requirements.

Standard 4: Staff

Based on the interviews and examination of the underlying documentation, the assessment committee qualifies this standard as good.

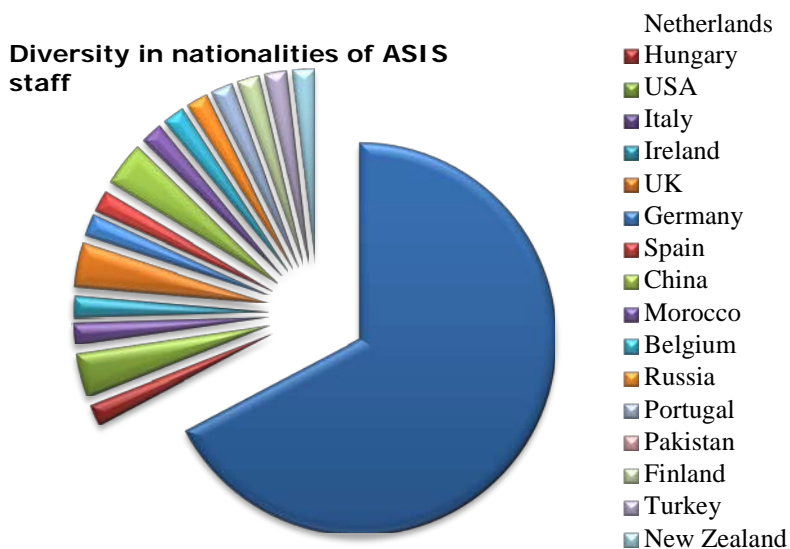
Criterion 4a: Staff composition

The composition of the staff (in quality and quantity) facilitates the achievement of the intended international and intercultural learning outcomes.

The assessment committee qualifies this criterion as good. Through the particularly international composition and the international activity of the lecturers (e.g. involvement in the work of international academic organizations, internationally published authors, work on international and foreign journals and publications and present papers at international congresses), graduates are equipped with the skills they need to perform the tasks required in an international environment.

When attracting new teaching staff, recruitment abroad is included. In case of equal suitability, preference is given to international candidates. ASIS uses its extensive international network to identify and attract international staff and to create relationships with guest professors who deliver core course components in a structured approach.

The composition of the teaching staff on the programme is highly diverse. Many different nationalities are working for ASIS, and nearly everyone has international experience, either through work or study. In surveys, alumni confirm that they are satisfied with the international and intercultural competencies of the teachers. The diversity in nationalities can be seen in the following chart (June 2012):



The panel's view is that this level internationality of staff composition surpasses generic standards, and greatly facilitates the achievement of the intended international and intercultural learning outcomes.

Criterion 4b: International experience and competence

Staff members have sufficient international experience, intercultural competences and language skills.

The assessment committee qualifies this criterion as good. The international composition (e.g. a significant proportion of the teaching community has international experience in professional and/or academic fields, multilingual and foreign teaching staff are not an exception and considerable effort is made to recruit such persons, lecturer exchanges are an integral part of the programme) of the teaching community fits very well with the requirements of the programme and through their teaching contribution this promotes the employability of graduates.

For the recruitment of new staff, the requirement of recent or current practical international experience and links with international companies are essential, as laid down in the academy's HRM plan 2011-2014. Some 60% of all teaching staff is strongly connected to the professional fields of the programme through recent experience, their own internships, through guiding students during graduation internships and work placements and through projects. In 2011-2012, two thirds of teaching staff acted as school mentors coaching students on international work placements and graduation internships, and some 60% were involved in research projects for companies and in practical assignments or projects related to the study programme. Fourteen (of 41) staff members have been involved in staff exchanges in the last few years. Many ASIS lecturers act as guest lecturers at international partner institutes.

All the double degree exchange tracks described above are regulated by a bilaterally agreed contract, which in most cases includes clauses about staff exchange and co-operations on projects and research. Staff members regularly go abroad to maintain contacts with the partner universities and business schools.

Programme management intends to put even more emphasis on the development of the teachers' intercultural competencies and has therefore shaped a project, in the frame of the a.m. "international classroom" together with five other schools to create an innovative pedagogic model for international education and the intercultural competence of both staff and students.

IDI: An objective of the abovementioned "International Classroom" is among other things to increase the intercultural competence of teachers and other staff (see above). Part of this project is the development of learning labs for the benefit of teaching staff.

To encourage the development of intercultural competencies, these are discussed during performance and appraisal interviews with staff.

Alumni indicate that they are satisfied with the international and intercultural competencies of the teachers.

The assessors' impression is that teaching staff is sensitive to intercultural issues and highly motivated to transport these to the students, and that their competencies in intercultural pedagogy are adequate for this purpose.

For the recruitment of new staff, another essential requirement is English fluency. The language used throughout the study programmes is English. All teaching staff members are expected to reach Cambridge proficiency level (C2) by the end of 2014. Currently, 76% of staff has obtained that level, while 22% has obtained advanced level. Agreements have been made with staff members who have not yet attained proficiency level during their annual performance and appraisal interviews. Staff members can take English courses offered by Avans.

Criterion 4c: Services provided to the staff

The services provided to the staff (e.g. training, facilities, staff exchanges) are in line with the staff composition and facilitate international experiences, intercultural competences and language skills.

The assessment committee qualifies this criterion as good. ASIS offers continuous professional development for the administrative staff depending on the needs of the programme.

In terms of personal and professional development of teaching staff, the following three main tools are deployed:

- A balanced, transparent and equitable distribution of the workload amongst staff;
- Facilitation of personal and professional development financial resources and time;
- Counselling by means of a cycle of performance and appraisal interviews.

Over the last three years, the following collective staffdevelopment activities have taken place:

- Personal effectiveness training
- Graduation coaching/research (how to guide and assess the revised graduation process)
Digitesting (application of digital assessment method training)
- Sonate (how to use this ex-post examination quality assessment tool)
- Excel training
- Examination Board Training (training on new role of Examination Board)
- Intake interviews (training on interview techniques)
- CITO examination construction and validation (training on the construction of examinations)
- Intercultural Development Inventory (training on intercultural competencies)

The further training courses "Basic Didactic Skills Course" and "Teacher Training Course" are offered to teachers, see section "Teaching Staff" in chapter 2 "Teaching-learning environment". In addition, ASIS has offered individual staff members opportunities for further professional development, depending on their personal needs and wants. For example, four colleagues are doing a PhD, while another four are engaged in research (international classroom, centre for entrepreneurship, finance & sustainability). Fourteen (of 41) staff members have been involved in staff exchanges in the last few years.

For a description of ASIS facilities, see above section "Facilities" in chapter 2 "Teaching and Learning Facilities".

The panel assesses the services provided to staff, including training, facilities and staff exchanges as above the level that would be appropriate for the implementation of the educational concept and achievement of the programme's intended international and intercultural learning outcomes.

Standard 5: Students

Based on the interviews and examination of the underlying documentation, the assessment committee qualifies this standard as good.

Criterion 5a: Student group composition

The composition of the student group (diversity of national and cultural backgrounds) is in line with the programme's vision on internationalisation.

The assessment committee qualifies this criterion as good. Since a significant proportion of the student community comes from abroad and student exchanges are an integral part of the programme, graduates are equipped with the skills they need to perform the tasks required in an international environment.

Enrolment criteria for international students regarding their command of the English language have been made more rigid and are now based on IELTS scores, as previous experience was that differences in the level of command were huge.

Foreign partners of Avans offer international business management bachelor programmes and have, like ASIS, an interest in international exchange because of their international profile and international content. IBMS Breda counts more incoming students for a Double Degree than outgoing students. This imbalance is, however, to some extent balanced by outgoing Dutch students participating in the Erasmus programme.

The IBMS programme has seen a considerable increase in national and international student numbers. The composition of the student group in terms of its diversity of national and cultural backgrounds is perfectly in line with the programme's vision on internationalisation. The student population (801 students in total in 2011-2012) comprises 31 different nationalities. The majority of the students are Dutch (63%), German (13%), French (8%), Hungarian (7%) and Chinese (3%). IBMS students come from all continents with the exception of Oceania.

Criterion 5b: International experience

The international experience gained by students is adequate and in line with the programme's internationalisation vision.

The assessment committee qualifies this criterion as good.

As described in chapter 3a, students have the possibility to take IBMS either as a single degree programme or as a double degree programme. All single degree IBMS students are obliged to spend one year abroad, in a combination of two out of the following three elements: work placement – one semester study 'individual profile' – graduation internship.

Students in a double degree track acquire, in addition to the Avans BBA, a second degree during a stay of typically 1.5 years at one of the partner universities abroad. The programme of all semesters taken abroad, including examinations, is validated by Avans to ensure that the intended bachelor level is definitely reached.

Avans presents statistical data showing that over the last three years, the percentage of students abroad has increased from 25% to 33%. International experience is further gained at home from the international guest lecturers, from the internationally experienced staff, and through the international classroom concept. In all modules both in the Netherlands and abroad, programme management ensures that students of the same nationality do not stick together but work in international groups.

The HEI presents statistical details about outgoing and incoming students in the last three years:

- Data on the sequence of Year 2 work placements show that while in 2009-2010, 60% of the Year 2 students did their work placement abroad, this figure went up to 70% in 2010-2011 and to 80% in 2011-2012.
- The number of students doing their Year 4 graduation internship abroad decreased from 74% in 2009-2010, to 68% in 2010-2011 and to 54% in 2011-2012.
- An overview of outgoing and incoming student mobility separately displays single degree semester exchange (credit mobility) and double degree exchange (diploma mobility). Inward diploma mobility and outward credit mobility have considerably increased, while outward diploma mobility and inward credit mobility remained almost stable.

In summary, the IBMS programme offers students ample opportunities to gain international experience.

Criterion 5c: Services provided to students

The services provided to the students (e.g. information provision, counselling, guidance, accommodation, Diploma Supplement) are adequate and in line with the composition of the student group.

The assessment committee qualifies this criterion as good. Student support and coaching are an integral part of the services provided by the teaching staff and are offered on a regular basis. This is intended to give the students support with skills development and the success of the programme. Where necessary, the students are given support with academic and related issues. The teaching staff is available to the students outside of the specified office hours as well. The students have no serious complaints. The administrative support as well as decision-making processes, skills and responsibilities are determined transparently. The administration acts as a service provider for students. Electronic service-support possibilities are used to the best possible extent and supplement the advice provided on a one-to-one basis.

Student support and coaching are offered as a service by the teaching staff in academic and related issues. Teaching staff is available to the students beyond regular office hours as well. Students are quite positive about this service and display a high degree of satisfaction and even upbeat optimism.

Career advice and placement services exploit the university's existing network of corporate contacts, including alumni, and offer help and advice to students.

An alumni organisation has been set up with the aim of developing an alumni network. In interviews, some students suggested that the alumni network and its activities could be made more transparent for students.

Social counselling and welfare services are an institution at Avans University. A dedicated psychologist (vertrouwenspersoon) takes care on a confidential basis of students with health problems, with any type of personal problems, and students who are victims of harassment.

On the other hand, for students with 2 or more insufficient marks, workshops are compulsory on planning and organizing, learning styles and study methods.

Quantity and quality of teaching rooms fulfil the requirements of the programme. A library is available, and access to literature, journals and digital media are up to date. Opening hours of the library are appropriate, and its technical equipment is well up to modern standards.

ASIS offers an intake programme with information to applicants on contents and level of difficulty of the programme and on job perspectives, on the suitability of applicants, and on the degree to which learning tracks can be adapted to the applicants' previous education.

The International Office (IO) is part of the Avans Unit Marketing, Communication and Student Affairs (DMCS), and acts as a central service unit providing services to students in the areas of outgoing international study, placement mobility, incoming exchange and degree mobility for all Avans academies. Services include application and registration procedures, the Dutch online enrolment wizard Studylink, diploma validation, verification of English language competencies, visa and residence permits, insurance, mobility subsidies and grants (LLL-Erasmus, VSB-subsidies), housing, bank accounts, medical care, international introduction days, staff mobility etc.. Communication regarding international mobility is supported through several web-based media.

When students start thinking about going abroad for a study period or a work placement or a graduation internship, they discuss this with their personal coach. ASIS has assigned single and double degree coordinators (link coordinators) to provide information and guidance to students wishing to go abroad. Together with the coordinator Internationalisation, they help students to choose whether they want to go for a single or a double degree programme and in which country. For this purpose an information session is organised for Year 2 students, and there is also a Blackboard community on Studying Abroad where they can find further information. Once the students have gone abroad, the single and double degree coordinators continue to act as their coaches, maintaining contacts with the students and the institutions. The single and double degree coordinators are also responsible for providing support and guidance to the incoming students from the partner institutions.

Finding internships is students' own responsibility in a first instance. However, they are assisted by their coaches and through personal contacts of lecturers. Overall, the assessors think that support to students and coaching is a strength of the study programme.

As a service to incoming foreign students, these are assigned a 'study buddy' after their arrival in the Netherlands. Study buddies are students at Avans who are familiar with Dutch culture, who know their way around Avans, and who are also interested in the foreign students' home countries. Their main aim is to make foreign students feel at home, and they will offer all kinds of practical help, e.g. with banking matters, with leisure activities, with their first shopping tours etc. or with registration for examinations.

In summary, the material and immaterial services provided to the students surpass the generic level, and are adequate to the aspirations of the programme and to the composition of the student community. Personal satisfaction and social well-being is reflected in high student satisfaction scores in surveys.

Recommendations/potential for developments

The teaching and learning methodology for the programme is assessed positively by the assessors in its practical implementation. The assessors recommend documenting the methodology more explicitly in terms of an overall didactic concept.

The assessors agree that the programme ensures that graduates gain methodological competence, learn to conduct academic work, and can understand and assimilate specialist literature. These skills are identified as learning outcomes in the module descriptions. They still suggest that Avans considers putting more emphasis on research methodology in the programme. However, they acknowledge that methodological and research themes have recently been added to the curriculum so that this is an ongoing development.

Response by programme management to constructive criticism in evaluations has been assessed positively as well, but could be made more transparent also to students: the assessors noticed that in internal evaluations by students, critical remarks appeared in the areas of teaching quality, and of workload, somewhat in discrepancy with positive results from other surveys (like NSE). A multitude of internal evaluation sheets had not been filled in properly. Evidence has, however, been provided to the assessors that the quality assurance loop in the event of criticism and problems addressed in evaluations works properly, that management takes appropriate follow-up action, and that no serious problems are left unresolved. They recommend that at a next programme assessment, assessors thoroughly scrutinize if the a.m. discrepancy has vanished i.e. if results from internal evaluation have become more consistent with those from other feedback and evaluation tools.

The assessors note that the faculty's research background, according to the CVs submitted by Avans, would appear relatively weak from an international perspective in that the majority of lecturers has a masters' degree and only a few are PhDs. The assessors, however, acknowledge that national standards are clearly met. They suggest that in the hiring policy for faculty staff, research background is given more weight, and that pertinent opportunities for enhancement of academic levels are fostered.

The assessors further recommend that the management invests in areas that are important to stimulate the further development of the quality of the programme so that in the future, the Examination Committee will decreasingly highlight problems after they have occurred as cases have been addressed before problems arose.

Attachments

Attachment 1 Basic data

<i>Administrative data concerning the programme(s)¹</i>	
Nomenclature of the programme as in CROHO	Bachelor International Business and Management Studies
CROHO registration number	034936
Orientation and level of the programme	Professional higher education, bachelor's level
Degree and title	Bachelor in Business Administration (BBA)
Specialisations / "tracks"	Single degree programme Double degree programmes with: <ul style="list-style-type: none"> - ESB Reutlingen, Germany - Reims Management School, France - Università Cattolica del Sacro Cuore, Italy - Eastern Kentucky University, USA - Western Carolina University, USA - Northumbria University, UK - Budapest Business School, Hungary
Educational format (s)	Knowledge and competence based education
Number of credits	240 EC
Location(s)	Breda, Netherlands
Mode(s) of study	Full-time

<i>Administrative data concerning the institution</i>	
Name of institution	Avans University of applied sciences
Status of institution (publicly funded or higher education entity)	Publicly funded
Result of institutional quality assurance assessment	Pending (institutional quality assurance assessment has been requested)
Data regarding contact within the institution	D.J.N.M. Rijnders, Dean Avans School of International Studies +31 6 20778631
E-mail address for copy of application	djnm.rijnders@avans.nl, wgm.schellevis@avans.nl

Attachment 2 Assessment committee and secretary

Name	Role	Expert in the field
Prof. Dr. János Csirik	member	Yes
Prof. Dr. Christian Joerges	member	Yes
Prof. Dr. Suman Modwel	member	Yes
Prof. Dr. Johann Strassl	member	Yes
Dr. Jean-Pierre van der Rest	chair	Yes
Kai Müller	student member	Yes

Dr. Alexander Merck	Secretary	Certified on 22 August 2012 by NVAO
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Brief job descriptions and expertise of panel members

1	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.
2	Prof. Dr. Christian Joerges is a professor at the Centre of European Politics of Law at Bremen University (Germany). Europeanisation of private and economic law. Guest lecturer in U.S., Canada, Italy.
3	Prof. Dr. Suman Modwel is a professor at École Normale des Ponts et Chaussées in Paris. International Business, International Economics, Strategic Management, Finance. Country expert France.
4	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.
5	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.
6	Kai Müller is a student of Business Administration at Düsseldorf University of Applied Science

List of expertise within the panel

Expertise	The expertise is demonstrated by:
a. Expertise regarding the developments within the discipline	Prof. Joerges is an expert in Europeanization of private and economic law. Prof. Modwel is an expert in International Business, International Economics, Strategic Management and Finance. Prof. Strassl is an expert in economic informatics and information management. Dr. Van der Rest is a professor of Pricing and Revenue Management at Hotelschool the Hague, a visiting scholar at Leiden University (NL), and an expert in Business Studies, including management accounting, managerial economics, and corporate finance. He is a member of the Editorial Boards of seven international journals. Drs. Pelzer is an expert in corporate governance, mergers and acquisitions, strategic development and organisational design.
b. International expertise	Prof. Csirik has spent 42 years teaching, a.o. in English at Erasmus University (Rotterdam) and at University of Berne, in German at Munich Technical University and at Berne University. He is an expert of Hungary. Prof. Dr. Christian Joerges is a guest lecturer in the USA, in Canada, and in Italy. He held the chair for European Economic Law at the European University Institute Florence until 2007 and was a visiting professor at law faculties in the US and Europe and a fellow at the Institutes for Advanced Study in Wassenaar, NL and Berlin. In 2009 he obtained an Honorary Doctoral Degree in Law from the University Fribourg, CH. Prof. Modwel has worked in the Indian administrative service, holds a Ph.D. from the Institut d'Etude Politiques in Paris, and is an expert of France. He has done teaching and research networking in France, India, China, Morocco and UAE. Prof. Strassl delivers MBA training at IPFM in Prague and at the School of Banking in Wroclaw (Poland). Dr. Van der Rest studied at Durham University and at Oxford Brookes University (UK)

c. Experience in teaching and developing education at the relevant programme level and expertise regarding the educational format(s) practised by the programme ²	Prof. Strassl has a.o. teaching assignments in the area of Change Management at Universities in Neu-Ulm and Hanover and received a state award for excellent teaching at Bavarian University of Applied Sciences. Prof. Modwel has taught for 23 years in management education areas including international business strategy, international economics and trade policy since 1989. See answers to previous questions for further teaching experience of panel members. Dr. Van der Rest's educational experience pertains to subjects in the domains of finance, economics, accounting, and marketing.
d. Review or audit expertise	Prof. Strassl, Dr. Van der Rest, Drs. Pelzer and Mr. Müller have previously participated in FIBAA accreditations. Prof. Csirik has reviewed study programs in Hungary.
e. Student-related expertise	Mr. Müller is a student of Business Administration at Düsseldorf University of Applied Science and presented his bachelor thesis in June 2012.

Attachment 3 Program of the assessment

The program has been suggested by the panel, and fine-tuned in a dialogue between the assessors, the secretary, and the HEI. Interview partners were requested by the panel from the following groups: programme management, lecturers, quality assurance, administration staff, students and alumni, industry partners, double degree partners. Names for these were suggested by the HEI. The HEI submitted a list of 50 students from which the assessors selected 5 for interviews. Some of the interviews with double degree partners in foreign countries were carried out via Skype.

Programme IBMS accreditation September 2012
Hogeschoolaan 1, Breda
Room HF103

Day 1 – Monday September 17 2012)

8.00	Internal preparations	FIBAA panel
9.15	Welcome to the panel by Avans University	<ul style="list-style-type: none"> • Paul Rüpp (president of Avans University) • Nies Rijnders (dean ASIS) • Robin Pereboom (vice-dean ASIS)
	Introduction of FIBAA panel	Panel
	Presentation Avans University	Paul Rüpp Short presentation (approx. 10 minutes) on Avans University and its strategic plan
	Presentation Avans School of International Studies	Nies Rijnders Short presentation (approx. 10 minutes) on Avans School of International Studies, structure and goals and the place within the overall strategy of Avans University
	Presentation IBMS programme	Robin Pereboom Short presentation (approx. 10 minutes) on the IBMS programme, content, structure, didactics and developments

² This refers to, for example, distance learning, workplace-related teaching, flexible teaching, competence-oriented education or education for excellent students.

	Questions	
10.15	Tour of facilities relevant to the programme: <ul style="list-style-type: none"> • ASIS Work Environment • Grand Plaza • Student Information Desk • Xplora • Lecturing rooms, including PC-pools 	<ul style="list-style-type: none"> • Wilma Schellevis • Marjon Warmerdam
10.45	Visit of lectures	<p>Panel sits in on classes. FIBAA Panel Group 1: Class of Hatice Kizgin, Room: HB305 Students: Year 1 Topic: Marketing Strategy</p> <p>FIBAA Panel Group 2: Class of Rosalind van Aalen-Grant Room: HA502 Students: Year 4 Topic: English Business Communication</p>
11.15	Discussion with programme management	<ul style="list-style-type: none"> • Ms Sandra Baaijens-Krom • Ms Robin Pereboom (former programme coordinator) • Mr Fred Cahuzak
12.45	Lunch	Panel
13.15	Discussion with students and alumni	<p>4 students:</p> <ul style="list-style-type: none"> • Franklin Dijs • Vivien Kohler • Charlotte Cordel • Nieky Jansen • Luuk Strijbosch <p>2 Alumni:</p> <ul style="list-style-type: none"> • Rogier Trimpe • Yoram Hodde
14.30	Discussion with lecturers	<p>Interview 1: 14.30 -14.50 (Lecturers)</p> <ul style="list-style-type: none"> • Ms Janneke Rolland • Mr Peter Pennartz • Mr Joost Frencken <p>Interview 2: 14.55 – 15.25 (Lecturers + coaches)</p> <ul style="list-style-type: none"> • Ms. Inge Bakker • Ms Kitty Muffels • Mr Jonathan van Melle <p>Interview 3: 15.25 – 15.45 (Research Skills and graduation)</p> <ul style="list-style-type: none"> • Mr Joep Jaspars • Mr Han van Son <p>Interview 4: 15.45 – 16.00 (Quality Management)</p> <ul style="list-style-type: none"> • Mr Raymond Ruyten
16.00	Coffee break	
16.15	Review of documents: <ul style="list-style-type: none"> • teaching and learning materials 	

	<ul style="list-style-type: none"> • case studies • bachelor theses • project studies • evaluation results 	
17.00	Possible timeframe for discussion with double degree partners or other interviews/activities	
18:00	Internal discussion	Panel
20.00	Dinner	About 25 people will attend the dinner, starting from 20.00. Represented are: FIBAA panel, double degree partners and a number of ASIS employees

Day 2 – Tuesday September 18 2012

8.00	Discussion with administrative staff	<ul style="list-style-type: none"> • Mr Hans van Manen • Mr Jan Peters • Ms Kitty Muffels • Mr Peter Lavaerts • Mr Peter Pennartz • Ms Rosalind van Aalen Grant • Ronnie Kuppens (student from the former Consultative Council) • Nadija Ley (student from the Study Programme Advisory Council)
9.30	Discussion with Industry representatives	Mr. Robbert Vissers Mr. Richard L'Ami Mr. Arno van de Laar
10.15	Coffee break	
10.30	Discussion with double degree partners from Europe	Personal discussion with double degree partners within Europe: Reims, Reutlingen, Piacenza, Newcastle, Budapest
11.30	Open consultation	
12.00	Lunch	
12.30	Internal discussion	Panel
15.30	Feedback on preliminary results	
	End of visit	

Representatives from double degree partners:

University	Country	Faculty	Representative	Position
Northumbria University, Newcastle	United Kingdom	Newcastle Business School (NBS)	Alison Pearce	Senior Lecturer, Programme Leader, International Exchange Partnerships
Reutlingen University	Germany	ESB Business School	Wolfgang Stahl Prof. Dr. Jörg Naeve Susanne Sinn-Bisinger Natalia Bogdanowitsch	Programme director of BSc International Management German-Dutch Link Chair examination board ESB Business School, lecturer Volkswirtschaftslehre und Quantitative Methoden Accreditation and Quality Management Accreditation double degree programs
Reims Management School (RMS)	France	Centre d'Études Supérieures Européennes de Management (CESEM)	Ross MacArtain	Directeur Délégué du CESEM
Western Carolina University, Cullowhee	United States	College of Business (COB)	Deborah Burke	Professor Business Administration & Law, Associate Dean
Eastern Kentucky University, Richmond	United States	College of Business and Technology (CBT)	Robert Rogow Lana Carnes	Dean, College of Business and Technology Chair Management, Marketing, & International Business
Budapest Business School	Hungary	Faculty of International Business and Management (FIBM)	Judit Beke	Programme coordinator
Università Cattolica del Sacro Cuore	Italy	Facoltà di Economia	Donatella Depperu	Professore Ordinario di Economia Aziendale e Direttore del Master in Management Internazionale – MINT e Direttore del CERSI - Centro di ricerca per lo sviluppo imprenditoriale - Cremona



Monday September 17

10.15 Guided tour

- **Ms. Wilma Schellevis**
 - Senior Management Assistant ASIS
- **Ms Marjon Warmerdam**
 - Learning and Innovation Centre / Xplora

11.15 Programme management

- **Ms. Sandra Baaijens-Krom**
 - Programme coordinator IBMS
 - Semester coordinator Year 1-Semester 1- Business Organisation and Business Environment
 - Chair of the Education Committee
 - Lecturer Organisational Behaviour & Management
- **Mr Fred Cahuzak**
 - Coordinator Internationalisation ASIS
 - Link coordinator ASIA
 - Member of the Education committee
 - Graduation Supervision
 - Lecturer Marketing and Business Research Skills
- **Ms Robin Pereboom**
 - Vice-dean
 - Former programme coordinator
 - Graduation supervision

13.15 Students

- **Rogier Trimpe**
 - Alumnus, graduate from 2010
- **Yoram Hodde**
 - Alumnus, graduate from 2012
- **Vivian Kohler**
 - Outgoing Double Degree student at Newcastle Business School, UK
- **Incoming double degree student from Reims: to be announced**
 - Incoming double degree student from Reims Management School
- **Franklin Dijs**
- **Nieky Jansen**
 - Year 4

14.30 Lecturers and student coaches

- **Ms Janneke Rolland**
 - Lecturer Marketing, Statistics
 - Student coach
 - Semester coordinator year 1 – Semester 2 – Business Research and Business Plan
 - Work placement supervision
 - Hippocampus: Avans University project to improve study progress and bonding
 - Member of the Consultative Council
- **Mr Peter Pennartz**

- Member of the Education Committee
 - Member of the Student Programme Advisory Council (Opleidingscommissie)
 - Lecturer Economics, Statistics, Business Research Skills and Sustainability
 - Avans University project: Regional Sustainable Embedding
- **Mr Joost Frencken**
 - Member of the Assessment Committee
 - Coordinator Year 3-Semester 1-International Business Operations
 - Coordinator Minor Year 3-European Union Policies
 - Lecturer Economics, Statistics and Business Research Skills
 - Graduation supervision
- **Ms. Inge Bakker**
 - Lecturer English Business Communication, year 1
 - Student coach
 - Former year 1 coordinator
 - Hippocampus: Avans University project to improve study progress and bonding
- **Ms Kitty Muffels**
 - Member of the Examination Board
 - Coordinator Second Language Department
 - Lecturer Business Communication
 - Student coach
 - Work placement supervision
 - Former member of the Consultative Council
 - Former member of the Education Committee
- **Mr Jonathan van Melle**
 - Lecturer Finance and Accounting, Intercultural Management
 - Member of the Education Committee
 - Researcher International Classroom
 - Student coach
 - Work placement supervision

Business research skills and graduation:

- **Mr Joep Jaspars**
 - Lecturer Finance and Accounting, Business Research Skills
 - Lecturer Financial and Management Accounting
 - Graduation supervision
 - Former coordinator graduation assignment
- **Mr Han van Son**
 - Lecturer Marketing, Business Research Skills
 - Lecturer Marketing
 - Graduation supervision
 - PhD in progress

Quality Management:

- **Mr Raymond Ruijten**
 - Quality assurance coordinator
 - Member of The Education Committee
 - Double degree coordinator USA and UK
 - Alumni coordinator
 - Chair of the Assessment Committee

Administrative staff

- **Mr Hans van Manen**
 - Chair of the Examination Board
 - Chair of the Consultative Council
 - Lecturer Law and Business Ethics

- **Mr Jan Peters**
 - Lecturer Finance and Accounting
 - Student coach
 - Graduation supervision
 - Former member of the consultative council
 - Former programme coordinator Bachelor programme Finance and Control

- **Ms Kitty Muffels**
 - Member of the Examination Board
 - Coordinator Second Language Department
 - Lecturer Business Communication
 - Student coach
 - Work placement supervision
 - Former member of the Consultative Council
 - Former member of the Education Committee

- **Mr Peter Lavaerts**
 - Coordinator Year 4-Semester 1-Strategic Business Decisions
 - Lecturer Marketing
 - Member of the Assessment Committee
 - Graduation supervision

- **Mr Peter Pennartz**
 - Member of the Education Committee
 - Member of the Student Programme Advisory Council
 - Lecturer Economics, Statistics, Business Research Skills and Sustainability
 - Graduation supervision
 - Avans University project: Regional Sustainable Embedding

- **Ms Rosalind van Aalen Grant**
 - Lecturer English Business Communication
 - Lecturer Spanish Language
 - Coordinator Buddy project for international students
 - Work placement supervision

- **Irene Ermers**
 - Student member of the former Consultative Council
 - Graduation student of July 2012

- **Nadija Ley**
 - Student year 2 – Cross-Cultural Management and Languages
 - Student member of the Study Programme Advisory Council for IBMS
 - Class representative in 2011-2012

Student support (to be available on request of the FIBAA panel):

- **Ms Lieuweke Krabbendam**
 - Student support
 - ASIS back office
 - Erasmus exchange
 - Double degree
 - Member of the consultative council

- **Ms Heleen Lavalaye**
 - Student support

- ASIS back office
- Erasmus exchange
- Double degree

Representatives from industry

- **Mr Robbert Vissers**
 - Founder and Director of No Brain / No Gain BV
 - Member of the ASIS Business Advisory Board
- **Mr Richard L'Ami**
 - Director Foreign Investments Brabantse Ontwikkelings Maatschappij NV
 - Member of the ASIS Business Advisory Board
- **Mr. Arno van de Laar**
 - Regional Director TOPIGS
 - New graduation company

Attachment 4 Overview of the study programme

Curriculum overview 2012-2013

Including segmentation in international content of curriculum

	Y1 Q1 Business Organisation	ECTS	I	Y1 Q2 Business Environment	ECTS	I	Y1 Q3 Business Research	ECTS	I	Y 1 Q4 Business Plan	ECTS	I
Knowledge	Organisational Behaviour and Management	2		Economics	2		Business Research Methods	2		Financial and Management Accounting	3	
	Marketing	2		Marketing	2		Statistics + SPSS	3		Marketing	2	
	Law	2		Introduction to International Business	1		Intercultural Management	1		Intercultural Management	1	
	Financial Accounting	2		Management Accounting	1							
Major	IBS: Business Processes	2		IBS: Services	2		IBS: Logistics	2		IBS: Entrepreneurship	2	
	ABS: Asian Geography and History	2		ABS: Major Asian Economies	2		ABS: Culture and Ethics in Asian Business Relations	2		ABS: Distribution in Asia	2	
	CML: 3rd Foreign Language	2		CML: 3rd Foreign Language	2		CML: 3rd Foreign Language	2		CML: 3rd Foreign Language	2	
Prof	Project Marketing	1		Project SWOT	2		Project Business Research	3		Project Business Plan	3	
Skills	Basic Calculation	p/f		Statistics	1		Project Planning Skills	p/f		Critical Thinking	p/f	
	Meeting Skills	p/f		Report Writing	p/f		Presentation Skills	p/f		Ethical Responsibility	p/f	
	Interview Skills	p/f		Creative Thinking	p/f		Excel	p/f				
English	English	2		English	2		English	2		English	2	
2 FL	2nd Foreign Language	2		2nd Foreign Language	2		2nd Foreign Language	2		2nd Foreign Language	2	
Coaching	Personal Development	p/f		Personal Development	p/f		Personal Development	p/f		Personal Development	p/f	
	TOTAL Year 1 Q1	15		TOTAL Year 1 Q2	15		TOTAL Year 1 Q3	15		TOTAL Year 1 Q4	15	

	Y2 Q1 Business Strategies	ECTS	I	Y2 Q2 Business Vision	ECTS	I	Y2 Q3 Workplacement	ECTS	I	Y2 Q4 Workplacement	ECTS	I
Knowledge	Investment Decisions	2		Financial and Management Decisions	2		Workplacement	15		Workplacement	15	
	International Marketing Planning	2		Marketing Metrics	2							
	Economics	2		Management and Organisation	2							
Major	IBS: eMarkets	2		IBS: Cross-media Communications	2							
	ABS: Economics and Politics in China	2		ABS: Consumer Behaviour in Asia	2							
	CML: 3rd Foreign Language	2		CML: 3rd Foreign Language	2							
Prof	Project Business Strategies	2		Project Business Vision	2							
Skills	Project Management Skills	1		Corporate Culture	1							
English	English	2		English	2							
2 FL	2nd Foreign Language	2		2nd Foreign Language	2							
Coaching	Personal Development	p/f		Personal Development	p/f							
	TOTAL Year 2 Q1	15		TOTAL Year 2 Q2	15					TOTAL Year 2 Q3 & Q4	30	

no international content

medium international content

full international content

Year 3 Semester 1 International Business Operations					Year 3 Semester 2	
	ECTS	I	Q		ECTS	I
Knowledge	International Economics	3		1	Study Exchange / Individual Profile OR Minor EUP	30
	International Law	2		2		
	Corporate Finance	3		1		
	Currency Risk	2		2		
	International Business	3		2		
	International Supply Chain Management	2		1		
	Business Research Methods	3		1		
Major	Major IBS: Business Process and Information Management	3		2		
	Major IBS: Sales and Account Management	2		1		
	Major ABS: Asian Trade	5		1,2		
	Major CML: per 2013-2014	5				
Prof	Business Research Project	2		2		
	Management Game	1		2		
	English	4		1,2		
Total Year 3 S1		30			Total Year 3 S2	30
Year 4 Semester 1 Strategic Business Decisions					Year 4 Semester 2 Graduation internsh	
	ECTS	I	Q		ECTS	I
Knowledge	Strategic Finance	3		1	Graduation internship and final defence	30
	Strategic Marketing	3		1		
	Strategic Management and HRM	3		1		
	TG Contribution	1		1		
	Master Classes (2)	2x2		2		
Major	Major IBS: Sustainable Business	2x3		1,2		
	Major ABS: Business in Asia	2x3		1,2		
	Major CML: per 2014-2015	6				
Prof	Project Strategic Business Decisions	6		2		
	English	4		1,2		
Total Year 4 S1		30			Total Year 4 S2	30
	no international content					
	medium international content					
	full international content					

Attachment 6 Documents

map	sub-map	document	
1-Institutional documents	ID	Beleidskader Bacheloropleidingen & Associate Degree programma's	
	MJB	Avans Meerjaren Beleidsplan 2011-2014	
		Jaarverslag Avans 2011	
	Avans QA	Uitgangspunten Kwazo 2007-2010	
		Besturingsmodel Avans Hogeschool	
	Avans QA	Raamwerk Avans Integrale Kwaliteitszorg	
		Protocol Studeren met een Functiebeperking	
		Beleidsplan 2010-2013 Handicap en Studie	
2-Programme objectives		Strategienota Onderzoeksbeleid 2012-2016	
	PO	Framework Competencies IBMS	
	WAR	Verslagen ASIS Werkveldadviesraad	
	Internationalisation	The Double Degree Tracks of Avans IBMS and its International Partner Institutes	
	Business plan	Crossing Borders, Avans School of International Studies Business plan 2011-2014	
	Internationalisation	Report on NIBS Accreditation Visit to ASIS	
	Internationalisation	Gaining insight into vanishing borders, ASIS Internationalisation policy plan 2011-2014	
	Internationalisation	International Benchmarking NIBS Business schools	
	Internationalisation	all dd-contracts	
	Business plan	Addendum ASIS Business plan 2012	
	Internationalisation	Code of conduct with respect to international student in Dutch higher education	
	Internationalisation	MINT benchmark reports 2012	
	3-Programme implementation	PI	Educational Framework IBMS 2011-2012
			ASIS Handbook 2011-2012 IBMS
			ASIS Handbook 2012-2013 IBMS
		Education and Examination Regulations IBMS 2011-2012	
		Education and Examination Regulations IBMS 2012-2013	
Module-course descriptors		Work Placement Guide ASIS 2011-2012	
Module-course descriptors		Graduation Guide 2011-2012	
		Projectaanvraag herziening Curriculum IBMS	
Literature lists		Literature list IBMS 2011-2012	
		Collection profile IBMS 2012	
		Wat gaan we doen? Het construeren en beoordelen van opdrachten (book De Bie)	
		Internal organisation 2012 Avans School of International Studies (draft)	
HRM		People Matter, Avans School of International Studies, HRM plan 2011-2014	

	HRM	CIEP evaluation ASIS
	Module-course descriptors	alle module descriptors en unit books Y1, Y2, Y3, Y4, Languages
		ASIS Graduation 2011
	IO	International Office AVANS Hogeschool Communicatie met student vanaf aanmeldproces en tot ze hier bij Avans binnenkomen - Aanmelden - Huisvesting
	Educational materials	selectie onderwijsmaterialen - zie tabblad 2 voor specificatie
4-Programme outcomes and assessment	PA Assessment	ASIS Assessment Policy 2011-2012
	Assessment	Zelfevaluatie ASIS Competentie Assessment Programma
	Alumni	ASIS Alumni policy 2010-2014
	Assessment	alle toetsmatrijzen
	Graduation	lijsten van afgestudeerden
5-Programme quality assurance	PQ Alumni Surveys	Alumni Survey 2010
	Alumni Surveys	Alumni Survey 2012
	NVAO-accreditation	NQA Eindrapport IBMS (2006)
	NVAO-accreditation	Starting document International Business and Management Studies (2006)
	ASIS QA plan	ASIS Quality Assurance Policy 2011-2014
	ASIS QA plan	Quality Handbook Avans School of International Studies
	ASIS QA plan	Quality Assurance Annual Plan 2011-2012
	ASIS QA plan	ASIS Quality Assurance Annual Review 2010-2011
	STO / NSE	NSE 2011
	STO / NSE	NSE 2012
	Keuzegids	Keuzegids 2010
	Keuzegids	Keuzegids 2011
	Keuzegids	Keuzegids 2012
	Unit evaluations	alle unit evaluation resultaten
	Unit evaluations	alle blokrapportages
	Alumni Surveys	Evaluatiegegevens bij de kritische reflectie voor de beperkte opleidingsaccreditering 2011 HBO-Monitor 2006-2010
	MARAP	Kaderbrief 2012
	MARAP	alle Marap's
	NVAO-accreditation	Assessment frameworks for the higher education accreditation system
	MAW	Overzicht Avans specifieke vragen Meting Aantrekkelijke werkgever 2010

Attachment 7 Aims, activities and targets 2011 - 2014

1. Develop students' intercultural and international competencies

Present situation	Activities	Targets
The IBMS curriculum has been updated for year 1 and 3.	Continuously develop and implement the new IBMS curriculum (internationalisation@home).	The IBMS curriculum is sufficiently international to allow students to develop the programme's international and intercultural learning outcomes.
The content of year 1 and 2 of the F&C curriculum has been fully developed and implemented.	Further develop and implement the F&C curriculum (internationalisation@home).	The F&C curriculum is sufficiently international to allow students to develop the programme's international and intercultural learning outcomes.
All IBMS students spend at least one year of their education abroad. For all F&C students this is at least one semester.	Provide all students with ample opportunities to gain international experience through study abroad periods and international internships contributing to the achievement of the intended international and intercultural learning outcomes.	By the end of 2014 ASIS has 150 exchange places per semester and 50 double degree places at its international partner institutes. By the end of 2014 ASIS has an up-to-date database of internationally operating companies that is sufficient to yield 300 assignments for student internships (either work placements or graduation theses) annually.

2. Develop international and intercultural competencies of staff

Present situation	Activities	Targets
35% of the ASIS staff is non- Dutch.	Recruit new staff with preferably a non-Dutch nationality.	ASIS has a truly international staff, consisting of a mix as diverse as possible of different nationalities. By 2014 50% of all staff will be on-Dutch.
40% of the ASIS staff has practical experience in the international business environment.	Recruit new staff with practical experience in international business.	At least 60% of all teaching staff are connected to the professional fields of our programmes through recent international experience, guidance of graduation internships or work placements and through projects.
ASIS has a culturally diverse and culturally sensitive staff.	Enhance awareness of and sensitivity to different cultures and train staff in dealing with cultural differences.	ASIS has a culturally diverse and culturally sensitive staff.
75% of ASIS staff is native speaker or has English proficiency level	Develop staff members' English language proficiency.	All teaching staff are expected to have proficiency level by the end of 2014.
10% of ASIS staff has obtained a PhD or DBA degree, 7% is pursuing a PhD/DBA degree. 56% has obtained a Master's degree, 7% is pursuing it.	Develop staff members' research capabilities so as to carry out applied research in international business and achieve high quality teaching. Liaise with Avans lectorates, (international) partner universities and other organisations to facilitate	By the end of 2014 at least 20% of the teaching staff is engaged in obtaining, or has obtained, a PhD or DBA degree; 75% holds a master's degree.

3. Increase international recruitment of students

Present situation	Activities	Targets
40% of the student population is non-Dutch.	Recruit more international students onto the two programmes so as to achieve a well-balanced mix in the student population. Such an internationally and culturally diverse population fosters the achievement of the students' international and intercultural competencies. Spend extra money on recruitment efforts.	By 2014 50% of the students is non-Dutch.

4. Establish and maintain close relations with the international business world

Present situation	Activities	Targets
ASIS participates in 2 projects in our region.	Create a strong regional network with cooperating partners from industries, education, government and supporting organisations.	By 2014 ASIS participates in at least 4 projects in our region. Projects are characterised as innovative, sustainable and promote corporate social responsibility. CSR and sustainability concepts are firmly embedded in the IBMS and F&C programmes. Representatives of organisations operating in international business are actively involved in the IBMS and F&C programmes.

5. Build and strengthen international partnerships

Present situation	Activities	Targets
ASIS has a network of partner universities for student exchange, staff exchange and further cooperation.	<p>Draw up quality criteria for the selection of new international HE partner institutes.</p> <p>Conclude new contracts with international HE institutes to facilitate student and staff mobility and cooperation in research and education.</p>	<p>By the end of 2014 ASIS has contracts with enough high quality universities in Europe and outside Europe.</p> <p>By 2014 ASIS has intensified cooperation with its partner institutions resulting in exchanging at least 20 staff members (10 incoming, 10 outgoing) and jointly running 3 projects annually.</p>

6. Build and maintain international reputation

Present situation	Activities	Targets
ASIS is member of EFMD, NIBS and Businet.	Participate in leading European networks of business schools and international companies.	<p>ASIS has obtained one or more international quality labels.</p> <p>ASIS has been awarded the DQF Internationalisation for its IBMS programme.</p> <p>ASIS is a member of European Foundation Management</p>
		<p>Development (EFMD).</p> <p>ASIS has been successfully accredited by the Network of International Business Schools (NIBS).</p> <p>ASIS is a full member of the International Partnership of Business Schools (IPBS).</p> <p>ASIS is eligible for EPAS by the end of 2014.</p>
ASIS has started with benchmark activities in cooperation with its double degree partners, other members of the NIBS network, and is participating in MINT.	Engage in international benchmarking and programme comparisons against internationally recognised academic standards.	ASIS regularly engages in international benchmarking with its double degree partner universities and a range of comparable business programmes in Europe. Benchmark outcomes show that ASIS ranks in the top 25% of the institutions participating in the benchmarks.

7. Create a truly international student experience

Present situation	Activities	Targets
<p>ASIS has an international environment. Avans is developing facilities in order to enhance the international environment in the university as a whole.</p>	<p>Continue offering of 'prep course' to prepare prospective students for admission to the F&C and IBMS programmes.</p> <p>Continue, expand and further improve the services offered to international students by the IO, including accommodation and pre- and post-arrival orientation. Enhance the preparation and orientation of incoming double degree students on the IBMS programme in collaboration with our partner institutes.</p> <p>Enhance the engagement of international students in student life in Breda.</p> <p>Enhance teaching and learning by adopting international classroom techniques and offering personal coaching and academic support. Optimize information flows involving international students from pre- arrival to post-departure (e.g. progression data, transcripts of records).</p> <p>Offer career services to help students prepare for their international professional careers.</p> <p>Provision of adequate international sources to facilitate the students learning processes (Xplora).</p>	<p>By 2014 ASIS offers a truly international, professional and supportive student experience, resulting in high student satisfaction in surveys.</p>

Attachment 8 Graduation reports

The following 15 graduation reports have been selected by the assessors from a list of 231 reports provided by ASIS:

Student No	Grade	Judgement
2014012	8.2	The study displays a high level of rigour, especially in the section on competitive analysis. Overall however the report is well arranged, displays a good deal of analysis applying the frameworks learnt in class, and well merits the high note awarded by the examiners.
2015009	7.0	The report is too dense, and makes the reader wander from one detail to another without wrapping up the crucial shortcomings and lack of coherence in the different regimes in a crisp summarised manner towards the end. The recommendations are of a general nature and may not be of much practical use – a short listing of modest but specific “could do” i.e. actionable measures could have been attempted. Overall, however, the student has made a serious attempt to grapple with a rather complex subject and the rich level of compilation of country wise information should by itself be useful. The grade awarded is just.
2019803	8.6	The arguments used in the analysis are however sometimes a little too dense, almost verging on sophistry and some recommendations rest at a somewhat general level, limiting their utility from an actionable point of view. Nor do some of them flow from any preceding analysis. But these are minor blemishes in an otherwise fine study which surpasses in its quality the level of discussion and rigour normally expected from a BBA level student. The high grade awarded is well deserved.
2014723	7,0	The subject is so comprehensive and demanding that not much more than a review of opinions of various authors can be expected. Relevant literature have been screened and reviewed. However, the line of reasoning and argumentation in the report is poor and not convincing.
2021926	6,4	The subject is enormously comprehensive. Clarity and structure of the line of argumentation are quite convincing, screening of literature has been well done. In the description of his own position, the author makes a clear difference between arguments in the area of economics on one hand, and in the political and ethical area on the other hand.
2018198	7.0	Statement of the question is reasonably clear, although there is some shortcoming in clarity of purpose and associated objectives. Appropriate selection of the methodology adopted was done, though with no clear evidence of an understanding of its value and limitations. There is evidence of a satisfactory knowledge and limited critical review of the relevant literature, but with obvious omissions. The selection of data collection methods is basically appropriate. There is evidence of a satisfactory level of analysis using appropriate techniques. There is only little evidence of the ability to critically evaluate the work undertaken.
2031072	7.0	The statement of the student's research problem or question is relatively unclear. A rationale is given, which is still somehow lacking clarity. There is evidence of satisfactory knowledge. The review of relevant literature is limited, not really critical, and has obvious gaps and omissions. The student developed a conceptual framework, which is not clearly stated and justified. He used mainly an appropriate selection and implementation of data collection methods with evidence of justification, but little evidence of an appreciation of the limitations of the methods adopted. There is evidence of a satisfactory level of analysis using appropriate techniques. He is presenting his findings clearly and gives conclusions to the research evidence with reasonable evidence of appropriate justification for critical comment on, and logical development in these areas. Generally, he made correct use of English, but with aspects of unclear expressions. The presentation methods are mainly appropriate.
2040904	7.0	The subject is valid and relevant with a clear research problem and associated objectives and an appropriate rationale. The selection of an appropriate and some justification for the methodology adopted has some clear limitations. He

		developed a conceptual framework that is justified to base her research upon. He has justified his data collection method but does not show the main limitations of the methods adopted. He presented his findings and conclusions related to the research evidence. His work conforms to the required specifications and a good layout in terms of structure and logical argument.
2013458	5.7	Empirical Research with a small number of respondents. The logical and the formal structure are OK. The literature review is good. Not enough findings for the research objective.
2040295	7.5	Literature Review OK. Very applied Research. Logical and formal structure good. Good variety of interview Partners.
2035374	8.0	Thesis structure is good, objectives are clear. Literature overview is well elaborated. Questionnaire is not focused enough. Findings are interesting but not very deep. Conclusions and recommendations are correct.
2031045	8.0	Thesis structure is very good. Research strategy and analysis of the problem is clear. Literature overview is correct, theoretical background is well formulated. Research design and presenting the research results is clear. Conclusions and recommendations are detailed but could be improved.
2040299	6.0	Report structure is appropriate. The use of existing theoretical knowledge and empirical information is not detailed enough. Sample size could be larger. Research design and presenting the research results are acceptable. Conclusions and recommendations are moderate.
2040917	6.5	The ambition of the thesis is good. The style of writing is a bit circuitous which decreases the ability to convince. The summary is incomplete as it does not cover the research findings and conclusion. The theoretical framework is a little meagre. The logical connections between data analysis method, data collection method and research strategy are missing, and justification for the latter is unclear. Discussion of the findings is missing. The report does not convince, mostly because it utilises a simple analytical hierarchy process model, but elaborates too much on it with minimum justification.
2000916	6.0	The report writing is quite okay, but the research is unsatisfactory. The problem statement is very weak. The research design is problematic and ill justified. An analytical framework is completely missing. The analytical level of the report is too low. The theoretical level was not completely satisfactory.

Attachment 9 Declarations of independence



DECLARATION OF INDEPENDENCE AND CONFIDENTIALITY

TO BE SUBMITTED PRIOR TO THE ASSESSMENT OF THE PROGRAMME

THE UNDERSIGNED

NAME: János Csirik

HOME ADDRESS: 6722 Szeged, Arpád tér 2
Hungary

HAS BEEN ASKED TO ASSESS THE FOLLOWING PROGRAMME AS AN EXPERT / SECRETARY:

International Business and Management
Studies BBA

APPLICATION SUBMITTED BY THE FOLLOWING INSTITUTION:

Avans University of Applied Sciences, Breda

HEREBY CERTIFIES TO NOT MAINTAINING ANY (FAMILY) CONNECTIONS OR TIES OF A PERSONAL NATURE OR AS A RESEARCHER / TEACHER, PROFESSIONAL OR CONSULTANT WITH THE ABOVE INSTITUTION, WHICH COULD AFFECT A FULLY INDEPENDENT JUDGEMENT REGARDING THE QUALITY OF THE PROGRAMME IN EITHER A POSITIVE OR A NEGATIVE SENSE;



HEREBY CERTIFIES TO NOT HAVING MAINTAINED SUCH CONNECTIONS OR TIES WITH THE INSTITUTION DURING THE PAST FIVE YEARS;

CERTIFIES TO OBSERVING STRICT CONFIDENTIALITY WITH REGARD TO ALL THAT HAS COME AND WILL COME TO HIS/HER NOTICE IN CONNECTION WITH THE ASSESSMENT, INsofar AS SUCH CONFIDENTIALITY CAN REASONABLY BE CLAIMED BY THE PROGRAMME, THE INSTITUTION OR NVAO;

HEREBY CERTIFIES TO BEING ACQUAINTED WITH THE NVAO CODE OF CONDUCT.

PLACE: Szeged

DATE: 04.07.2012.

SIGNATURE: János Csirik

DECLARATION OF INDEPENDENCE AND CONFIDENTIALITY

TO BE SUBMITTED PRIOR TO THE ASSESSMENT OF THE PROGRAMME

THE UNDERSIGNED

NAME: Joerges AnichanHOME ADDRESS: Postsh. 14D - 28203 BraunHAS BEEN ASKED TO ASSESS THE FOLLOWING PROGRAMME AS AN EXPERT /
SECRETARY:International Business andManagement Studies, BBA

APPLICATION SUBMITTED BY THE FOLLOWING INSTITUTION:

HEREBY CERTIFIES TO NOT MAINTAINING ANY (FAMILY) CONNECTIONS OR TIES
OF A PERSONAL NATURE OR AS A RESEARCHER / TEACHER, PROFESSIONAL OR
CONSULTANT WITH THE ABOVE INSTITUTION, WHICH COULD AFFECT A FULLY
INDEPENDENT JUDGEMENT REGARDING THE QUALITY OF THE PROGRAMME IN
EITHER A POSITIVE OR A NEGATIVE SENSE;HEREBY CERTIFIES TO NOT HAVING MAINTAINED SUCH CONNECTIONS OR TIES
WITH THE INSTITUTION DURING THE PAST FIVE YEARS;CERTIFIES TO OBSERVING STRICT CONFIDENTIALITY WITH REGARD TO ALL
THAT HAS COME AND WILL COME TO HIS/HER NOTICE IN CONNECTION WITH
THE ASSESSMENT, INSOFAR AS SUCH CONFIDENTIALITY CAN REASONABLY BE
CLAIMED BY THE PROGRAMME, THE INSTITUTION OR NVAO;HEREBY CERTIFIES TO BEING ACQUAINTED WITH THE NVAO CODE OF
CONDUCT.PLACE: BraunDATE: 4.7.2012SIGNATURE: Joerges Anichan



DECLARATION OF INDEPENDENCE AND CONFIDENTIALITY

TO BE SUBMITTED PRIOR TO THE ASSESSMENT OF THE PROGRAMME

THE UNDERSIGNED

NAME: ALEXANDER MERCK

HOME ADDRESS: RÜNGSDORFER STR. 29
D-53173 BONN

HAS BEEN ASKED TO ASSESS THE FOLLOWING PROGRAMME AS AN ~~EXPERT~~ / SECRETARY:

International Business and Management Studies (BBA)

APPLICATION SUBMITTED BY THE FOLLOWING INSTITUTION:

Avans University of Applied Sciences, Breda (ASIS)



HEREBY CERTIFIES TO NOT HAVING MAINTAINED SUCH CONNECTIONS OR TIES WITH THE INSTITUTION DURING THE PAST FIVE YEARS;

CERTIFIES TO OBSERVING STRICT CONFIDENTIALITY WITH REGARD TO ALL THAT HAS COME AND WILL COME TO HIS/HER NOTICE IN CONNECTION WITH THE ASSESSMENT, INsofar AS SUCH CONFIDENTIALITY CAN REASONABLY BE CLAIMED BY THE PROGRAMME, THE INSTITUTION OR NVAO;

HEREBY CERTIFIES TO BEING ACQUAINTED WITH THE NVAO CODE OF CONDUCT.

PLACE: Bonn, DATE: 23.7.2012

SIGNATURE: A. Merck

DECLARATION OF INDEPENDENCE AND CONFIDENTIALITY

TO BE SUBMITTED PRIOR TO THE ASSESSMENT OF THE PROGRAMME

THE UNDERSIGNED

NAME: SUMAN MODNEL

HOME ADDRESS: 12 rue du Dr. KURZENNE
78350 Jouy en Josas
France

HAS BEEN ASKED TO ASSESS THE FOLLOWING PROGRAMME AS AN EXPERT / SECRETARY:

APPLICATION SUBMITTED BY THE FOLLOWING INSTITUTION:

HEREBY CERTIFIES TO NOT MAINTAINING ANY (FAMILY) CONNECTIONS OR TIES OF A PERSONAL NATURE OR AS A RESEARCHER / TEACHER, PROFESSIONAL OR CONSULTANT WITH THE ABOVE INSTITUTION, WHICH COULD AFFECT A FULLY INDEPENDENT JUDGEMENT REGARDING THE QUALITY OF THE PROGRAMME IN EITHER A POSITIVE OR A NEGATIVE SENSE;

1

HEREBY CERTIFIES TO NOT HAVING MAINTAINED SUCH CONNECTIONS OR TIES WITH THE INSTITUTION DURING THE PAST FIVE YEARS;

CERTIFIES TO OBSERVING STRICT CONFIDENTIALITY WITH REGARD TO ALL THAT HAS COME AND WILL COME TO HIS/HER NOTICE IN CONNECTION WITH THE ASSESSMENT, INsofar AS SUCH CONFIDENTIALITY CAN REASONABLY BE CLAIMED BY THE PROGRAMME, THE INSTITUTION OR NVAO;

HEREBY CERTIFIES TO BEING ACQUAINTED WITH THE NVAO CODE OF CONDUCT.

PLACE: Paris DATE: 1/7/2012

SIGNATURE: Suman Modnel



DECLARATION OF INDEPENDENCE AND CONFIDENTIALITY
TO BE SUBMITTED PRIOR TO THE ASSESSMENT OF THE PROGRAMME

THE UNDERSIGNED

NAME: *Kai Christian Müller*

HOME ADDRESS: *Swibertusstraße 30*

40223 Düsseldorf

HAS BEEN ASKED TO ASSESS THE FOLLOWING PROGRAMME AS AN EXPERT / SECRETARY:

Avans University of Applied Sciences - Breda 17/08.09.2012
International Business and Management Studies

APPLICATION SUBMITTED BY THE FOLLOWING INSTITUTION:

FH Düsseldorf - University of Applied Sciences

HEREBY CERTIFIES TO NOT MAINTAINING ANY (FAMILY) CONNECTIONS OR TIES OF A PERSONAL NATURE OR AS A RESEARCHER / TEACHER, PROFESSIONAL OR CONSULTANT WITH THE ABOVE INSTITUTION, WHICH COULD AFFECT A FULLY INDEPENDENT JUDGEMENT REGARDING THE QUALITY OF THE PROGRAMME IN EITHER A POSITIVE OR A NEGATIVE SENSE:

1

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HEREBY CERTIFIES TO NOT HAVING MAINTAINED SUCH CONNECTIONS OR TIES WITH THE INSTITUTION DURING THE PAST FIVE YEARS;

CERTIFIES TO OBSERVING STRICT CONFIDENTIALITY WITH REGARD TO ALL THAT HAS COME AND WILL COME TO HIS/HER NOTICE IN CONNECTION WITH THE ASSESSMENT, INSOFAR AS SUCH CONFIDENTIALITY CAN REASONABLY BE CLAIMED BY THE PROGRAMME, THE INSTITUTION OR NVAO;

HEREBY CERTIFIES TO BEING ACQUAINTED WITH THE NVAO CODE OF CONDUCT.

PLACE: *Düsseldorf*

DATE: *9/7/2012*

DECLARATION OF INDEPENDENCE AND CONFIDENTIALITY

TO BE SUBMITTED PRIOR TO THE ASSESSMENT OF THE PROGRAMME

THE UNDERSIGNED

NAME: Prof. Dr. Adrian Strassl

HOME ADDRESS:

Oderstraße 36
D-53137 Zettlitz, GermanyHAS BEEN ASKED TO ASSESS THE FOLLOWING PROGRAMME AS AN EXPERT /
SECRETARY:International Business + Management Studies
(IBMA)

APPLICATION SUBMITTED BY THE FOLLOWING INSTITUTION:

Avans School of International Studies
in s-Hertogenbosch, NL.HEREBY CERTIFIES TO NOT MAINTAINING ANY (FAMILY) CONNECTIONS OR TIES
OF A PERSONAL NATURE OR AS A RESEARCHER / TEACHER, PROFESSIONAL OR
CONSULTANT WITH THE ABOVE INSTITUTION, WHICH COULD AFFECT A FULLY
INDEPENDENT JUDGEMENT REGARDING THE QUALITY OF THE PROGRAMME IN
EITHER A POSITIVE OR A NEGATIVE SENSE:



HEREBY CERTIFIES TO NOT HAVING MAINTAINED SUCH CONNECTIONS OR TIES WITH THE INSTITUTION DURING THE PAST FIVE YEARS;

CERTIFIES TO OBSERVING STRICT CONFIDENTIALITY WITH REGARD TO ALL THAT HAS COME AND WILL COME TO HIS/HER NOTICE IN CONNECTION WITH THE ASSESSMENT, INsofar AS SUCH CONFIDENTIALITY CAN REASONABLY BE CLAIMED BY THE PROGRAMME, THE INSTITUTION OR NVAO;

HEREBY CERTIFIES TO BEING ACQUAINTED WITH THE NVAO CODE OF CONDUCT.

PLACE: Regensteyn DATE: 2/7/12

SIGNATURE: [Handwritten Signature]



DECLARATION OF INDEPENDENCE AND CONFIDENTIALITY

TO BE SUBMITTED PRIOR TO THE ASSESSMENT OF THE PROGRAMME

THE UNDERSIGNED

NAME: Jean-Pierre 'd Rest

HOME ADDRESS: Liggelaanstraat 11
2596 TL Den Haag

HAS BEEN ASKED TO ASSESS THE FOLLOWING PROGRAMME AS AN EXPERT / ~~SECRETARY:~~

IBMS

APPLICATION SUBMITTED BY THE FOLLOWING INSTITUTION:

Alvans Hogeschool

HEREBY CERTIFIES TO NOT MAINTAINING ANY (FAMILY) CONNECTIONS OR TIES OF A PERSONAL NATURE OR AS A RESEARCHER / TEACHER, PROFESSIONAL OR CONSULTANT WITH THE ABOVE INSTITUTION, WHICH COULD AFFECT A FULLY INDEPENDENT JUDGEMENT REGARDING THE QUALITY OF THE PROGRAMME IN EITHER A POSITIVE OR A NEGATIVE SENSE;



HEREBY CERTIFIES TO NOT HAVING MAINTAINED SUCH CONNECTIONS OR TIES WITH THE INSTITUTION DURING THE PAST FIVE YEARS;

CERTIFIES TO OBSERVING STRICT CONFIDENTIALITY WITH REGARD TO ALL THAT HAS COME AND WILL COME TO HIS/HER NOTICE IN CONNECTION WITH THE ASSESSMENT, INsofar AS SUCH CONFIDENTIALITY CAN REASONABLY BE CLAIMED BY THE PROGRAMME, THE INSTITUTION OR NVAO;

HEREBY CERTIFIES TO BEING ACQUAINTED WITH THE NVAO CODE OF CONDUCT.

PLACE:

Den Haag

DATE:

1/7/12

SIGNATURE:

A handwritten signature in black ink, consisting of a complex, stylized set of loops and a long horizontal stroke extending to the right.