



ASSESSMENT REPORT

Limited programme assessment

Bachelor International Business

Full-time

HZ University of Applied Sciences

(Location: Vlissingen)

**De kracht van
kennis.**

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Bachelor International Business
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Croho registration: 30029

Hobéon Certificering
Dated: March 2nd 2020

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INHOUDSOPGAVE

1.	GENERAL AND QUANTITATIVE DATA	1
2.	SUMMARY	3
3.	INTRODUCTION	7
4.	FINDINGS AND JUDGMENTS	9
5.	OVERALL CONCLUSION	25
6.	RECOMMENDATIONS	27
7.	CONDITIONS	29
ANNEX I	Overview of judgements	31
ANNEX II	Programme of the site visit	33
ANNEX III	List of documents examined	37
ANNEX IV	Composition of the audit panel	39
ANNEX V	List of abbreviations	41

1. GENERAL AND QUANTITATIVE DATA

Name Institution	HZ University of Applied Sciences
Status	Funded
Outcomes of Institutional Quality Assessment	Positive (May 28 th 2019, valid until May 29 th 2025)
Name of programme in Central Register of Higher Professional Education (CROHO)	International Business
ISAT code CROHO	30029
Domain/sector CROHO	Economics
Orientation	Higher Vocational Education (In Dutch: <i>hoger beroepsonderwijs</i>)
Level of the programme	Bachelor
Title, grade	Bachelor of Business Administration (BBA)
Number of credits	240
Specialisations	n/a
Location	Vlissingen
Variant	Full-time
Joint programme	n/a
Language	English
Date site visit	December 6th 2019

2. SUMMARY

The programme of International Business (IB) trains graduates in international business as young business professionals to be as dynamic as their global business environment. They are multilingual, interculturally competent and globally oriented. As a solid generalist they understand doing business in the 21st century. Educated within a practical business context, both in the Netherlands and abroad, students are adaptable, flexible and solution oriented. Graduates are able to evaluate and apply information in order to solve business problems. This fosters skills which are sustainable within multiple environments and contexts. The IB graduate is prepared for jobs in the future which may not yet have been defined yet. Their careers typically begin with entry-level positions requiring broad business knowledge, soft skills and a hands-on attitude. An open and flexible attitude plus specific key skills make them well placed for strong professional development and lifelong learning. Because of their knowledge and the attitude, students should become an advantage for every organisation. Organisations are alleged to make use of their innovative thinking, creative problem solving and quickly grasping the core issues of doing business.

This profile was translated into the IB National Framework, composed in 2017. Four former programmes (i.e. International Business and Languages, International Business and Management Studies, Trade Management for Asia and an older "version" of International Business) merged into a new IB programme in accordance with the general tendency towards fewer but simultaneously broader programmes.

The National Platform IB (*Landelijk Opleidingsoverleg*) in which all universities of applied sciences offering an IB programme are represented, provided a transition matrix which demonstrates how previous competencies of these four former programmes match the new intended learning outcomes in the national framework.

For HZ University of Applied Sciences in Vlissingen, this meant a transition from IBMS and IBL to IB. The transition was made by closing the old IBMS and IBL programmes for new students and opening a new IB programme consisting of 3 different learning tracks: IB (called Business), IB1L (called Hybrid) and IB2L (called Languages). The transition is made from both ends, year 1 and year 4. The first IB graduation sessions are therefore expected to take place next year (2020) instead of in 2022.

Standard 1. Intended Learning Outcomes

The panel found the national framework to be the result of a careful and well organised research process. The national framework describes intended learning outcomes (programme learning outcomes) for the next generation of IB professionals who are flexible, well equipped to do business research, who have internationally and interculturally awareness and are oriented to and well prepared for developmental changes in business and society in the future. The link with the HEO Standard and the Dublin descriptors is transparent as is the choice for using KSAVE and AuCom.

The national profile meets the standard in terms of bachelor level and qualifications for a starting professional in the field of international business. There is room for adding a *couleur locale* to make it identifiable as the IB HZ profile. Furthermore, not only the end level of Business English but also the end levels of the other languages in the different tracks should be specified.

The programme meets standard 1.

Standard 2. Teaching-learning environment

The connection between the national PLOs and the modules is clear. In the 'coverage matrix' PLOs, AuCom levels and modules are interconnected. The PLOs make it possible for the student to grow – in steps – from level 1 to level 3 (AuCom) and develop their knowledge, skills, attitude, values and ethics (KSAVE) towards an IB graduate in terms of a starting professional. The panel was impressed by the international atmosphere. IB HZ is a showcase of an international classroom in which communicating in English comes naturally to everyone involved, lecturers and students alike. Students are actively being stimulated to go abroad. This is of added value for their language and communication skills.

The small scale and friendly atmosphere make it possible for Dutch and foreign students to quickly feel at home which enables them to reach their true potential.

The lecturers form a team of hard-working professionals. They are in the middle of a process of growing towards a self-steering team. Together with their programme coordinator, they can take their way of working to the next level in this perspective.

The same applies for the connection with the research groups. This has not been a focus point in recent years because the transition to IB had to be prioritised. The relationship with the research groups should be intensified in the coming years.

The Board of Studies functions on a high level. The members take their job seriously. But to safeguard independent judgment, it should be possible for the BoS to set up meetings without the programme coordinator. Her attendance should not be a matter of course.

Information on the short track programme should be removed from all published documentation. The description of the two options in the CER/UR (*OER*) 2019-20 and the mentioning of the three-year trajectory on the website is confusing for prospective students, since the short track programme is not on offer anymore.

The programme meets standard 2.

Standard 3. Student assessment

The outlines of the assessment programme as described in the PLO test matrix are clear and provide an impression of the assessment on block and programme level. The course descriptions in the CER/UR should contain more detailed and unambiguous information on assessment style and level for all subjects taught, especially for the languages.

The first-year language courses might be too easy for students coming from the havo.

Using external exams provided by the British Council, *Alliance Française*, *Instituto Cervantes* and the *Goethe Institut* is not a necessity, but reconsideration in the light of the added value of these diplomas on the resumes of graduates could be worthwhile. External exams could also save the hard-working lecturers a lot of time regarding developing test matrices and tests.

The former *deeltoetscommissie* executed the task of monitoring the end level of the graduates until the end of 2016 and did this very carefully. There were no minutes or evaluation reports from the period of December 2016 to December 2019 to demonstrate these theses evaluations are still being executed. The panel had the impression the programme gave up on this well thought-out and well-functioning quality assurance system, but the programme emphasised that this task of the *deeltoetscommissie* had been transferred to the *centrale toetscommissie*. The internal and external calibration sessions (programme level) and the recently adopted KIT-Plus (*toetscommissie* level) are of added value.

Some of the recommendations involve shortcomings that should be overcome. These recommendations are therefore qualified as **conditions** that should be met. The panel believes it is possible to overcome these shortcomings within a period of two years. Conditions involve detailed and transparent information on assessing methods and assessed level and a valid, reliable and transparent monitoring system of the achieved end level.

The programme partially meets standard 3.

Standard 4. Achieved learning outcomes

All 15 final products reflected bachelor level. The new graduation approach was already in use: the final works of the graduates of the 'transition year' included a professional product. This, together with the new grading and judging form, is considered to be an improvement regarding the relevance for the professional field. In the future even more emphasis could be put on the professional product (and on the recommendations for the company at the end of the thesis). Relations with alumni and work field representatives could be intensified and formalised to get more feedback on the execution of the programme.

The programme meets standard 4.

Recommendations and conditions

Recommendations

Standard 1. Intended Learning Outcomes

Strategic matters and decisions like giving up on an explicit link with the region and keeping the focus on languages should be discussed with work field representatives. Preferably by bringing them together in a formal board and setting up regular meetings.

Future specialisations should be discussed with the work field representatives as well. Until then the premature information on specialisations not yet on offer should be removed from the CER. Lastly, not only the end level of Business English but also the end levels of the other languages in the different tracks should be specified and formalised in the CER.

Standard 2. Teaching-learning environment

Lecturers can, together with their programme coordinator, take their way of working to the next level and grow as a (self-steering) team. The IB team can intensify the connection with the research groups. The Board of Studies has to be able to decide every separate meeting whether to invite the programme coordinator or not. Her attendance should not be a matter of course. The BoS has the right to meet without the programme coordinator being present and advise her afterwards.

All information about and references to the short track programme should be removed from all digital and physical sources.

Standard 4. Achieved learning outcomes

The professional product (and the recommendations for the company at the end of the thesis) could be emphasised even more in the future. The relation with work field representatives and alumni could be intensified and formalised to get more feedback on the execution of the programme.

Conditions

The panel identified shortcomings that should be overcome. Recommendations on these matters are therefore qualified as conditions that should be met. All of the conditions are related to standard 3. Conditions involve detailed and transparent information on assessing methods and assessed level and a valid and reliable monitoring system of the achieved end level:

1. The descriptions in the CER/UR should contain detailed, complete and unambiguous information on assessments (what is assessed and how is it assessed) and assessment levels (CEF or AuCom) for all subjects taught, especially for the languages, being the characteristic part of the IB HZ profile.
2. If internationally known and recognised exams for languages are not used, then test matrices including clear and elaborate descriptions of the intended levels should be designed and tests should be developed in accordance with these test matrices.
3. The level of the first four language courses should be reconsidered regarding the entry level of students coming from the havo. If there is a big difference between the entry level of a havo student and an mbo student, the programme should find a solution to make the first-year language courses challenging enough for all freshmen.
4. Make sure that the method for monitoring the end level of graduates (preferably comparable to the pre-2017 monitoring method executed by the former *deeltoetscommissie*) is transparent, i.e. is documented in minutes and/or evaluation reports regarding the assessed samples of final works.

Overall conclusion

The programme meets standard 1, 2 and 4. The programme partially meets standard 3. According to the panel the shortcomings identified can be remedied within a period of two years. Therefore, the panel advises the NVAO to award **conditional accreditation** of the programme.

Upon agreement with the panel members the chair adopted this report on February 24th 2020.

3. INTRODUCTION

In 1987 six educational institutes (*HEAO Vlissingen, HTS Vlissingen, Pabo Middelburg, HBO-V Goes, HLO Goes* and *Hogere Zeevaartschool Vlissingen*) were merged into Hogeschool Zeeland. In 2011 the name HZ University of Applied Sciences was introduced and is still in use today.

HZ University of Applied Sciences is a relatively small university offering 24 educational programmes: 17 are taught in Dutch and 7 in English. About 4700 students are currently studying at HZ.

The HZ programmes are clustered in three domains: the social domain, the technical domain and the economic domain. The programme of International Business (IB) belongs to the latter.

The IB programme is still in the process of absorbing the former IBMS and IBL programmes. Besides this transition process of the programme itself, HZ UAS is also in the middle of an organisational transition process: the former top-down structure has been replaced by what is called a "self-steering team-based organisational arrangement". Both transitions are referred to as challenging but inspiring at the same time by management and lecturers involved.

In 2018 IBMS and IBL were merged into the IB Croho 30029. In 2013 an NQA panel audited the IBMS programme and in 2018 a Hobéon panel audited the IBL programme.

The panels had recommendations regarding the composition of the team of lecturers (more foreign lecturers would create a more international environment), the performance level of the Board of Studies (Dutch: *opleidingscommissie*), the involvement of a work field committee, the applicability of the judging and grading form for graduation assignments and the separation of the roles of the lecturer (who guides and supervises the student) and the assessor (who judges the student) in graduation projects. These topics have all been addressed during this site visit and findings and considerations are described in this report.

4. FINDINGS AND JUDGMENTS

4.1. Intended learning outcomes

Standard 1: The intended learning outcomes tie in with the level and orientation of the programme; they are geared to the expectations of the professional field, the discipline, and international requirements.

Explanation: The intended learning outcomes demonstrably describe the level of the programme (Associate Degree, Bachelor's, or Master's) as defined in the Dutch Qualifications Framework, as well as its orientation (professional or academic). In addition, they tie in with the regional, national or international perspective of the requirements currently set by the professional field and the discipline with regard to the contents of the programme. Insofar as is applicable, the intended learning outcomes are in accordance with relevant legislation and regulations.

Findings

The programme of International Business (IB) aims to deliver graduates in international business who are young business professionals, trained to be as dynamic as the global business environment around them. They are multilingual, interculturally competent and globally oriented. They have acquired a solid generalist understanding of business in the 21st century which has been experienced in practical business contexts, both in the Netherlands and abroad, making them adaptable, flexible and solution oriented.

Graduates are able to evaluate and apply information in order to solve business problems. This fosters skills which are sustainable across multiple environments and contexts. The IB graduate is prepared for jobs in the future which may not yet have been defined today. Their careers typically begin with entry-level positions requiring broad business knowledge, soft skills and a hands-on attitude. An open and flexible attitude plus key skills make them well positioned for strong professional development and lifelong learning. The knowledge acquired and the attitude developed mean that any organisation can benefit from their contribution through innovative thinking, creative problem solving and quickly grasping the core issues of the business.

This profile was translated into the IB National Framework, composed in 2017. Four former programmes, International Business and Languages (IBL), International Business and Management Studies (IBMS), Trade Management for Asia (TMA) and an older "version" of International Business (IB) merged into a new IB programme in accordance with the general tendency towards fewer but simultaneously broader programmes. For HZ University of Applied Sciences in Vlissingen, this meant a transition from IBL and IBMS to IB.

The new framework for the IB programmes has been developed with input from more than 140 international companies, 11 partner universities, professors from 4 universities of applied sciences and more than 60 lecturers to assure that current international business practices as well as recent insights from research were represented. An important change in the new framework is that the requirements for an IB graduate are more than before geared towards so-called 21st century skills; generic skills that add value in a broad range of jobs.

The national consultative body (Dutch: *Landelijk Opleidingsoverleg*) in which all universities of applied sciences offering an IB programme are represented, provided a transition matrix which demonstrates how previous competencies of former programmes (i.e. IBL, IBMS, TMA and the former IB programme) match the new intended learning outcomes in the national framework.

The new framework is derived from Binkley's KSAVE structure (Knowledge, Skills, Attitudes, Values and Ethics) and consists of 4 domains. The 4 domains are divided into 14 themes and each theme is outlined in at least one programme learning outcome (PLO):

Themes in domain 1 Ways of thinking	Nr	PLOs
Critical thinking	WT1	Use the process of thoughtful evaluation to deliberately formulate a reasonable conclusion.
Innovation and creativity	WT2	Create innovative ideas in a changing business environment in a systematic fashion.
International Business Awareness	WT3	Analyse patterns in global macroeconomic factors and policies that drive international trade and business development.
International Business Communication	WW4	Communicate (business) messages effectively and persuasively using advanced English to an (un)informed audience.
	WW5	Optional: Use one or two additional languages to facilitate international business.
Themes in domain 2 Ways of working	Nr	PLOs
Collaboration	WW6	Collaborate effectively with different kinds of stakeholders in different cultural, organisational and political landscapes to contribute to achieving agreed goals.
Management of information as digital citizen	WW7	Produce management information from various data sources in an international business environment.
Themes in domain 3 Living in the world	Nr	PLOs
Personal and professional development	LW8	Express reflections on one's personal development with the aim of personal growth.
	LW9	Respond appropriately to an unfamiliar, or unexpectedly changing, business environment.
Ethical and societal responsibility	LW10	Formulate one's own position concerning ethical and social responsibility in a professional environment.
Intercultural proficiency	LW11	Mitigate the pitfalls of cultural differences in business and social contexts
	LW12	Display willingness to work with people from other cultures and to work in countries with different cultural backgrounds.
	LW13	Use appropriate verbal and non-verbal communication in an intercultural setting.
	LW14	Assess the effect of cultural differences on organisational behaviour and strategic choices.
Themes in domain 4 Tools for working and management	Nr	PLOs
Marketing and sales	TW15	Develop a well-founded marketing plan to support the creation of value for international customers.
	TW16	Use appropriate sales techniques in support of durable customer relationships.
	TW17	Incorporate developments of the digital landscape in a marketing strategy.
Finance and accounting	TW18	Evaluate financial performance of the organisation from different stakeholders' perspectives.
	TW19	Recommend financing possibilities in a dynamic international environment.
Operations and supply chain management	TW20	Evaluate operations processes within and between organisations.
	TW21	Manage operations processes within and between organisations.
Organisation and people	TW22	Draft the strategic cycle of part(s) of the organisation (process and content).
	TW23	Assess the impact of change on the organisation.
Business research	TW24	Analyse a complex business problem in an international business setting with use of adequate research design, resulting in an evidence-based, feasible solution.

summer holidays some lecturers and staff members sometimes combine their holidays abroad with visits to foreign companies the HZ maintains relationships with.

Considerations

The panel found the national framework to be the outcome of a careful and well organised research process. This framework describes intended learning outcomes (called programme learning outcomes) for a new generation of IB professionals who will be flexible, well equipped for business research, internationally and interculturally aware and oriented and well prepared for many more changes in business and society to come. The link with the HEO Standard and the Dublin descriptors is transparent as is the choice for using KSAVE and AuCom.

The panel was surprised to find out that the work field had not been involved in the decision not to focus on tourism anymore. (Nor had it been involved in possible discussions about whether or not special attention should be paid to the field of logistics.) The panel does understand that attracting foreign students is important in order to attract enough students altogether and to create an international learning environment within HZ which HZ does very well (see standard 2). But the panel doubts that focusing on tourism would discourage foreign students to come when this focus is restricted to the IB2L track. The panel assumes the IB2L track will not attract those students who are more (or merely) interested in business and presumes they will opt for the IB business track.

In conclusion, the panel thinks that giving up on an explicit link with the region should be discussed with work field representatives, preferably brought together in a formal board of advisors. And they should also be involved in discussions about keeping the focus on languages and in the process of deliberating about and deciding on possible future specialisations. Regarding these future specialisations, until decisions have been made on which specialisations to offer, the premature information about the specialisations in the CER should be removed.

According to the panel the national profile meets the standard in terms of bachelor level and qualifications for a starting professional in the field of international business. There is room for adding a *couleur locale* to make it identifiable as the IB HZ profile. Lastly, not only the end level of Business English but also the end levels of the other languages in the different tracks should be specified.

Judgment

The panel concludes ***the programme meets standard 1.***

4.2. Teaching-learning environment

Standard 2: The curriculum, the teaching-learning environment and the quality of the teaching staff enable the incoming students to achieve the intended learning outcomes.

Explanation: The intended learning outcomes have been adequately translated into educational objectives of (components of) the curriculum. The diversity of the students admitted is taken into account in this respect. The teachers have sufficient expertise in terms of both subject matter and teaching methods to teach the curriculum and provide appropriate guidance. The teaching-learning environment encourages students to play an active role in the design of their own learning process (student-centred approach). If the programme is taught in a language other than Dutch, the programme must justify its choice. This also applies if the programme bears a foreign language name. The teaching staff must have a sufficient command of the language in which they are teaching. Services and facilities are not assessed, unless they have been set up specifically for the programme concerned.

Findings

In designing the new IB curriculum the following principles were used:

- Maintaining both options of a strong focus on languages and a strong focus on business
- Adding an extra option for students who do not want to be shaped too much in one direction (either business or languages)
- Working towards CEF-can-do-statements in the language courses
- Didactical approach of student and process-oriented education (SPE, in Dutch *SPO*), in accordance with the HZ Strategy
- Authentic learning environment: real life cases, meeting clients, working in projects
- Online learning (MOOCs) where possible and functional
- Fostering the existing focus on research and at the same time moving it towards more business-oriented research
- Providing an honours programme, a cult programme and a sports programme
- Internationalisation
 - English as language of instruction for teaching and assessing
 - International staff, i.e. native speakers of the foreign languages taught
 - International student population
 - Stimulating going abroad
- Orientation towards the KSAVE model.
- Orientation towards the AuCom model:
 - Year 1 – mostly level 1 (partly level 2)
 - Year 2 – mostly level 2 (partly level 1)
 - Year 3 – level 3
 - Year 4 – level 3 for IB (level 2 or 3 for IBL and IBMS)
- Curriculum structure:
 - Year 1: 4 blocks
 - Year 2: 4 blocks
 - Year 3: work placement and minor
 - Year 4: graduation year
- Direct link between PLOs and modules (i.e. without an interim stage of translating PLOs into learning objectives on the level of modules) in combination with using 'can-do-statements' inspired by the can-do-statements used in the Common European Framework of Reference for Languages. (This direct link is demonstrated by the programme in a "coverage matrix" in which PLOs, AuCom levels and modules are interconnected.)

These principles resulted into the following curriculum blueprint consisting of 3 tracks:

<i>Business</i>	<i>Hybrid</i>	<i>Languages</i>
IB	IB1L	IB2L
Elective	IB-focus	IB-Core
IB-focus	IB-Core	IB-Core
IB-Core	IB-Core	IB-Core
IB-Core	IB-Core	IB-Core
IB-Core	IB-Core	Language
IB-Core	Language	Language
Business English	Business English	Business English

All subjects taught within the tracks of IB, IB1L and IB2L are categorised:

<i>IB Core, IBL and IBMS - course name</i>	<i>Category</i>	<i>Year</i>	<i>Hybrid (HT) & Business (BT) tracks</i>	<i>Track</i>	<i>Year</i>
21st Century Skills IB (a)	IB Core	1	Elective History of Business	BT	1
21st Century Skills IB (b)	IB Core	1	Elective Visual Communication	BT	1
Company Profile	IB Core	1	IB MOOC 1.1 Specialisation	BT	1
Conscious Capitalism (simulation game)	IB Core	1	IB MOOC 1.2 Specialisation	BT	2
Economics	IB Core	1	IB MOOC 1.3 Specialisation	BT	2
EN01 - Getting Started (Level B1/B2)	IB Core	1	IB Project 1.1	BT	1
EN02 - Making Contact (Level B1/B2)	IB Core	1	IB Project 1.2	BT	2
EN03 - Describing Trends (Level B1/B2)	IB Core	1	IB Project 1.3	BT	2
EN04 - Presentations (Level B1/B2)	IB Core	1	IB Focus 01-Act like a Pro (a)	HT & BT	1
Export Management Theory	IB Core	1	IB Focus 02-Act like a Pro (b)	HT & BT	1
Export Plan	IB Core	1	IB Focus 03-Export	HT & BT	1
Finance A	IB Core	1	IB Focus 04-Supply- and Value Chain Analysis	HT & BT	1
Information Literacy	IB Core	1	IB Focus 05-Behaviour & Performance	HT & BT	2
Intercultural Competence	IB Core	1	IB Focus 06-Walking the Line	HT & BT	2
Market Research	IB Core	1	IB Focus 07-Company Failure	HT & BT	2
SBI Customer Centered Innovation	IB Core	1	IB Focus 08-Company Success	HT & BT	2
Sustainable Business Theory	IB Core	1			
21stC Skills (c), Plan personal project abroad	IB Core	2	DE01 - German 1	HT & LT	1
Business Plan (Student Company)	IB Core	2	DE02 - German 2	HT & LT	1
Career, Jobs & Networking	IB Core	2	DE03 - German 3	HT & LT	1
Company Performance & Closure	IB Core	2	DE04 - German 4	HT & LT	1
Customer Relationship Management	IB Core	2	DE05 - German 5	HT & LT	2
EN05 - Business Correspondence	IB Core	2	DE06 - German 6	HT & LT	2
EN06 - Pitching & Formal Meetings	IB Core	2	DE07 - German 7	HT & LT	2
EN07 - Argument Writing	IB Core	2	DE08 - German 8	HT & LT	2
EN08 - Persuasive Presentations	IB Core	2	ES01 - Spanish 1	HT & LT	1
Financial Planning	IB Core	2	ES02 - Spanish 2	HT & LT	1
Management Accounting	IB Core	2	ES03 - Spanish 3	HT & LT	1
Managerial & Organisational Planning	IB Core	2	ES04 - Spanish 4	HT & LT	1
Marketing Planning & Implementation	IB Core	2	ES05 - Spanish 5	HT & LT	2
Operational planning (incl. SCM&Legal)	IB Core	2	ES06 - Spanish 6	HT & LT	2
Organisational Behaviour	IB Core	2	ES07 - Spanish 7	HT & LT	2
Quantitative Research	IB Core	2	ES08 - Spanish 8	HT & LT	2
Research & Innovation	IB Core	2	FR01 - Français de base 1	HT & LT	1
Running a company	IB Core	2	FR02 - Français de base 2	HT & LT	1
Team formation tools	IB Core	2	FR03 - Français de base 3	HT & LT	1
Minor Abroad	IB Core	3	FR04 - Français de base 4	HT & LT	1
Work Placement A	IB Core	3	FR05 - Français professionnel 1	HT & LT	2
Work Placement B	IB Core	3	FR06 - Français professionnel 2	HT & LT	2
Doing In-company Research	IB Core	4	FR07 - Français professionnel 3	HT & LT	2
Global Strategic Management	IB Core	4	FR08 - Français professionnel 4	HT & LT	2
Graduation Phase	IB Core	4	NL01 - Dutch 1	HT & LT	1
DE09 - German 9	IBL	4	NL02 - Dutch 2	HT & LT	1
DE10 - German 10	IBL	4	NL03 - Dutch 3	HT & LT	1
EN09 - BEC Higher for IBL4	IBL	4	NL04 - Dutch 4	HT & LT	1
ES09 - Español profesional	IBL	4	NL05 - Dutch 5	HT & LT	2
ES10 - Español comercial	IBL	4	NL06 - Dutch 6	HT & LT	2
FR09 - Français professionnel 5	IBL	4	NL07 - Dutch 7	HT & LT	2
FR10 - Français professionnel 6	IBL	4	NL07 - Dutch 7	HT & LT	2
International Sales and Sales Management	IBL	4	NL07 - Dutch 7	HT & LT	2
NL09 - Kennis Nederlandse Maatschappij	IBL	4	NL07 - Dutch 7	HT & LT	2
NL10 - Professioneel Nederlands	IBL	4	NL07 - Dutch 7	HT & LT	2
Financial Risk Management	IBMS	4			
International Economics	IBMS	4			
International Human Resource Management	IBMS	4			
Supply Chain Finance	IBMS	4			
Sustainable Practice	IBMS	4			
The English Graduate	IBMS	4			

The complete programme is taught in English. The main reason for this is to prepare students for the international labour market where English is the most commonly used language. Besides the demands of the work field, English is the language in which students have to communicate with each other and with their lecturers since only two thirds of the students masters Dutch.

All students, regardless of the track chosen, are provided with an international learning environment at HZ. About one third of the students is non-Dutch and since a lot of Dutch students leave the Netherlands in their third year, it feels as if at least 50% of the students is non-Dutch. Dutch and non-Dutch students work together from the first day of the study. This enables them to practice right away what they learn in the first-year compulsory subject Intercultural competence (IB Core).

Students in the IB track are not obliged to go to a non-English speaking country, students in the hybrid track do their minor *or* their internship in a country of the foreign language they are learning besides English and students in the language track do both their minor *and* their internship in two different countries where the two extra languages they are learning besides English are spoken. This means that students in the language track leave the HZ for their complete third year to go abroad.

Students are very positive about the strong international component of the programme, both regarding the international classroom within HZ and regarding the minors and internships outside HZ. They are especially enthusiastic about the opportunities to go to "less common" countries such as China, Thailand and Chile and they feel well prepared for jobs that demand excellent language and (intercultural) communication skills.

Students complain about the communication with study coaches and supervisors in their third year and about the amount of required paperwork for minors and internships abroad. They are also less positive about the communication between HZ and partner universities. There is a lack of transparency when it comes to available subjects at these partner universities. Information provided beforehand by the partner university often doesn't match the reality upon arrival. This is a difficult problem to solve, since a lot of external parties are involved. The Examination Board's solution for this is therefore practical and anticipating: students have to apply for more than 30 credits to enable the EB to approve of at least 41 credits. This increases the likelihood for them to be able to obtain the 30 credits during the minor abroad.

Besides praising the focus on internationalisation students are also positive about the small scale and personal touch of IB HZ. Everybody knows each other by name, and especially the foreign students appreciate the informal and non-hierarchical educational culture. Furthermore, they appreciate the focus on practical skills and the possibilities to immediately applying theory in practice. (This is particularly the case in the IB track projects). Last but not least, they value the increased focus on entrepreneurship in the 'student company'.

The IB teaching staff consists of 17 lecturers. Almost all of them have a master's degree. English is taught by a native speaker from the UK, German by a native speaker from Germany and Spanish by a native speaker from Mexico. All of the teachers master English on level C1 or C2. About one third (35%) of the teachers obtained a BKO certificate. About the same percentage holds a BKE certificate and 4 lecturers are in the process of obtaining this certificate. This means that soon 65% of the lecturers will be BKE-certified.

A lot has been changed recently. Not only did the lecturers have to deal with the transition to IB, they also had to get used to the new organisational structure and start working as a self-steering team. They mention that they now know better what colleagues are doing and that this led to more coherence. They also mention that their "boss" (the programme coordinator) is more of a facilitator than a boss and that she gives them confidence instead of orders. She is described as being supportive, approachable and closely involved.

IB HZ has a small team of lecturers which means they have to work hard. The lecturers qualify this is as a way of living, not as work pressure. They emphasise they love their jobs and don't feel forced to, for instance, visiting companies in foreign countries during their holidays. They do so because they like to.

Four research groups are brought together in the HZ Delta Academy Applied Research Centre. The Delta Academy has a vast international network. IB students can contribute to solving economic issues in the area. Furthermore, cooperation between research groups and students stimulates the development of an attractive living and study environment.

The Green Office focuses on new research approaches like action-based and design-based research, using HZ and the environment as a living lab.

The possibilities the Delta Academy and the Green Office have on offer, including working towards a stronger integration of research (outcomes) in the programme, will be getting more attention in the near future. In recent years the transition to IB had to be prioritised.

The programme has an active Board of Studies (“*opleidingscommissie*”) in place. Topics recently addressed by the BoS concern the transition to IB, the (late) changes in the online learning platform HZ Learn, the brochures about HZ Cult and HZ Sports, the Business English course, the Focus-courses, assessments, suggestions for introducing a minimum attendance rate, assignments for Intercultural competence and many other topics. The staff responds to all recommendations and these reactions are included in the minutes. The programme coordinator attends most of the BoS meetings. She is not explicitly invited.

In the IB team plan it is stated that teaching in accordance with SPO principles is somewhat limited by the lack of open spaces. Students however do not complain about the facilities.

A three-year bachelor’s degree programme is mentioned in the CER/UR 2019-20. Two different paths are described for students who want to apply for this short track programme:

- Assessment of earlier acquired competences and qualifications leading to an invitation to move from year 1 to year 2. The short track then consists of the regular study years 2, 3 and 4.
- Before being enrolled as an IB student, the candidate proves to have obtained the knowledge and skills of the minor and work placement abroad (for instance based on having been living and working in foreign countries) which makes it possible to skip year 3. The short track then consists of the regular study years 1, 2 and 4.

In the IBS team plan 2018-19 the target group for this short track is described; the track is designed to serve students with a vwo diploma and non-domestic students with equal qualifications. The three-year trajectory is also mentioned on the website of the programme (see also: “*driejarig traject*”).

During the site visit this short track programme turned out to be unpopular. The programme management declared only two students had been enrolled in this programme in the past and both of them did not complete their studies. The programme management therefore decided not to offer the short track option anymore.

Considerations

According to the panel the connection between the national PLOs and the curriculum modules is clear. The coverage matrix is a detailed document in which PLOs, AuCom levels and modules are interconnected. The PLOs make it possible for the student to grow – in steps – from level 1 to level 3 (AuCom) and develop their knowledge, skills, attitude, values and ethics (KSAVE) towards an IB graduate in terms of a starting professional.

The panel was impressed by the international atmosphere. IB HZ is a showcase of an international classroom. Since foreign students make up 35 percent of the student population, communicating in English comes naturally to everyone involved, lecturers and students alike. Furthermore, students are actively being stimulated to go abroad and the panel is convinced this will be of added value for their language and communication skills.

The small scale and friendly atmosphere make it possible for Dutch and foreign students to quickly feel at home which enables them to reach their true potential.

The lecturers work hard, and it has been quite a turbulent period for them. According to the panel they demonstrated to be willing to go the extra mile although not all efforts could be qualified as effective. They form a team of hard-working professionals and they are in the middle of a process of growing towards a self-steering team. Together with their programme coordinator, they can take their way of working to the next level in this perspective. The panel encourages them to, together with their programme coordinator, take their way of working to the next level and grow as a (self-steering) team.

The same applies for the connection with the research groups. This has not been a focus point in recent years because of the priority of the transition to IB. The panel encourages the team to intensify collaboration activities with the research groups.

The Board of Studies functions on a high level. BoS members are well aware of their legal duty and take their job seriously. Although the panel has no reason to doubt the effectiveness of the BoS, it advises the BoS to decide every separate meeting whether to invite the programme coordinator or not. Her attendance should not be a matter of course. The BoS has the right to meet without the programme coordinator being present and advise her afterwards.

Lastly the panel strongly advises to remove the short track programme from all externally published documentation. The description of the two options in the CER/UR 2019-20 and the mentioning of the three-year trajectory on the website is confusing for prospective students, since the short track programme is not on offer anymore.

Judgment

The panel concludes ***the programme meets standard 2.***

4.3. Student assessment

Standard 3: The programme has an adequate system of student assessment in place.

Explanation: The student assessments are valid, reliable and sufficiently independent. The requirements are transparent to the students. The quality of interim and final examinations is sufficiently safeguarded and meets the statutory quality standards. The tests support the students' own learning processes.

Findings

In accordance with the PLO coverage matrix described under standard 2, a test matrix on programme level has been developed. It includes short descriptions per block of the assessments of the 24 PLOs in terms of report, knowledge test, assignment, reflection document, case-based interview, export plan, presentation, film etc. Whether the assessment is an individual or a group assessment is also described per block. (One study year consists of 4 blocks. Each block covers several subjects).

The assessment programme has been developed using the test matrix described above as a basis and using HZ's assessment policy of March 2016 as a guideline. The assessment per subject is described in detail in the CER/UR. For this purpose, a template has been used. For the type of assessment, the template offers three options: oral, written and "alternative". In several cases this part is left open. The template also includes the options 'individual' and 'group'. This part sometimes is also left open. The subject Big Data for instance does not contain information about oral, written or an alternative form of assessment, nor does it provide information on individual or group assessment. On the other hand, it does contain information about the weighting of different parts (70% for case study, 30% for reflection) and the minimum score required to pass (5.5). The template also offers room to fill in the week of the assessment and the week of the resit. This part is left open for Big Data and in most other cases as well.

The panel checked the assessment of languages in detail because foreign languages are referred to as being the most important element of the profile of IB HZ.

The subject Business English (compulsory in all three tracks) is expected to be mastered at level C1 by all students. The UR does not contain information about the assessment. On the other hand, the name of the former IBL subject (BEC higher, see standard 2) suggests that students have (or had) to pass the exam Business English Certificate level C1.

The subject German 1 is assessed at CEF level A1 as is German 2. German 3 and 4 are assessed at level A2. German 5 does not refer to a CEF level. German 6 is assessed at level B1/B2, German 7 at level B2/B1 and German 8 (the last assessment on the German language before going abroad) does not provide information on the assessed CEF level. German 9 is assessed after the work placement or minor in a country where German is the main language. The assessment consists of an oral presentation and a written assessment. There is no information about the assessed CEF level and the same goes for German 10. The description contains information on the assessment products (i.e. a report on cultural differences, an essay on Germans in the Netherlands and a presentation of an analysis of the marketing history of a product or service) but does not provide information on the assessed CEF level.

The CER does provide information on the end level of Spanish: fourth-year Spanish 9 is assessed at level B2 for grammar, reading and writing and Spanish 10 is assessed at level B2 for speaking and listening.

The CER does not provide information on the end level of French: French 9 focuses on written French and consist of two exams: a correspondence exam and a grammar exam. French 10 focuses on spoken French and is assessed through a presentation and an interview. There is no information about the level of French 9 and 10.

The panel read two reports drafted by the former “*deeltoetscommissie*”. The first contained a very detailed description of the evaluation of the procedures leading to graduation and the content of the graduation products delivered in study year 2013-14 and 2014-15. The second report provided information about graduation products delivered in 2015-16. After this year, evaluation of theses of alumni has not been executed by the *deeltoetscommissie* anymore. It was considered to be less valuable because the *deeltoetscommissie* was too closely related to the programme according to today’s members of the Examination Board. The *centrale toetscommissie* now has the task of evaluating theses through samples after graduation. There were no minutes or evaluation reports to confirm this.

The programme organises calibration sessions in every graduation period *before* the graduation sessions take place. All lecturers are involved, and all graduation products are discussed during these calibrations.

The *toetscommissie* just started to use the KIT-Plus tool developed by Hogeschool Utrecht. This tool is designated to assess assessing. There are no reports yet about the experiences with this new KIT-Plus tool.

Besides internal calibrations, external calibration sessions are organised by the cluster Zuid, consisting of Avans Breda, Avans Den Bosch, Avans Tilburg, Fontys Eindhoven, Fontys Tilburg, HZ Vlissingen and Zuyd Hogeschool. In these meetings best practices are shared. During recent meetings special attention has been paid to the graduation products and the judging and grading forms (for more information, see standard 4).

Nowadays there is one Central Examination Board (CEB) with three sub-examination boards (sub-EBs, one sub-EB per domain) mandated by the CEB. The sub-EB for the economic domain counts one representative for IB. The sub-EB appoints examiners and controls the quality of the procedures regarding the testing process.

As of the first of September 2019, the HZ has a Central Committee for Tests which will audit the execution of HZ testing policies once their protocol is ready.

About 35% of the lecturers holds a BKE certificate and 4 lecturers are in the process of obtaining this certificate. This means that soon 65% of the lecturers will be BKE-certified.

Considerations

The outlines of the assessment programme as described in the PLO test matrix are clear and provide an impression of the assessment on block and programme level. The descriptions in the CER/UR should contain more detailed and unambiguous information on assessment style and assessment level for all subjects taught, especially for the languages. The panel was surprised to find out that there was unclarity regarding the end level of the foreign languages. The panel members want to emphasise they do believe that students can return from their minor or internship with level B2 or even B2+ or C1. After having studied abroad this could very well be the case. But this is not made explicit in the CER templates or formalised elsewhere.

The panel also wonders if the CEF level of the language courses in the first study year of the programme do connect to the end level of the education followed prior to the IB programme. The panel thinks that the mbo 4 level for German does connect to the entry level of German in the HZ programme, but this is possibly not the case for students who come from the havo. At the havo German is assessed at end level A2+ for writing, B1 for listening and speaking and B2 for reading. This means that German 1, 2, 3 and 4 (German 4 is assessed at level A2) will probably not be challenging for students coming from the havo. The same applies to French: French is assessed at the havo at level A2+ for writing and B1 for speaking, listening and reading while IB’s French 4 in IB is assessed at level A2.

Using external exams provided by the British Council, *Alliance Française*, *Instituto Cervantes* and the *Goethe Institut* is not the only way to guarantee a certain language level. Alternative assessing methods as suggested by the language teacher can be equally useful. Nevertheless, the panel suggests reconsidering this decision in the light of the added value of these diplomas on the resumes of graduates who are about to enter the labour market. Besides the added value for students these exams can save lecturers a lot of time regarding developing test matrices and tests. If these external and internationally recognised exams are not used, then test matrices including clear and elaborate descriptions of the intended levels should be designed and tests should be developed in accordance with the test matrices.

The panel was enthusiastic about the two reports drafted by the *deeltoetscommissie* in 2015 en 2016. Representative samples of final works were evaluated. The reports contained a lot of relevant information about evaluated procedures and evaluated content of final products. The panel regrets there were no minutes or evaluation reports of the period 2016-2019 to demonstrate this good quality assurance system to monitor the end level of graduates was still in place and actually executed. The programme explained this task and evaluation method of theses has been transferred to the *centrale toetscommissie*. The panel strongly advises the *centrale toetscommissie* to document the evaluation sessions of the final theses. The way the former *deeltoetscommissie* used to do this, is definitely a best practice.

The calibration system has big advantages. Advantages for lecturers when it comes to working towards more coherence and obtaining better knowledge of each other's working methods and advantages for students when it comes to being assessed in the same way regardless of the assessing examiner.

The panel is positive about the external calibration sessions (programme level) and the recently adopted KIT-Plus (*toetscommissie* level). These sessions and this tool will add to the awareness of the importance of quality assurance of assessment and will certainly broaden the horizon of all lecturers and examiners involved.

In conclusion, the panel has some recommendations regarding shortcomings that should be overcome. These are therefore qualified as **conditions** that should be met. The panel believes that it is possible to overcome these shortcomings within a period of two years. Conditions involve detailed and transparent information on assessing methods and assessed level and a valid, reliable and transparent monitoring system of the achieved end level:

1. The descriptions in the CER/UR should contain detailed, complete and unambiguous information on assessment style (what is assessed and how is it assessed) and assessment level (CEF or AuCom) for all subjects taught, especially for the languages.
2. If internationally known and recognised exams for languages are not used, then test matrices including clear and elaborate descriptions of the intended levels should be designed and tests should be developed in accordance with these test matrices.
3. The level of the first four language courses should be reconsidered regarding the entry level of students coming from the havo. If there is a big difference between the entry level of a havo student and an mbo student, the programme should find a solution to make the first-year language courses challenging for all freshmen.
4. Make sure that the method for monitoring the end level of graduates (preferably comparable to the pre-2017 monitoring method executed by the former *deeltoetscommissie*) is transparent, i.e. is documented in minutes and/or evaluation reports regarding the assessed samples of final works.

Judgment

The panel concludes ***the programme partially meets standard 3***. This judgment has been communicated to the IB HZ Vlissingen stakeholders on the day of the site visit. The programme management has drawn up an improvement plan in Q1 of 2020 which has been added to this advisory report. The improvement plan has been submitted for consultation to the Programme Committee ("*opleidingscommissie*"). The Programme Committee's advisory report on the improvement plan has been added to this report as well. The panel believes that it is possible to overcome the identified shortcomings and to meet the conditions within a period of two years.

4.4. Achieved learning outcomes

Standard 4: The programme demonstrates that the intended learning outcomes are achieved.

Explanation: The achievement of the intended learning outcomes is demonstrated by the results of tests, the final projects, and the performance of graduates in actual practice or in postgraduate programmes.

Findings

The student has completed the programme when he has passed all the summative exams of the programme. The last part of the programme is the graduation phase. The graduation semester has recently been redesigned. There used to be a strong focus on the thesis and (almost academic) research. The programme decided to foster the valuable focus on research but move it towards a more business-oriented approach. In this new approach there is more room and attention for practical business research, for the recommendations for the company involved and for the related professional product. The programme thought all students should be able to benefit from this improvement and therefore decided to implement it not only in the new IB programme but also in the IBL and IBMS programmes. Furthermore, the role of the (guiding) supervisor has been separated from the role of the (judging) examiner to stimulate more objective and independent judgment and grading. This is also implemented in all programmes and tracks. To prepare students properly, a new subject 'thesis preparation' has been introduced. Students have to pass the thesis preparation exam in order to be allowed to start with their graduation project.

The panel has seen the concept of the new grading and judging form which consists of the following criteria to be judged:

- Research justification (showcase part I): preliminary research, research approach, analyses and results, conclusion and recommendations
- Professional product(s) (showcase part II): acquisition of the tools for working and management
- Presentation and professional interview (showcase part III): presentation and professional interview
- Ways of Thinking, Ways of Working and Living in the World (showcase part IV): Ways of Thinking, Ways of Working and Living in the World

The panel evaluated the final works of 15 alumni:

- IBL former style products (without a professional product)
- IBL transition year products (including a professional product)
- IBMS former style products (without a professional product)
- IBMS transition year products (including a professional product)

For further information on the evaluation of these final products, see 'Considerations' on the next page.

The work field representatives the panel spoke to were positive about the alumni and their competences. They praised their hands-on skills and mentality and their direct way of communicating combined with a friendly and personal touch. One of the representatives even renewed his company app and the company's marketing strategy based on tips of students.

There is a LinkedIn alumni network. The programme management stated that keeping in touch with alumni is difficult because they are spread out all over the world.

The alumni the panel spoke to regretted to hear that tourism had been taken out of the profile and the programme. On the other hand, they were positive about the new approach of in-company research replacing the more academic oriented way of doing research.

Considerations

All 15 final products represented bachelor level. The panel noticed that the new graduation approach was already in use: the final works of the graduates of the transition year included a professional product. The panel is very positive about this change and is also positive about the new grading and judging form. The panel advises to finetune the form regarding the weighting of the criteria. According to the panel even more emphasis could be put on the professional product (and the recommendations for the company at the end of the thesis).

According to the panel it should be possible to intensify relations with alumni and work field representatives to get more feedback on the execution of the programme.

Judgment

The panel concludes ***the programme meets standard 4.***

5. OVERALL CONCLUSION

Standard	Assessment
<p>Standard 1 - Intended Learning outcomes</p> <p>The intended learning outcomes tie in with the level and orientation of the programme; they are geared to the expectations of the professional field, the discipline, and international requirements</p>	Meets the standard.
<p>Standard 2 - Teaching-learning environment</p> <p>The curriculum, the teaching-learning environment and the quality of the teaching staff enable the incoming students to achieve the intended learning outcomes.</p>	Meets the standard.
<p>Standard 3 – Student assessment</p> <p>The programme has an adequate system of student assessment in place.</p>	Partially meets the standard.
<p>Standard 4 – Achieved learning outcomes</p> <p>The achievement of the intended learning outcomes is demonstrated by the results of tests, the final projects, and the performance of graduates in actual practice or in postgraduate programmes.</p>	Meets the standard.
<p>Conclusion</p>	Conditionally positive

The programme meets standard 1, 2 and 4. The programme partially meets standard 3. According to the panel the shortcomings identified can be remedied within a period of two years. Therefore, the panel advises the NVAO to award **conditional accreditation** of the programme.

6. RECOMMENDATIONS

This chapter only contains the *most important recommendations*, not all recommendations and suggestions. **Conditions to be met within two years are addressed in chapter 7.**

Standard 1. Intended Learning Outcomes

Strategic matters and decisions like keeping the focus on languages and like giving up on an explicit link with the region should be discussed with work field representatives. Preferably by bringing them together in a formal board and setting up regular meetings.

Future specialisations should be discussed with the work field representatives as well. Until then the premature information on specialisations not yet on offer should be removed from the CER. Lastly, not only the end level of Business English but also the end levels of the other languages in the different tracks should be specified and formalised in the CER.

Standard 2. Teaching-learning environment

Lecturers can, together with their programme coordinator, take their way of working to the next level and grow as a (self-steering) team. The IB team can intensify the connection with the research groups. The Board of Studies has to be able to decide every separate meeting whether to invite the programme coordinator or not. Her attendance should not be a matter of course. The BoS has the right to meet without the programme coordinator being present and advise her afterwards.

All information about and references to the short track programme should be removed from all digital and physical sources.

Standard 3. Student assessment

See chapter 7.

Standard 4. Achieved learning outcomes

The professional product (and the recommendations for the company at the end of the thesis) could be emphasised even more in the future. The relation with alumni and work field representatives should be intensified and formalised to get more feedback on the execution of the programme.

7. CONDITIONS

This chapter only includes the *conditions* that should be met within two years, therefore serving as a basis for the improvement plan the programme provided.

Recommendations that do not necessarily need to be addressed in the improvement plan are covered in the previous chapter, chapter 6.

The panel identified shortcomings that should be overcome. Recommendations on these matters are therefore qualified as conditions that should be met. All of the conditions are related to standard 3. Conditions involve detailed and transparent information on assessing methods and assessed level and a valid and reliable monitoring system of the achieved end level:

1. The descriptions in the CER/UR should contain detailed, complete and unambiguous information on assessment style (what is assessed and how is it assessed) and assessment level (CEF or AuCom) for all subjects taught, especially for the languages.
2. If internationally known and recognised exams for languages are not used, then test matrices including clear and elaborate descriptions of the intended levels should be designed and tests should be developed in accordance with these test matrices.
3. The level of the first four language courses should be reconsidered regarding the entry level of students coming from the havo. If there is a big difference between the entry level of a havo student and an mbo student, the programme should find a solution to make the first-year language courses challenging for all freshmen.
4. Make sure that the method for monitoring the end level of graduates (preferably comparable to the pre-2017 monitoring method executed by the former *deeltoetscommissie*) is transparent, i.e. is documented in minutes and/or evaluation reports regarding the assessed samples of final works.

ANNEX I**Overview of judgements**

Overview of the panel's judgments Bachelor programme International Business	
Standard	Assessment
Standard 1 - Intended Learning outcomes The intended learning outcomes tie in with the level and orientation of the programme; they are geared to the expectations of the professional field, the discipline, and international requirements	Meets the standard.
Standard 2 - Teaching-learning environment The curriculum, the teaching-learning environment and the quality of the teaching staff enable the incoming students to achieve the intended learning outcomes.	Meets the standard.
Standard 3 – Student assessment The programme has an adequate system of student assessment in place.	Partially meets the standard.
Standard 4 – Achieved learning outcomes The achievement of the intended learning outcomes is demonstrated by the results of tests, the final projects, and the performance of graduates in actual practice or in postgraduate programmes.	Meets the standard.
Conclusion, overall judgment	Conditionally positive

ANNEX II

Programme of the site visit

Programme: Bachelor International Business HZ University of Applied Sciences (Vlissingen)
Date: 6th of December 2019

Time	Topic	Participants
08:30 – 08:45	Welcome	all
08:45 – 09:45	Committee deliberation / documentation	Committee
09:45 – 10:30	Our program in a nutshell + coffee break <i>Meet & Greet with our team & students</i> <i>National IBS-framework</i> <i>The transition towards our IBS-programme</i> <i>Open Day presentation</i>	Director Business domain Programme coordinator, Study Coach Y1 Study Coach Y1, Marketing & Acquisition Study Coach Y2, Green Office Study Coach Y2 Study Coach Y3&Y4 Study Coach Y3&Y4, Work placement coordinator Teacher IB Teacher & coordinator English Language Center Teacher Dutch Teacher German Initiator Green Office Graduation coordinator Member Exam Committee Member Central Test Committee Senior Examiner (SKE) Student Y1 IB Student Y1 IB Student Y1 IB Student Y1 IB Student Y1 IB Student Y1 IB Student Y1 IB Student Y1 IB Student Y2 IB Student Y2 IB Student Y2 IB Student Y2 IB Student Y2 IB Student Y2 IB Student Y2 IB, member Board of Studies Student Y2 IB, member Board of Studies Student Y4 IBL Student Y4 IBL Student Y4 IBL Student Y4 IBL, member Board of Studies Student Y4 IBL, member Board of Studies Student Y4 IBMS, member Board of Studies Student Y4 IBMS Student Y4 IBMS
10:30 – 10:45	Short break	Committee
10:45 – 11:30	International Experiences <i>Students: intercultural experiences abroad</i>	Student Y4 IBL, member Board of Studies Student Y4 IBL Student Y4 IBL Student Y4 IBL Student Y4 IBL Student Y4 IBMS Student Y4 IBMS Student Y4 IBMS

11:30 – 12:00	Course showcases <i>Insight into our selected courses</i>	Lecturer, senior examiner (SKE) Lecturer, study coach Y2 Lecturer, study coach Y2, Green Office
12:00 – 12:45	Lunch break / deliberation	Committee
12:45 – 13:30	Monitoring & supervision	Exam committee: Chairwoman exam committee Member exam committee until 18/19 Member exam committee Testing committee: Member central test committee Member testing committee Board of Studies (Opleidingscommissie): Student Y2 IB Student Y2 IB Student Y4 IBL Student Y4 IBMS
13:30 – 13:40	Short break	Committee
13:40 – 14:25 hr	Graduation 18/ 19/ 20 <i>Achieved Learning Outcomes & future perspective</i>	Graduation coordinator Study Coach Y1, Marketing & Acquisition Programme coordinator, Study Coach Y1 Student Y4 IBL Alumna 2017 IBMS
14:25 – 14:35	Short break	Committee
14:35 – 15:00	IBS business partners <i>Experiences with IBS students in the practice</i>	Sales Manager Europe at DAMEN Customer Service Solutions Leader at DOW HR Manager at Doens Food Work placement coach Developer at Klokkan
15:00 – 15:45	Conversation with lecturers	Study Coach Y2 Study Coach Y1, Marketing & Acquisition Teacher IB Study Coach Y3 & Y4, Work placement coordinator Study Coach Y2, Green Office Graduation coordinator Senior Examiner (SKE) Member Exam Committee
15:45 – 15:55	Short break	Committee
15:55 – 16:25 hr	Conversation with management	Programme coordinator IB Domain director
16:25 – 17:25	Deliberation /pending issues	Committee
17:25 – 17:40	Wrap-up	all
17:40 – 18:00	Drinks & healthy snacks	all

For privacy reasons (“Algemene Verordening Gegevensbescherming”), the names are not included in this report. The names of auditees are known to the secretary of the audit panel.

Working methods

Selection of the delegations / the auditees

In compliance with the NVAO regulations the audit panel decided prior to the audit on the composition of the delegations (auditees) in consultation with the programme management. An 'open consultation session' (walk-in moment) was scheduled as part of the site-visit programme. The panel verified that the scheduled times of the consultation session had been made public to all parties involved in the school community in a correct and timely manner. No students or staff members attended the open consultation session.

Auditing process

The following procedure was adopted. The panel studied the documents regarding the programme (see Annex Documents reviewed) and 15 theses. The panel secretary organised individual input from the auditors, synthesized the input and distributed it among the panel members prior to the audit. This synthesized input was then rephrased into audit questions by the chair and the secretary and these questions were also distributed among the panel members prior to the audit. The individual input, synthesized input and suggested question for the site visit served as a starting point for the preparatory meeting of the panel. The preparatory meeting was held on the 6th of December 2019, at the location of the site visit, before the site visit took place.

The panel formulated its preliminary judgments per theme and standard immediately after the site visit on the 6th of December. These were based on the documentation and the 15 theses provided by the institute in advance and on the findings and considerations of the site visit.

A first version of the assessment report was drafted by the secretary and circulated among the members of the panel for review and comments. The final draft was subsequently forwarded to the institute to correct factual inaccuracies. The panel finalised the report on February 24th 2020.

Assessment rules

One cluster different panels

The site visits within the cluster 'Hbo IBMS Groep 3 Zuid (Bachelor International Business) (hand-in date 1 May 2020)' have been executed by the quality assurance agencies of Hobéon and NQA. To stimulate fair judging, all panel members received the same instruction on preparing the site visit. This instruction included the 'Assessment Framework for the higher education accreditation system of the Netherlands, dated September 2018'. Secondly, some panel members acted in more than one panel (overlapping) and panel chairs consulted each other as peers during the process regarding the focus of the audits. Special attention was paid to how to audit the double degree programmes (not applicable for HZ UAS). Thirdly, Hobéon used one secretary for all the advisory reports and so did NQA.

Judgments

According to the NVAO assessment rules a standard meets, partially meets or does not meet the score. Hobéon applied the decision rules, as listed in the 'Assessment Framework for higher education accreditation system Netherlands, September 2018'.

Limited framework

According to assessment framework for the higher education accreditation system of the Netherlands, September 2018

ANNEX III List of documents examined

List of documents examined

- Self-evaluation report bachelor programme International Business HZ University of Applied Sciences (Vlissingen)
- National Framework International Business: profile, programme learning outcomes and process background (version November 2017)
- Coverage matrix IBS & PLO test matrix IBS
- IB Study Programme (3 learning tracks)
- IB Curriculum
- List of all courses of HZ IB
- Sample of courses
 - Market research (Y1)
 - Sustainability, Business and Innovation (Y1)
 - International Marketing Planning (Y2)
 - Business English (Y2)
 - Graduation International Business (Y4)
- Overview of the team, including field of expertise, business experience, level of English, BKO, SKO, BKE, SKE and LOL
- IBS Implementation Regulations (UR) 2019-2020
- *Onderwijs- en examenregelingen*:
 - *Onderwijs- en examenregeling* 2018-2019 (26 June 2018)
 - Course and Examination Regulations (CER/UR) IB, absorbing IBL and IBMS 2019-2020 (September 2019)
- IBS Teamplan 18-19
- HZ Educational compass (in Dutch: *student- en procesgericht onderwijs in de praktijk*)
- HZ Assessment Policy (March 2016)
- HZ Graduation Policy (October 2018) including
 - Assessment form graduation IB 2019/2020 (concept)
 - Assessment justification graduation IB 2019/2020 (concept)
- Reports Graduation coordinators Zuid (collaborating graduation coordinators Avans Breda, Avans Den Bosch, Fontys Eindhoven, Fontys Venlo and UAS Zuyd Maastricht)
- Quality Assurance Policy (in Dutch: *Samen blijven(d) verbeteren, kwaliteit in de HZ, 2018*)
- HZ Strategic Plan 2018-2021 (In Dutch: *Strategie en strategische initiatieven 2018-2021*)
- Minutes Board of Studies ("*opleidingscommissie*") 2018-2019
- Comparison old frameworks and the new IB framework (including level definitions AuCom):
 - IB old style (30029)
 - IBMS (International Business and Management Studies, 34936)
 - IBL (International Business and Languages, 34407)
 - TMA (Trade Management Asia, 34041)
- Annual report Examination Board cohort 2018
- Report subcommittee Examination Board (in Dutch "*deeltoetscommissie AvEM*") december 2016, including evaluations of graduation products study year 2015/2016
- Report subcommittee Examination Board (in Dutch "*deeltoetscommissie AvEM*") 2015 including evaluations of graduation products study year 2013/2014 and 2014/2015
- Alumni 2013-2017 (information on jobs after graduation)
- Fifteen recent final projects/papers, including the grading and evaluation forms completed by the examiners. For privacy reasons, the names of these graduates and their student numbers are not included in this report. The names of the graduates, student numbers, as well as the titles of the final projects, are known to the secretary of the audit panel.

ANNEX IV Composition of the audit panel

The programme is audited in a period in which similar programmes are being audited.

Group name (in Dutch: <i>visitatiegroep</i>)	Hbo IBMS Groep 3 Zuid (Bachelor International Business) (Hand-in date 1 May 2020)
--	--

Succinct resumes of participating panel members:

Name	Succinct CVs
Mr. D.J.N.M. (Nies) Rijnders MSc (<i>chair</i>)	Nies Rijnders studied Economics (Tilburg University). Nies is currently working as a senior policy advisor applied research at Avans University of Applied Sciences. From 2014 until September 2019 he has been working as manager of Avans Expertisecentrum Sustainable Business. From 2007 until 2014 he was dean of Avans School of International Studies. As (lead) auditor he audited education programmes in the economic field on behalf of NVAO and quality assurance agencies.
Mr. dr. B.F.W. (Bart) Wernaart (<i>panel member</i>)	Bart Wernaart studied International Law (Tilburg University) and obtained his PhD at Wageningen University and Research Centre. Bart holds an AISHE auditor certificate (AISHE stands for Auditing Instrument for Sustainability in Higher Education). Bart is currently working as a lecturer in law and ethics and as a senior researcher in the research group Smart Marketing and Strategy at Fontys Hogescholen.
Mrs. E.M.F. (Ellen) Kerbusch BEng MSc (<i>panel member</i>)	Ellen Kerbusch studied Industrial Engineering and Management (Zuyd University of Applied Sciences) and Management (Open Universiteit). Ellen is currently working as a lecturer International Business and as a quality assurance coordinator for the international programmes of Zuyd University of Applied Sciences.
Mrs. J.J.M. (Jeanine) Gouwens (<i>student member</i>)	Jeanine Gouwens studies International Business (HAN University of Applied Sciences).
Mrs. B.E. (Barbara) Roemers MA (<i>certified secretary</i>)	Certified in 2016 by NVAO.

Prior to the audit all panel members undersigned declarations of independence and confidentiality which are in possession of the NVAO. This declaration certifies, among other things, that panel members do not currently maintain or have not maintained for the last five years any (family) connections or ties of a personal nature or as a researcher/teacher, professional or consultant with the institution in question, which could affect a fully independent judgement regarding the quality of the programme in either a positive or negative sense.

On the 3rd of October 2019 the NVAO endorsed the composition of the panel to assess the Programme of International Business of the HZ University of Applied Sciences (Vlissingen), number 008660.

ANNEX V**List of abbreviations**

Abbreviation	Explanation
AvEM	Academie voor Economie en Management
AuCom	Autonomy and Complexity (framework defining competence levels)
BKO	<i>Basiskwalificatie Onderwijs</i>
BKE	<i>Basiskwalificatie Examinering</i>
CEB	Central Examination Board
CEF	Common European Framework of Reference for Languages
EB	Examination Board (<i>examencommissie als bedoeld in WHW</i>)
CEF	Common European Framework of Reference for Languages (<i>raamwerk voor taalniveaus</i>)
CER (UR)	Course and Examination Regulations 2019/2020 (<i>Onderwijs- en examenregeling, OER</i>)
HZ	Hogeschool Zeeland University of Applied Sciences
IB	International Business
IBL	International Business and Languages
IBMS	International Business and Management Studies
ILO	Intended Learning Outcome
KSAVE	Knowledge, Skills, Attitudes, Values and Ethics (framework defining 21 st century skills)
LW	Living in the World (themes domain 3 national framework)
MLO	Module Learning Outcome
PLO	Programme Learning Outcome
<i>SPE/SPO</i>	<i>Student and process-oriented education / student- en procesgericht onderwijs</i>
Sub-EB	Sub-examination Board (examination board of the economic domain)
TMA	Trade Management Asia
TW/TWM	Tools for Working and Management (themes domain 4 national framework)
WT	Ways of Thinking (themes domain 1 national framework)
WW	Ways of Working (themes domain 2 national framework)



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IMPROVEMENT PLAN HZ IB

Reaction to Conditions formulated by Hobéon in the
Assessment Report of IB, 20th January 2020

INTERNATIONAL BUSINESS;
DIENST ONDERWIJS. ONDERZOEK EN KWALITEIT;
CENTRAL EXAM COMMITTEE
13TH FEBRUARY 2020

IMPROVEMENT PLAN

**REACTION TO CONDITIONS FORMULATED BY
HOBÉON IN THE ASSESSMENT REPORT OF IB, 20TH
JANUARY 2020**

**MARIEKE POLINDER / PETER RAAS / SUSANNE ROOSE
INTERNATIONAL BUSINESS / DIENST ONDERWIJS, ONDERZOEK EN KWALITEIT / CENTRAL
EXAM COMMITTEE
13TH FEBRUARY 2020
VLISSINGEN
VERSION 1.0
STATUS FINAL**

TABLE OF CONTENTS

CONDITION 1 – CONTENT AND LEVEL OF TESTS	2
CONDITION 2 – ELABORATE DESCRIPTIONS OF INTENDED LEVELS OF LANGUAGES	5
CONDITION 3 – ENTRY LEVEL OF LANGUAGES	6
CONDITION 4 – TRANSPARANT END LEVEL MONITORING	7
SUMMARY	9
DISCUSSED AND APPROVED BOARD OF STUDIES OF IB	10
APPENDIX 1	11

CONDITION 1 – CONTENT AND LEVEL OF TESTS.

The descriptions in the CER/UR should contain detailed, complete and unambiguous information on assessments (what is assessed and how is it assessed) and assessment levels (CEF or AuCom) for all subjects taught, especially for the languages, being the characteristic part of the IB HZ profile.

IMPROVEMENT 1.

For all subjects taught, the level of the assessment and what is assessed will be included in the “UR” of 20/21. (Deadline: 1st July 2020)

Upon the explicit demand of the Board of Studies (meeting of 12th Feb 2020), the study programme will also make sure that this information is repeated in every course manual. (Deadline before the start of every separate course in 20/21, latest 1st April 2021)

1a. Language subject assessments

The so-called UR-table of HZ UAS is somewhat limited, as can be seen here.

Semester 1 / block 1												
Course code: CU34303			Title: Français de base 1 – FR01			Level: A2		2 EC		Contact hours: 2/wk		
Course manager: P. Raas						Teachers: P. Raas						
Precondition:												
This is an A2-level course* and therefore only suitable for those students who already studied French for some 200 hours. * http://www.coe.int/t/dg4/education/elp/elp-reg/Source/Key_reference/Overview_CEFRscales_EN.pdf (page 5)												
Course summary:												
This course will offer you simple communicative situations. Oral and written Language Tasks will invite you to display your language skills in authentic, recognizable situations. During the lessons the instructor will regularly give feedback on Tasks that have been made and provide you with useful grammatical and idiomatic information that you need to be successful in completing the oral exam.												
Course material:												
Grammaire progressive du Français - niveau débutant Clé International / Intertaal Auteur: Maïa Grégoire ISBN 978-209-033973-4						Grammaire progressive du Français - niveau débutant – Corrigé / Antwoorden : Clé International / Intertaal Auteur: Maïa Grégoire ISBN 9783125298699						
Assessment :												
	Format <i>Oral (O), Written (W)</i> <i>Alternative (A)</i>			Group (G) Indiv. (I)	Schedule? (yes/ no)	Contents	Weight %	Minimum score	Planned In week	Inspection in week	Resit in week	Inspection resit in week
No.	O	W	A	Assessment description								
1	O			Speaking test	I	Y	90	55	9	11	9 of Block 2	11 of Block 2
2			A	Portfolio	I	N	10	55	8			
3			A	Attendance	I	N	0	OK	8			

Therefore, IB will put the description of the tests of the language courses in a new table added to the UR-table, in which the test content will be described.

No.	Contents	CEF-descriptors		
		Communicative activities	Communicative Language Competence	
			Range	Control
1	In the exam you will look back on the situation that was simulated during the course. 'Tâches' serve as background and starting point for the test. Student: Plays the role of 'Français(e)' who spent a fortnight with his/her family in Domburg etc etc.			
2				
3				

Then IB lecturers add the applicable code as retrieved from the document *CEFRL Learning, teaching, assessment. Structured overview of all CEFR scales* (Appendix 1).

This will be repeated for all language courses in the edition of UR 20/21. Deadline: 1st July 2020.

Example: Testing speaking proficiency in the course French 01

Communicative activities (the 'WHAT')

'Overall Spoken Interaction', code: SI (see Appendix 1, p.9)

Sub category 'Conversation', code SI.X (see Appendix 1, p. 10)

CEF-level A2, code A2

Descriptors at this level are for this test: 1-2-3-4-5-6-8 (see Appendix 1, p. 10)

Hence: SI.X.A2. 1-2-3-4-5-6-8

The category 'Information Exchange', code SI.XV, also applies.

CEF-level A2, code A2

Descriptors at this level are for this test: 1-2-4-10 (see Appendix 1, p. 15)

Hence: SI.XV A2. 1-2-4-10

Communicative Language Competence (the 'HOW')

Range

Vocabulary range, VR.A2. 1-2 (see Appendix 1, p. 22)

Control

Grammatical accuracy, GA.A2. 1 (see Appendix 1, p. 23)

Vocabulary control, VC.A2. 1 (see Appendix 1, p. 23)

Phonological control, PC.A2. 1 (see Appendix 1, p. 23)

The Test tables will contain that information in the following way¹:

No.	Contents	CEF-descriptors		
		Communicative activities	Communicative Language Competence	
			Range	Control
1	In the exam you will look back on the situation that was simulated during the course. 'Tâches' serve as background and starting point for the test. Student: Plays the role of 'Français(e)' who spent a fortnight with his/her family in Domburg where he/she met a Dutch (francophone) receptionist of Campsite 'de Parel'. Teacher: Plays the role of the student's father. He did not come to Domburg with the rest of his family, but stayed in Lyon for professional obligations. Upon their return in France, he asks all sorts of questions about their stay in Holland. He is very curious to know what they did / experienced, how they spent 'his' money, who they met Sujets de discussion : arrivée au camping, invitation, rencontre dans la maisonnette, journée à Middelburg, correspondance par mail, invitation, diner	SI.X.A2. 1-2-3-4-5-6-8 SI.XV A2. 1-2-4-10	VR.A2.1-2	GA.A2.1 VC.A2.1 PC.A2.1
2	The instructor will provide you with the table of contents (INDEX) which will be published on Learn: Tâches, Exercices Grammaire Progressive du Français, Exercices Web, Matériel supplémentaire. All Tasks and exercices have to be completed. If you don't make all Tasks / all exercices, your result will always be '10/100'. It means that you will have to hand in your Portfolio again (= resit).	etc	etc	etc
3	Maximum 2 absences. If you have more than 2 absences, you will have 'NOK' in your TM. This means that you will have to do extra work. As soon as you miss more than 2 lessons, you will have to 'compensate', following the guidelines that you can find in the document called 'Trajet de compensation' (Learn).	etc	etc	etc

¹ Depending on technical developments within HZ, the lay out may be different in the future, but the content will remain.

1b. Non-language subject assessments

The description of test levels of non-language courses will fit in the cell called “Contents” in the current layout of the UR-tables. The AuCom levels from the National Framework have been numbered as follows:

	Competence Level		Complexity		Autonomy
			Complexity of the task	Complexity of the context	
1	1.1 The student is able to perform a simple task with guidance in a limited context.	1.2 Simple and structured task. Issue is familiar. Standard procedures. Basic knowledge and skills are required.	1.3 Context is... Defined. Familiar, predictable. Monodisciplinary. Few parties involved. Low level of interaction and communication.	1.4 With guidance: instructions, coaching and/or supervision Acting in accordance with the instructions, not based on own initiative.	
2	2.1 The student is able to perform a well-defined task independently in a relatively clearly arranged situation, or is able to perform in a complex and unpredictable situation under supervision.	2.2 Complex but structured task. Issue is partly familiar, partly unknown. Standard procedures must be adjusted. Specialist knowledge and skills are required.	2.3 Unknown but transparent context. Monodisciplinary. Several parties involved. Average level of interaction and communication.	2.4 With intermediate coaching, or coaching on demand. Acting on own initiative (as well). Making (some) choices and decisions. Responding to unexpected circumstances (within limits).	
3	3.1 The student is able to perform a complex task independently in a complex and unpredictable situation with complete control of the required skills.	3.2 Complex and unstructured task. Issue is unknown, must be analysed. No standard approach exists, new procedures may need to be developed. Advanced specialist (and sometimes interdisciplinary) knowledge and skills are required.	3.3 Unknown, dynamic and non-transparent context. Multidisciplinary. Several parties and political sensitivities must be taken into account. High level of interaction and communication.	3.4 Little direction and coaching. Acting upon own initiative. Making well-argued choices and decisions. Responding to unexpected circumstances. Reflecting on own tasks and role	

Example: Export Plan

Course CU34535V19	Title: Export Plan	EC's: 4	Compulsory: yes	Language: English												
Course manager: E.A.H. Veldhuis	Teachers: E.A.H. Veldhuis J.M. Weggemans J.T.C. Jessen	Contact hours: 21	Course type: CU													
Preconditions:																
Special condition for credit allocation:																
Course summary:																
Content:																
You will develop an export plan for a real-life company with the systematic 11-step Leeman method and you can identify opportunities and risks involved with the market expansion. You and your team will be able to present this plan to the chosen company, taking into account their market entry option, expected market growth and profitability. Therefore, you will train on working effectively in a project group, which means effective activity planning based on the assignments, effective process control, effective use of the consultancy hours, effective use of the 11-step method, critical processing of data and a critical view on the final plan.																
In brief, this means that you will:																
<ul style="list-style-type: none"> Describe and analyse the company and her business environment using several methods like SWOT, Five Forces, Abell; Review the capabilities of the company to expand her market with export activities; Formulate two strategic options based on a company description to grow on the international market given the internal capabilities; Show that the options are feasible based on a country analysis, taking into account legal and supply chain requirements; Formulate a SMART way marketing goals for the first 5 years; Write the export plan to implement the marketing goals, taking into account organizational and financial requirements; Hand in the final export plan which is based on Leeman's method and a give a presentation to your clients, i.e. the company and the teachers. 																
Course material:																
Export Planning, Joris Leeman, 2nd edition, ISBN: 9789043035705 (Mandatory)																
Assessment	Format			Group (G) or Indiv. (I)	Duration of scheduled exam	Level	Weight	Decimals or Alpha-numeric			Minimum score	Planned in week	Exam inspection in week	Re-sit in week	Exam inspection re-sit exam	
	O	W	A					D	A							
No.	Assessment description:				G	I	%	EC's	D	A						
TOETS				Export Plan	G		1.1; 1.2; 1.3; 2.4	100 %	4	D		5.5	13	14	16	17

For the course Export Plan, in Y1 Block 3, the student is moving to a higher level of autonomy (2.4), whilst performing a simple task (1.1) according to set procedures (1.2) in a defined context (1.3).

This will be repeated for all non-language courses in the edition of UR 20/21. Deadline: 1st July 2020.

CONDITION 2 – ELABORATE DESCRIPTIONS OF INTENDED LEVELS OF LANGUAGES

If internationally known and recognised exams for languages are not used, then test matrices including clear and elaborate descriptions of the intended levels should be designed and tests should be developed in accordance with these test matrices.

IMPROVEMENT 2.

Test matrices with clear and elaborate descriptions of the intended levels will be designed and included in the UR, the coverage matrix and the course descriptions on Learn. The UR and coverage matrix will be ready 1st July 2020 latest, the course descriptions will follow per quarter during the academic year 20/21.

Internationally known exams for languages are not used.

The elaborate descriptions of the levels can be found in Appendix 1.

The Test matrices will include clear references to elaborate descriptions as follows:²:

No.	Contents	CEF-descriptors		
		Communicative activities	Communicative Language Competence	
			Range	Control
1	In the exam you will look back on the situation that was simulated during the course. 'Tâches' serve as background and starting point for the test. Student: Plays the role of 'Français(e)' who spent a fortnight with his/her family in Domburg where he/she met a Dutch (francophone) receptionist of Campsite 'de Parel'. Teacher: Plays the role of the student's father. He did not come to Domburg with the rest of his family, but stayed in Lyon for professional obligations. Upon their return in France, he asks all sorts of questions about their stay in Holland. He is very curious to know what they did / experienced, how they spent 'his' money, who they met Sujets de discussion : arrivée au camping, invitation, rencontre dans la maisonnette, journée à Middelburg, correspondance par mail, invitation, diner	SI.X.A2. 1-2-3-4-5-6-8 SI.XV A2. 1-2-4-10	VR.A2.1-2	GA.A2.1 VC.A2.1 PC.A2.1
2	The instructor will provide you with the table of contents (INDEX) which will be published on Learn: Tâches, Exercices Grammaire Progressive du Français, Exercices Web, Matériel supplémentaire. All Tasks and exercices have to be completed. If you don't make all Tasks / all exercices, your result will always be '10/100'. It means that you will have to hand in your Portfolio again (= resit).	etc	etc	etc
3	Maximum 2 absences. If you have more than 2 absences, you will have 'NOK' in your TM. This means that you will have to do extra work. As soon as you miss more than 2 lessons, you will have to 'compensate', following the guidelines that you can find in the document called 'Trajet de compensation' (Learn).	etc	etc	etc

² Depending on technical developments within HZ, the lay out may be different in the future, but the content will remain.

CONDITION 3 – ENTRY LEVEL OF LANGUAGES

The level of the first four language courses should be reconsidered regarding the entry level of students coming from the havo. If there is a big difference between the entry level of a havo student and an mbo student, the programme should find a solution to make the first-year language courses challenging enough for all freshmen.

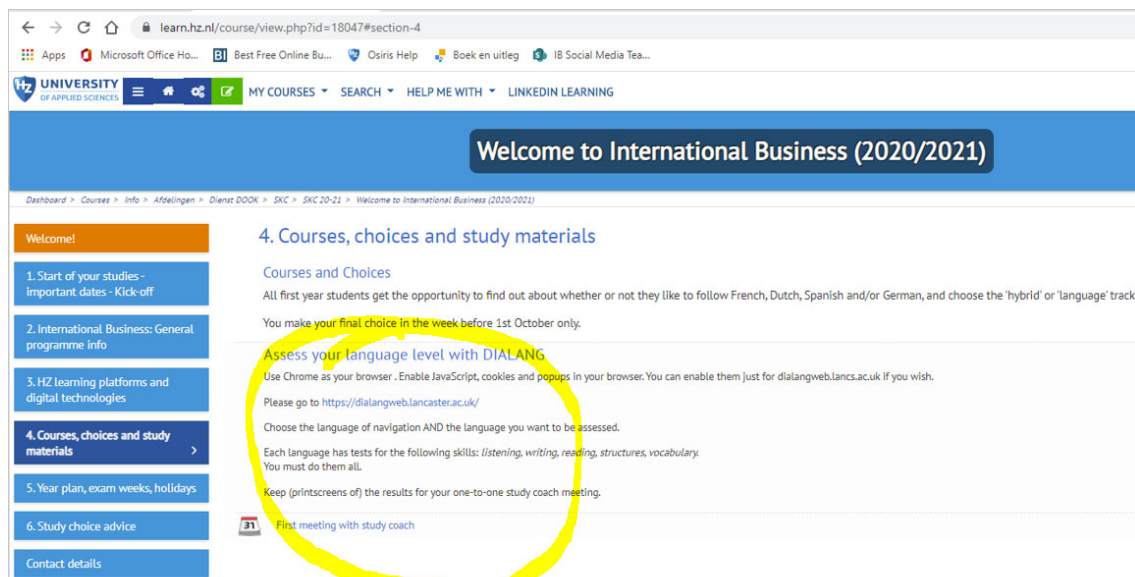
IMPROVEMENT 3.

A proper assessment and communication process will be put in place to advise freshmen about the language levels. This will be done as of August 2020.

The following steps will be part of this process:

- Extra languages are a choice, not an obligation. During the Introduction week, this will be discussed with students.
- Students interested in following Business Dutch (as NT2), Business French, Business Spanish and/or Business German are offered a test to assess their level. Dialang tests, currently hosted by Lancaster University (<https://dialangweb.lancaster.ac.uk/>) or an equivalent will be used. This will happen during the Introduction week.
- Results of the tests will be discussed with the students during their first month at HZ IB, and the outcome of that conversation will help the student make a choice. It will also be recorded in Learn.
- If a student wishes to study a language, but is too advanced for the level of Y1, he/she will be offered an alternative course in Year 1 and a guarantee for participation as of Y2.
- Regarding Business English, the current level is challenging for all freshmen alike. Given the fact that none of the students has had Business English before, IB will stick to the current programme without exceptions.

The electronic learning environment, of which detailed records (within the possibilities of the given legal AVG requirements) will be provided to NVAO, will look as follows:



The screenshot shows the HZ University LMS interface. The main content area is titled "4. Courses, choices and study materials". Under this heading, there is a section "Courses and Choices" which states: "All first year students get the opportunity to find out about whether or not they like to follow French, Dutch, Spanish and/or German, and choose the 'hybrid' or 'language' track. You make your final choice in the week before 1st October only." Below this, there is a section "Assess your language level with DIALANG" which is circled in yellow. This section includes instructions: "Use Chrome as your browser. Enable JavaScript, cookies and popups in your browser. You can enable them just for dialangweb.lancs.ac.uk if you wish. Please go to <https://dialangweb.lancaster.ac.uk/>. Choose the language of navigation AND the language you want to be assessed. Each language has tests for the following skills: *listening, writing, reading, structures, vocabulary*. You must do them all. Keep (printscreens of) the results for your one-to-one study coach meeting." Below this, there is a small icon and the text "First meeting with study coach".

CONDITION 4 – TRANSPARENT END LEVEL MONITORING

Make sure that the method for monitoring the end level of graduates (preferably comparable to the pre-2017 monitoring method executed by the former *deeltoetscommissie*) is transparent, i.e. is documented in minutes and/or evaluation reports regarding the assessed samples of final works.

IMPROVEMENT 4.

The assessment committee (“Toetscommissie”) is responsible for monitoring the study programme’s end level. This assessment committee falls directly under the responsibility of the central Examination Board. The Central Examination Board includes a departmental Examination Board per domain.

The Central Examination Board consists of an (external) chairman who guarantees the committee’s independence. The chairman of the examination committee is also the chairman of the assessment committee. In particular, the guarantee of independence (by an external chairman) and the guarantee of legal equality (by the central Examination Board) are of value in the current model (see figure 1).

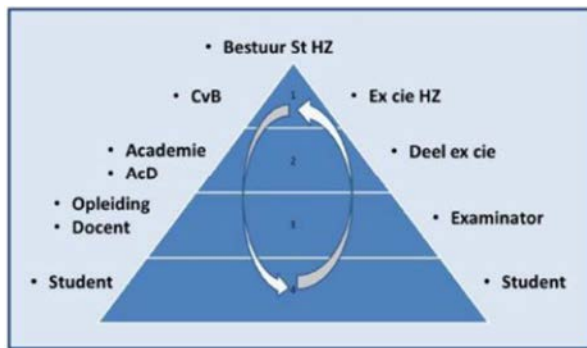


Figure 1: coherence and separation of different roles

In the situation before 1 March 2019, each domain had a departmental examination committee. In 2018, on the advice of the central Examination Board, the Executive Board decided to install one central assessment committee with more distance and formation to increase the objectivity, assurance and effectiveness of the assessment committee. The guarantee of independence (see above) has been retained in this new structure. The central assessment committee was installed in its new form on 1 March 2019. The assessment committee consists of 6 members and has been in full strength since 1 September 2019.

PLANNING HZ ASSESSMENT COMMITTEE AUDITS FOR THE INTERNATIONAL BUSINESS STUDY PROGRAMME

The assessment committee will conduct an annual quality check on the end work of the study programme within the IB course for the next two years. The assessment committee will do this on the basis of a sample. Which tests will be part of the sample will not be made known in advance to the study programme, but it will concern work at end level.

For this annual audit, the assessment committee will take a sample of five end level assignments and assess the tests’s validity and reliability. For each of those five tests, the work of three different students will be assessed. This guarantees that 15 students’ work is reviewed.

The assessment committee uses KIT+ for the evaluation of the material included in the sample, a safeguarding instrument made specifically for use by examination committees. More information about the working method and the instrument can be found on the website of the Hogeschool Utrecht:
<https://husite.nl/toetsing/toetsorganisatie/kit-plus/>

The assessment committee records its findings in a report. The results are first discussed with the test owner. The test owner will share his/her findings with the examiners of the study programme and, depending on the conclusions of the report, will draw up an improvement plan.

The report of the assessment committee is shared (in summarized form) with the Examination Board. The Examination Board will contact - depending on the conclusions in the report - the study programme's management to discuss possible improvement actions by the study programme regarding testing and/or assessment.

SUMMARY

Condition 1.

For all subjects taught, the level of the assessment and what is assessed will be included in the “ UR” of 20/21 (Deadline: 1st July 2020).

Upon the explicit demand of the Board of Studies (meeting of 12th Feb 2020), the study programme will also make sure that this information is repeated in every course manual (Deadline before the start of every separate course in 20/21, latest 1st April 2021).

Condition 2.

Test matrices with clear and elaborate descriptions of the intended levels will be designed and included in the UR, the coverage matrix and the course descriptions on Learn. The UR and coverage matrix will be ready 1st July 2020 latest, the course descriptions will follow per quarter during the academic year 20/21.

Condition 3.

A proper assessment and communication process will be put in place to advise freshmen about the language levels. This will be done as of August 2020.

Condition 4.

The Assessment Committee will take fifteen samples of students’ work, distributed over the assessment of five different assignments tested at end level. This will result in five corresponding assessment reports, each discussing three different tests/assignments. If the committee reports shortcomings, the Central Exam Committee has the right to ask the study programme to produce and implement an improvement plan. The implementation of this plan will be controlled by the Assessment Committee.

The two first samples of reports and potentially required improvement plans will already be available on 1st of July 2020 at the latest. During 20/21 and 21/22 five reports each will be provided to the Central Examination Board and the study programme. Centralized HZ evaluation of this way of working will be organised in 22/23.

DISCUSSED AND APPROVED, BOARD OF STUDIES OF IB

12.02.2020 Suchonová
Lucia Suchonová (Y1)

12/02/20 V. Legrand
Victoria Legrand (Y1)

12-02-20 L. v. Hof
Lola vom Hof (Y2)

12-02-20 Rada Lazarova
Rada Lazarova (Y2)

13-02-20
Yana Hadzhigeorgieva (Y4) Yana



Common European Framework of Reference for Languages: Learning, teaching, assessment

Structured overview of all CEFR scales

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1 Common Reference Levels

1.1 Global scale

Proficient User	C2	Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
	C1	Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.
Independent User	B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
	B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics, which are familiar, or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.
Basic User	A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
	A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

1.2 Self-assessment grid

	Reception		Interaction		Production	
	Listening LC	Reading RC	Spoken Interaction SI	Written Interaction WI	Spoken Production SP	Written Production WP
C2	I have no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided I have some time to get familiar with the accent.	I can read with ease virtually all forms of the written language, including abstract, structurally or linguistically complex texts such as manuals, specialised articles and literary works.	I can take part effortlessly in any conversation or discussion and have a good familiarity with idiomatic expressions and colloquialisms. I can express myself fluently and convey finer shades of meaning precisely. If I do have a problem I can backtrack and restructure around the difficulty so smoothly that other people are hardly aware of it.	I can express myself with clarity and precision, relating to the addressee flexibly and effectively in an assured, personal, style.	I can present a clear, smoothly-flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice and remember significant points.	I can write clear, smoothly flowing text in an appropriate style. I can write complex letters, reports or articles, which present a case with an effective logical structure, which helps the recipient to notice and remember significant points. I can write summaries and reviews of professional or literary works.
C1	I can understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. I can understand television programmes and films without too much effort.	I can understand long and complex factual and literary texts, appreciating distinctions of style. I can understand specialised articles and longer technical instructions, even when they do not relate to my field.	I can express myself fluently and spontaneously without much obvious searching for expressions. I can use language flexibly and effectively for social and professional purposes. I can formulate ideas and opinions with precision and relate my contribution skilfully to those of other speakers		I can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion	I can express myself in clear, well-structured text, expressing points of view at some length. I can write detailed expositions of complex subjects in an essay or a report, underlining what I consider to be the salient issues. I can write different kinds of texts in a style appropriate to the reader in mind.
B2	I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programmes. I can understand the majority of films in standard dialect.	I can read articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints. I can understand contemporary literary prose.	I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.	I can write letters highlighting the personal significance of events and experiences.	I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view.
B1	I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.	I can understand texts that consist mainly of high frequency everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters	I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).	I can write personal letters describing experiences and impressions.	I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes & ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.	I can write straightforward connected text on topics, which are familiar, or of personal interest.
A2	I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local geography, employment). I can catch the main point in short, clear, simple messages and announcements	I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters	I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.	I can write short, simple notes and messages relating to matters in areas of immediate need. I can write a very simple personal letter, for example thanking someone for something.	I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job	I can write a series of simple phrases and sentences linked with simple connectors like „and“, „but“ and „because“.
A1	I can recognise familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.	I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.	I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.	I can write a short, simple postcard, for examples sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.	I can use simple phrases and sentences to describe where I live and people I know.	I can write simple isolated phrases and sentences.

1.3 Qualitative aspects of spoken language use

	RANGE GR & VR	ACCURACY GA	FLUENCY F	INTERACTION	COHERENCE C
C2	Shows great flexibility reformulating ideas in differing linguistic forms to convey finer shades of meaning precisely, to give emphasis, to differentiate and to eliminate ambiguity. Also has a good command of idiomatic expressions and colloquialisms.	Maintains consistent grammatical control of complex language, even while attention is otherwise engaged (e.g. in forward planning, in monitoring others' reactions).	Can express him/herself spontaneously at length with a natural colloquial flow, avoiding or backtracking around any difficulty so smoothly that the interlocutor is hardly aware of it.	Can interact with ease and skill, picking up and using non-verbal and intonational cues apparently effortlessly. Can interweave his/her contribution into the joint discourse with fully natural turntaking, referencing, allusion making etc.	Can create coherent and cohesive discourse making full and appropriate use of a variety of organisational patterns and a wide range of connectors and other cohesive devices.
C1	Has a good command of a broad range of language allowing him/her to select a formulation to express him/ herself clearly in an appropriate style on a wide range of general, academic, professional or leisure topics without having to restrict what he/she wants to say.	Consistently maintains a high degree of grammatical accuracy; errors are rare, difficult to spot and generally corrected when they do occur.	Can express him/herself fluently and spontaneously, almost effortlessly. Only a conceptually difficult subject can hinder a natural, smooth flow of language.	Can select a suitable phrase from a readily available range of discourse functions to preface his remarks in order to get or to keep the floor and to relate his/her own contributions skilfully to those of other speakers.	Can produce clear, smoothly flowing, well-structured speech, showing controlled use of organisational patterns, connectors and cohesive devices.
B2	Has a sufficient range of language to be able to give clear descriptions, express viewpoints on most general topics, without much conspicuous searching for words, using some complex sentence forms to do so.	Shows a relatively high degree of grammatical control. Does not make errors which cause misunderstanding, and can correct most of his/her mistakes.	Can produce stretches of language with a fairly even tempo; although he/she can be hesitant as he or she searches for patterns and expressions, there are few noticeably long pauses.	Can initiate discourse, take his/her turn when appropriate and end conversation when he / she needs to, though he /she may not always do this elegantly. Can help the discussion along on familiar ground confirming comprehension, inviting others in, etc.	Can use a limited number of cohesive devices to link his/her utterances into clear, coherent discourse, though there may be some "jumpiness" in a long contribution.
B1	Has enough language to get by, with sufficient vocabulary to express him/herself with some hesitation and circumlocutions on topics such as family, hobbies and interests, work, travel, and current events.	Uses reasonably accurately a repertoire of frequently used "routines" and patterns associated with more predictable situations.	Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.	Can initiate, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest. Can repeat back part of what someone has said to confirm mutual understanding.	Can link a series of shorter, discrete simple elements into a connected, linear sequence of points.
A2	Uses basic sentence patterns with memorised phrases, groups of a few words and formulae in order to communicate limited information in simple everyday situations.	Uses some simple structures correctly, but still systematically makes basic mistakes.	Can make him/herself understood in very short utterances, even though pauses, false starts and reformulation are very evident.	Can answer questions and respond to simple statements. Can indicate when he/she is following but is rarely able to understand enough to keep conversation going of his/her own accord.	Can link groups of words with simple connectors like "and", "but" and "because".
A1	Has a very basic repertoire of words and simple phrases related to personal details and particular concrete situations.	Shows only limited control of a few simple grammatical structures and sentence patterns in a memorised repertoire.	Can manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication.	Can ask and answer questions about personal details. Can interact in a simple way but communication is totally dependent on repetition, rephrasing and repair.	Can link words or groups of words with very basic linear connectors like "and" or "then".

2 Illustrative scales

2.1 Communicative Activities:

CONTENTS / ACTIVITIES / SKILLS / WHAT

Reception Spoken

OVERALL LISTENING COMPREHENSION - LC

C2	<i>1.Has no difficulty in understanding any kind of spoken language, whether live or broadcast, delivered at fast native speed</i>
C1	<i>1.Can understand enough to follow extended speech on abstract and complex topics beyond his/her own field, though he/she may need to confirm occasional details, especially if the accent is unfamiliar. 2.Can recognise a wide range of idiomatic expressions and colloquialisms, appreciating register shifts. 3.Can follow extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly.</i>
B2	<i>1.Can understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. Only extreme background noise, inadequate discourse structure and/or idiomatic usage influence the ability to understand. 2.Can understand the main ideas of propositionally and linguistically complex speech on both concrete and abstract topics delivered in a standard dialect, including technical discussions in his/her field of specialisation. 3.Can follow extended speech and complex lines of argument provided the topic is reasonably familiar, and the direction of the talk is sign-posted by explicit markers.</i>
B1	<i>1.Can understand straightforward factual information about common everyday or job related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent. 1.Can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure etc., including short narratives.</i>
A2	<i>1.Can understand enough to be able to meet needs of a concrete type provided speech is clearly and slowly articulated. 2.Can understand phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment) provided speech is clearly and slowly articulated.</i>
A1	<i>1.Can follow speech that is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.</i>

UNDERSTANDING INTERACTION BETWEEN NATIVE SPEAKERS - I

C2	<i>No descriptor available</i>
C1	<i>1.Can easily follow complex interactions between third parties in group discussion and debate, even on abstract, complex unfamiliar topics</i>
B2	<i>1.Can keep up with an animated conversation between native speakers. 2.Can with some effort catch much of what is said around him/her, but may find it difficult to participate effectively in discussion with several native speakers who do not modify their language in any way.</i>
B1	<i>1.Can generally follow the main points of extended discussion around him/her, provided speech is clearly articulated in standard dialect.</i>
A2	<i>1.Can generally identify the topic of discussion around her that is conducted slowly and clearly.</i>
A1	<i>No descriptor available</i>

LISTENING AS A MEMBER OF A LIVE AUDIENCE - II

C2	<i>1.Can follow specialised lectures and presentations employing a high degree of colloquialism, regional usage or unfamiliar terminology.</i>
C1	<i>1.Can follow most lectures, discussions and debates with relative ease.</i>
B2	<i>1.Can follow the essentials of lectures, talks and reports and other forms of academic/professional presentation which are propositionally and linguistically complex.</i>
B1	<i>1.Can follow a lecture or talk within his/her own field, provided the subject matter is familiar and the presentation straightforward and clearly structured. 2.Can follow in outline straightforward short talks on familiar topics provided these are delivered in clearly articulated standard speech.</i>
A2	<i>No descriptor available</i>
A1	<i>No descriptor available</i>

LISTENING TO ANNOUNCEMENTS & INSTRUCTIONS - III

C2	<i>No descriptor available</i>
C1	<i>1.Can extract specific information from poor quality, audibly distorted public announcements e.g. in a station, sports stadium etc. 2.Can understand complex technical information, such as operating instructions, specifications for familiar products and services.</i>
B2	<i>1.Can understand announcements and messages on concrete and abstract topics spoken in standard dialect at normal speed.</i>
B1	<i>1.Can understand simple technical information, such as operating instructions for everyday equipment. 2.Can follow detailed directions.</i>
A2	<i>1.Can catch the main point in short, clear, simple messages and announcement. 2.Can understand simple directions relating to how to get from X to Y, by foot or public transport.</i>
A1	<i>1.Can understand instructions addressed carefully and slowly to him/her and follow short, simple directions.</i>

LISTENING TO RADIO AUDIO & RECORDINGS -IV

C2	<i>No descriptor available</i>
C1	<i>1.Can understand a wide range of recorded and broadcast audio material, including some non-standard usage, and identify finer points of detail including implicit attitudes and relationships between speakers.</i>
B2	<i>1.Can understand recordings in standard dialect likely to be encountered in social, professional or academic life and identify speaker viewpoints and attitudes as well as the information content. 2.Can understand most radio documentaries and most other recorded or broadcast audio material delivered in standard dialect and can identify the speaker's mood, tone etc.</i>
B1	<i>1.Can understand the information content of the majority of recorded or broadcast audio material on topics of personal interest delivered in clear standard speech. 2.Can understand the main points of radio news bulletins and simpler recorded material about familiar subjects delivered relatively slowly and clearly.</i>
A2	<i>1.Can understand and extract the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly.</i>
A1	<i>No descriptor available</i>

OVERALL READING COMPREHENSION - RC

C2	<p><i>1. Can understand and interpret critically virtually all forms of the written language including abstract, structurally complex, or highly colloquial literary and non-literary writings.</i></p> <p><i>2. Can understand a wide range of long and complex texts, appreciating subtle distinctions of style and implicit as well as explicit meaning.</i></p>
C1	<p><i>1. Can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections.</i></p>
B2	<p><i>1. Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively.</i></p> <p><i>2. Has a broad active reading vocabulary, but may experience some difficulty with low-frequency idioms.</i></p>
B1	<p><i>1. Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension.</i></p>
A2	<p><i>1. Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language</i></p> <p><i>2. Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.</i></p>
A1	<p><i>1. Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and rereading as required.</i></p>

READING CORRESPONDENCE - V

C2	<i>No descriptor available</i>
C1	<i>1.Can understand any correspondence given the occasional use of a dictionary.</i>
B2	<i>1.Can read correspondence relating to his/her field of interest and readily grasp the essential meaning.</i>
B1	<i>1.Can understand the description of events, feelings and wishes in personal letters well enough to correspond regularly with a pen friend.</i>
A2	<i>1.Can understand basic types of standard routine letters and faxes (enquiries, orders, letters of confirmation etc.) on familiar topics 2.Can understand short simple personal letters.</i>
A1	<i>1.Can understand short, simple messages on postcards.</i>

READING FOR ORIENTATION - VI

C2	<i>No descriptor available</i>
C1	<i>No descriptor available</i>
B2	<i>1.Can scan quickly through long and complex texts, locating relevant details. 2.Can quickly identify the content and relevance of news items, articles and reports on a wide range of professional topics, deciding whether closer study is worthwhile.</i>
B1	<i>1.Can scan longer texts in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfil a specific task. 2.Can find and understand relevant information in everyday material, such as letters, brochures and short official documents.</i>
A2	<i>1.Can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus, reference lists and timetables. 2.Can locate specific information in lists and isolate the information required (e.g. use the "Yellow Pages" to find a service or tradesman). 3.Can understand everyday signs and notices: in public places, such as streets, restaurants, railway stations; in workplaces, such as directions, instructions, hazard warnings.</i>
A1	<i>1.Can recognise familiar names, words and very basic phrases on simple notices in the most common everyday situations.</i>

READING FOR INFORMATION & ARGUMENT - VII

C2	<i>No descriptor available</i>
C1	<i>1.Can understand in detail a wide range of lengthy, complex texts likely to be encountered in social, professional or academic life, identifying finer points of detail including attitudes and implied as well as stated opinions.</i>
B2	<i>1.Can obtain information, ideas and opinions from highly specialised sources within his/her field. 2.Can understand specialised articles outside his/her field, provided he/she can use a dictionary occasionally to confirm his/her interpretation of terminology. 3.Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints.</i>
B1	<i>1.Can identify the main conclusions in clearly signalled argumentative texts. 2.Can recognise the line of argument in the treatment of the issue presented, though not necessarily in detail. 3.Can recognise significant points in straightforward newspaper articles on familiar subjects.</i>
A2	<i>1.Can identify specific information in simpler written material he/she encounters such as letters, brochures and short newspaper articles describing events.</i>
A1	<i>1.Can get an idea of the content of simpler informational material and short simple descriptions, especially if there is visual support.</i>

READING INSTRUCTIONS - VIII

C2	<i>No descriptor available</i>
C1	<i>1.Can understand in detail lengthy, complex instructions on a new machine or procedure, whether or not the instructions relate to his/her own area of speciality, provided he/she can reread difficult sections.</i>
B2	<i>1.Can understand lengthy, complex instructions in his field, including details on conditions and warnings, provided he/she can reread difficult sections.</i>
B1	<i>1.Can understand clearly written, straightforward instructions for a piece of equipment</i>
A2	<i>1.Can understand regulations, for example safety, when expressed in simple language. 2.Can understand simple instructions on equipment encountered in everyday life - such as a public telephone.</i>
A1	<i>1.Can follow short, simple written directions (e.g., to go from X to Y)</i>

Interaction Spoken

OVERALL SPOKEN INTERACTION - SI

C2	<i>1.Has a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of meaning. 2.Can convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of modification devices. Can backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it.</i>
C1	<i>1.Can express him/herself fluently and spontaneously, almost effortlessly. 2.Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions. 3.There is little obvious searching for expressions or avoidance strategies; only a conceptually difficult subject can hinder a natural, smooth flow of language.</i>
B2	<i>1.Can use the language fluently, accurately and effectively on a wide range of general, academic, vocational or leisure topics, marking clearly the relationships between ideas. 2.Can communicate spontaneously with good grammatical control without much sign of having to restrict what he/she wants to say, adopting a level of formality appropriate to the circumstances. 3.Can interact with a degree of fluency and spontaneity that makes regular interaction, and sustained relationships with native speakers quite possible without imposing strain on either party. 4.Can highlight the personal significance of events and experiences, account for and sustain views clearly by providing relevant explanations and arguments.</i>
B1	<i>1.Can communicate with some confidence on familiar routine and non-routine matters related to his/her interests and professional field. 2.Can exchange, check and confirm information, deal with less routine situations and explain why something is a problem. 3.Can express thoughts on more abstract, cultural topics such as films, books, music etc. 4.Can exploit a wide range of simple language to deal with most situations likely to arise whilst travelling. 5.Can enter unprepared into conversation of familiar topics, express personal opinions and exchange information on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).</i>
A2	<i>1.Can interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary. 2.Can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations. 3.Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters to do with work and free time. 4.Can handle very short social exchanges but is rarely able to understand enough to keep conversation going of his/her own accord.</i>
A1	<i>1.Can interact in a simple way but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair. 2.Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.</i>

UNDERSTANDING A NATIVE SPEAKER INTERLOCUTOR - IX

C2	<i>1. Can understand any native speaker interlocutor, even on abstract and complex topics of a specialist nature beyond his/her own field, given an opportunity to adjust to a non-standard accent or dialect.</i>
C1	<i>1. Can understand in detail speech on abstract and complex topics of a specialist nature beyond his/her own field, though he/she may need to confirm occasional details, especially if the accent is unfamiliar.</i>
B2	<i>1. Can understand in detail what is said to him/her in the standard spoken language even in a noisy environment.</i>
B1	<i>1. Can follow clearly articulated speech directed at him/her in everyday conversation, though will sometimes have to ask for repetition of particular words and phrases.</i>
A2	<i>1. Can understand enough to manage simple, routine exchanges without undue effort. 2. Can generally understand clear, standard speech on familiar matters directed at him/her, provided he/she can ask for repetition or reformulation from time to time. 3. Can understand what is said clearly, slowly and directly to him/her in simple everyday conversation; can be made to understand, if the speaker can take the trouble.</i>
A1	<i>1. Can understand everyday expressions aimed at the satisfaction of simple needs of a concrete type, delivered directly to him/her in clear, slow and repeated speech by a sympathetic speaker. 2. Can understand questions and instructions addressed carefully and slowly to him/her and follow short, simple directions.</i>

CONVERSATION - X

C2	<i>1. Can converse comfortably and appropriately, unhampered by any linguistic limitations in conducting a full social and personal life.</i>
C1	<i>1. Can use language flexibly and effectively for social purposes, including emotional, allusive and joking usage.</i>
B2	<i>1. Can engage in extended conversation on most general topics in a clearly participatory fashion, even in a noisy environment. 2. Can sustain relationships with native speakers without unintentionally amusing or irritating them or requiring them to behave other than they would with a native speaker. 3. Can convey degrees of emotion and highlight the personal significance of events and experiences.</i>
B1	<i>1. Can enter unprepared into conversations on familiar topics. 2. Can follow clearly articulated speech directed at him/her in everyday conversation, though will sometimes have to ask for repetition of particular words and phrases. 3. Can maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what he/she would like to. 4. Can express and respond to feelings such as surprise, happiness, sadness, interest and indifference.</i>
A2	<i>1. Can establish social contact: greetings and farewells; introductions; giving thanks. 2. Can generally understand clear, standard speech on familiar matters directed at him/her, provided he/she can ask for repetition or reformulation from time to time. 3. Can participate in short conversations in routine contexts on topics of interest. 4. Can express how he/she feels in simple terms, and express thanks. 5. Can handle very short social exchanges but is rarely able to understand enough to keep conversation going of his/her own accord, though he/she can be made to understand if the speaker will take the trouble. 6. Can use simple everyday polite forms of greeting and address 7. Can make and respond to invitations, invitations and apologies. 8. Can say what he/she likes and dislikes.</i>
A1	<i>1. Can make an introduction and use basic greeting and leave-taking expressions. 2. Can ask how people are and react to news. 3. Can understand everyday expressions aimed at the satisfaction of simple needs of a concrete type, delivered directly to him/her in clear, slow and repeated speech by a sympathetic speaker.</i>

INFORMAL DISCUSSION (WITH FRIENDS) - XI

C2	<i>No descriptor available</i>
C1	<i>1. Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics.</i>
B2	<i>1. Can keep up with an animated discussion between native speakers 2. Can express his/her ideas and opinions with precision, present and respond to complex lines of argument convincingly. 3. Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses. 4. Can with some effort catch much of what is said around him/her in discussion, but may find it difficult to participate effectively in discussion with several native speakers who do not modify their language in any way. 5. Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.</i>
B1	<i>1. Can follow much of what is said around him/her on general topics provided interlocutors avoid very idiomatic usage and articulate clearly. 2. Can express his/her thoughts about abstract or cultural topics such as music, films. Can explain why something is a problem. 3. Can give brief comments on the views of others. 4. Can compare and contrast alternatives, discussing what to do, where to go, who or which to choose etc. 5. Can generally follow the main points in an informal discussion with friends provided speech is clearly articulated in standard dialect. 6. Can give or seek personal views and opinions in discussing topics of interest. 7. Can make his/her opinions and reactions understood as regards solutions to problems or practical questions of where to go, what to do, how to organise an event (e.g. an outing). 8. Can express belief, opinion, agreement and disagreement politely.</i>
A2	<i>1. Can generally identify the topic of discussion around her which is conducted slowly and clearly. 2. Can discuss what to do in the evening, at the weekend. 3. Can make and respond to suggestions. 4. Can agree and disagree with others. 5. Can discuss everyday practical issues in a simple way when addressed clearly, slowly and directly. 6. Can discuss what to do, where to go and make arrangements to meet.</i>
A1	<i>No descriptors available</i>

FORMAL DISCUSSION (MEETINGS) - XII

C2	<i>1. Can hold his/her own in formal discussion of complex issues, putting an articulate and persuasive argument, at no disadvantage to native speakers.</i>
C1	<i>1. Can easily keep up with the debate, even on abstract, complex unfamiliar topics. 2. Can argue a formal position convincingly, responding to questions and comments and answering complex lines of counter argument fluently, spontaneously and appropriately.</i>
B2	<i>1. Can keep up with an animated discussion, identifying accurately arguments supporting and opposing points of view. 2. Can express his/her ideas and opinions with precision, present and respond to complex lines of argument convincingly. 3. Can participate actively in routine and non routine formal discussion. 4. Can follow the discussion on matters related to his/her field, understand in detail the points given prominence by the speaker. 5. Can contribute, account for and sustain his/her opinion, evaluate alternative proposals and make and respond to hypotheses.</i>
B1	<i>1. Can follow much of what is said that is related to his/her field, provided interlocutors avoid very idiomatic usage and articulate clearly. 2. Can put over a point of view clearly, but has difficulty engaging in debate. 3. Can take part in routine formal discussion of familiar subjects which is conducted in clearly articulated speech in the standard dialect and which involves the exchange of factual information, receiving instructions or the discussion of solutions to practical problems.</i>
A2	<i>1. Can generally follow changes of topic in formal discussion related to his/her field which is conducted slowly and clearly. 2. Can exchange relevant information and give his/her opinion on practical problems when asked directly, provided he/she receives some help with formulation and can ask for repetition of key points if necessary. 3. Can say what he/she thinks about things when addressed directly in a formal meeting, provided he/she can ask for repetition of key points if necessary.</i>
A1	<i>No descriptor available</i>

GOAL-ORIENTED CO-OPERATION (e.g. Repairing a car, discussing a document, organising an event) - XIII

C2	<i>No descriptor available</i>
C1	<i>No descriptor available</i>
B2	<p>1. Can understand detailed instructions reliably.</p> <p>2. Can help along the progress of the work by inviting others to join in, say what they think etc.</p> <p>3. Can outline an issue or a problem clearly, speculating about causes or consequences, and weighing advantages and disadvantages of different approaches.</p>
B1	<p>1. Can follow what is said, though he/she may occasionally has to ask for repetition or clarification if the other people's talk is rapid or extended.</p> <p>2. Can explain why something is a problem, discuss what to do next, compare and contrast alternatives.</p> <p>3. Can give brief comments on the views of others.</p> <p>4. Can generally follow what is said and, when necessary, can repeat back part of what someone has said to confirm mutual understanding.</p> <p>5. Can make his/her opinions and reactions understood as regards possible solutions or the question of what to do next, giving brief reasons and explanations.</p> <p>6. Can invite others to give their views on how to proceed.</p>
A2	<p>1. Can understand enough to manage simple, routine tasks without undue effort, asking very simply for repetition when he/she does not understand.</p> <p>2. Can discuss what to do next, making and responding to suggestions, asking for and giving directions.</p> <p>3. Can indicate when he/she is following and can be made to understand what is necessary, if the speaker takes the trouble.</p> <p>4. Can communicate in simple and routine tasks using simple phrases to ask for and provide things, to get simple information and to discuss what to do next.</p>
A1	<p>1. Can understand questions and instructions addressed carefully and slowly to him/her and follow short, simple directions.</p> <p>2. Can ask people for things, and give people things.</p>

TRANSACTIONS TO OBTAIN GOODS & SERVICES - XIV

C2	<i>No descriptor available</i>
C1	<i>No descriptor available</i>
B2	<p>1. <i>Can cope linguistically to negotiate a solution to a dispute like an undeserved traffic ticket, financial responsibility for damage in a flat, for blame regarding an accident.</i></p> <p>2. <i>Can outline a case for compensation, using persuasive language to demand satisfaction and state clearly the limits to any concession he/she is prepared to make.</i></p> <p>3. <i>Can explain a problem which has arisen and make it clear that the provider of the service/customer must make a concession.</i></p>
B1	<p>1. <i>Can deal with most transactions likely to arise whilst travelling, arranging travel or accommodation, or dealing with authorities during a foreign visit.</i></p> <p>2. <i>Can cope with less routine situations in shops, post office, bank, e.g. returning an unsatisfactory purchase. Can make a complaint.</i></p> <p>3. <i>Can deal with most situations likely to arise when making travel arrangements through an agent or when actually travelling, e.g., asking passenger where to get off for unfamiliar destination.</i></p>
A2	<p>1. <i>Can deal with common aspects of everyday living such as travel, lodgings, eating and shopping.</i></p> <p>2. <i>Can get all the information needed from a tourist office, as long as it is of a straightforward, non-specialised nature.</i></p> <p>3. <i>Can ask for and provide everyday goods and services.</i></p> <p>4. <i>Can get simple information about travel, use public transport: buses, trains, and taxis, ask and give directions, and buy tickets.</i></p> <p>5. <i>Can ask about things and make simple transactions in shops, post offices or banks.</i></p> <p>6. <i>Can give and receive information about quantities, numbers, prices etc.</i></p> <p>7. <i>Can make simple purchases by stating what is wanted and asking the price.</i></p> <p>8. <i>Can order a meal.</i></p>
A1	<p>1. <i>Can ask people for things and give people things.</i></p> <p>2. <i>Can handle numbers, quantities, cost and time.</i></p>

INFORMATION EXCHANGE - XV

C2	<i>No descriptor available</i>
C1	<i>No descriptor available</i>
B2	<ol style="list-style-type: none"> 1. <i>Can understand and exchange complex information and advice on the full range of matters related to his/her occupational role.</i> 2. <i>Can pass on detailed information reliably.</i> 3. <i>Can give a clear, detailed description of how to carry out a procedure.</i> 4. <i>Can synthesise and report information and arguments from a number of sources.</i>
B1	<ol style="list-style-type: none"> 1. <i>Can exchange, check and confirm accumulated factual information on familiar routine and non-routine matters within his field with some confidence.</i> 2. <i>Can describe how to do something, giving detailed instructions.</i> 3. <i>Can summarise and give his or her opinion about a short story, article, talk, discussion interview, or documentary and answer further questions of detail.</i> 4. <i>Can find out and pass on straightforward factual information.</i> 5. <i>Can ask for and follow detailed directions</i> 6. <i>Can obtain more detailed information.</i>
A2	<ol style="list-style-type: none"> 1. <i>Can understand enough to manage simple, routine exchanges without undue effort.</i> 2. <i>Can deal with practical everyday demands: finding out and passing on straightforward factual information.</i> 3. <i>Can ask and answer questions about habits and routines.</i> 4. <i>Can ask and answer questions about pastimes and past activities.</i> 5. <i>Can give and follow simple directions and instructions e.g. explain how to get somewhere.</i> 6. <i>Can communicate in simple and routine tasks requiring a simple and direct exchange of information.</i> 7. <i>Can exchange limited information on familiar and routine operational matters</i> 8. <i>Can ask and answer questions about what they do at work and in free time</i> 9. <i>Can ask for and give directions referring to a map or plan.</i> 10. <i>Can ask for and provide personal information.</i>
A1	<ol style="list-style-type: none"> 1. <i>Can understand questions and instructions addressed carefully and slowly to him/her and follow short, simple directions.</i> 2. <i>Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.</i> 3. <i>Can ask and answer questions about themselves and other people, where they live, people they know, things they have.</i> 4. <i>Can indicate time by such phrases as next week, last Friday, in November, three o'clock.</i>

INTERVIEWING AND BEING INTERVIEWED - XVI

C2	<i>1. Can keep up his/her side of the dialogue extremely well, structuring the talk and interacting authoritatively with complete fluency as interviewer or interviewee, at no disadvantage to a native speaker.</i>
C1	<i>1. Can participate fully in an interview, as either interviewer or interviewee, expanding and developing the point being discussed fluently without any support, and handling interjections well.</i>
B2	<i>1. Can carry out an effective, fluent interview, departing spontaneously from prepared questions, following up and probing interesting replies. 2. Can take initiatives in an interview, expand and develop ideas with little help or prodding from an interviewer.</i>
B1	<i>1. Can provide concrete information required in an interview/consultation (e.g. describe symptoms to a doctor) but does so with limited precision. 2. Can carry out a prepared interview, checking and confirming information, though he/she may occasionally have to ask for repetition if the other person's response is rapid or extended. 3. Can take some initiatives in an interview/consultation (e.g. to bring up a new subject) but is very dependent on interviewer in the interaction. 4. Can use a prepared questionnaire to carry out a structured interview, with some spontaneous follow up questions.</i>
A2	<i>1. Can make him/herself understood in an interview and communicating ideas and information on familiar topics, provided he/she can ask for clarification occasionally, and is given some help to express what he/she wants to. 2. Can answer simple questions and respond to simple statements in an interview.</i>
A1	<i>1. Can reply in an interview to simple direct questions spoken very slowly and clearly in direct non-idiomatic speech about personal details.</i>

Interaction Written**OVERALL WRITTEN INTERACTION - WI**

C2	<i>No descriptor available</i>
C1	<i>1. Can express him/herself with clarity and precision, relating to the addressee flexibly and effectively.</i>
B2	<i>1. Can express news and views effectively in writing, and relate to those of others.</i>
B1	<i>1. Can convey information and ideas on abstract as well as concrete topics, check information and ask about or explain problems with reasonable precision. 2. Can write personal letters and notes asking for or conveying simple information of immediate relevance, getting across the point he/she feels to be important</i>
A2	<i>1. Can write short, simple formulaic notes relating to matters in areas of immediate need.</i>
A1	<i>1. Can ask for or pass on personal details in written form</i>

CORRESPONDENCE - XVII

C2	<i>No descriptor available</i>
C1	<i>1. Can express him/herself with clarity and precision in personal correspondence, using language flexibly and effectively, including emotional, allusive and joking usage.</i>
B2	<i>1. Can write letters conveying degrees of emotion and highlighting the personal significance of events and experiences and commenting on the correspondent's news and views.</i>
B1	<i>1. Can write personal letters giving news and expressing thoughts about abstract or cultural topics such as music, films. 2. Can write personal letters describing experiences, feelings and events in some detail.</i>
A2	<i>1. Can write very simple personal letters expressing thanks and apology.</i>
A1	<i>1. Can write a short simple postcard</i>

NOTES, MESSAGES & FORMS - XVIII

C2	<i>No descriptor available</i>
C1	<i>No descriptor available</i>
B2	<i>No descriptor available</i>
B1	<p>1. Can take messages communicating enquiries, explaining problems.</p> <p>2. Can write notes conveying simple information of immediate relevance to friends, service people, teachers and others who feature in his/her everyday life, getting across comprehensibly the points he/she feels are important.</p>
A2	<p>1. Can take a short, simple message provided he/she can ask for repetition and reformulation.</p> <p>2. Can write short, simple notes and messages relating to matters in areas of immediate need.</p>
A1	1. Can write numbers and dates, own name, nationality, address, age, date of birth or arrival in the country etc. such as on a hotel registration form.

Production Spoken**OVERALL SPOKEN PRODUCTION - SP**

C2	1. Can produce clear, smoothly flowing well-structured speech with an effective logical structure which helps the recipient to notice and remember significant points.
C1	<p>1. Can give clear, detailed descriptions and presentations on complex subjects, integrating sub themes, developing particular points and rounding off with an appropriate conclusion.</p> <p>2. Can give clear, systematically developed descriptions and presentations, with appropriate highlighting of significant points, and relevant supporting detail.</p>
B2	1. Can give clear, detailed descriptions and presentations on a wide range of subjects related to his/her field of interest, expanding and supporting ideas with subsidiary points and relevant examples.
B1	1. Can reasonably fluently sustain a straightforward description of one of a variety of subjects within his/her field of interest, presenting it as a linear sequence of points.
A2	1. Can give a simple description or presentation of people, living or working conditions, daily routines. likes/dislikes etc. as a short series of simple phrases and sentences linked into a list.
A1	1. Can produce simple mainly isolated phrases about people and places.

SUSTAINED MONOLOGUE: Describing Experience - XIX

C2	<i>1. Can give clear, smoothly flowing, elaborate and often memorable descriptions.</i>
C1	<i>1. Can give clear, detailed descriptions of complex subjects. 2. Can give elaborate descriptions and narratives, integrating sub themes, developing particular points and rounding off with an appropriate conclusion.</i>
B2	<i>1. Can give clear, detailed descriptions on a wide range of subjects related to his field of interest.</i>
B1	<i>1. Can give straightforward descriptions on a variety of familiar subjects within his field of interest. 2. Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points. Can give detailed accounts of experiences, describing feelings and reactions. 3. Can relate details of unpredictable occurrences, e.g., an accident. 4. Can relate the plot of a book or film and describe his/her reactions. 5. Can describe dreams, hopes and ambitions. 6. Can describe events, real or imagined. 7. Can narrate a story.</i>
A2	<i>1. Can tell a story or describe something in a simple list of points. Can describe everyday aspects of his environment e.g. people, places, a job or study experience. 2. Can give short, basic descriptions of events and activities. 3. Can describe plans and arrangements, habits and routines, past activities and personal experiences. 4. Can use simple descriptive language to make brief statements about and compare objects and possessions. 5. Can explain what he/she likes or dislikes about something. 6. Can describe his/her family, living conditions, educational background, present or most recent job. 7. Can describe people, places and possessions in simple terms.</i>
A1	<i>1. Can describe him/herself, what he/she does and where he/she lives.</i>

SUSTAINED MONOLOGUE: Putting a Case (e.g. in a Debate) - XX

C2	<i>No descriptor available</i>
C1	<i>No descriptor available</i>
B2	<i>1. Can develop an argument systematically with appropriate highlighting of significant points, and relevant supporting detail. 2. Can develop a clear argument, expanding and supporting his/her points of view at some length with subsidiary points and relevant examples. 3. Can construct a chain of reasoned argument: 4. Can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options. 5. Can develop an argument well enough to be followed without difficulty most of the time.</i>
B1	<i>1. Can briefly give reasons and explanations for opinions, plans and actions.</i>
A2	<i>No descriptor available</i>
A1	<i>No descriptor available</i>

PUBLIC ANNOUNCEMENTS - XXI

C2	<i>No descriptor available</i>
C1	<i>1.Can deliver announcements fluently, almost effortlessly, using stress and intonation to convey finer shades of meaning precisely.</i>
B2	<i>1.Can deliver announcements on most general topics with a degree of clarity, fluency and spontaneity which causes no strain or inconvenience to the listener.</i>
B1	<i>1.Can deliver short, rehearsed announcements on a topic pertinent to everyday occurrences in his/her field which, despite possibly very foreign stress and intonation, are nevertheless clearly intelligible.</i>
A2	<i>1.Can deliver very short, rehearsed announcements of predictable, learnt content which are intelligible to listeners who are prepared to concentrate.</i>
A1	<i>No descriptor available</i>

ADDRESSING AUDIENCES - XXII

C2	<i>1.Can present a complex topic confidently and articulately to an audience unfamiliar with it, structuring and adapting the talk flexibly to meet the audience's needs. 2.Can handle difficult and even hostile questioning</i>
C1	<i>1.Can give a clear, well-structured presentation of a complex subject, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples. 1.Can handle interjections well, responding spontaneously and almost effortlessly.</i>
B2	<i>1.Can give a clear, systematically developed presentation, with highlighting of significant points, and relevant supporting detail. 2.Can depart spontaneously from a prepared text and follow up interesting points raised by members of the audience, often showing remarkable fluency and ease of expression. 3.Can give a clear, prepared presentation, giving reasons in support of or against a particular point of view and giving the advantages and disadvantages of various options. 4.Can take a series of follow up questions with a degree of fluency and spontaneity which poses no strain for either him/herself or the audience.</i>
B1	<i>1.Can give a prepared straightforward presentation on a familiar topic within his/her field which is clear enough to be followed without difficulty most of the time, and in which the main points are explained with reasonable precision. 2.Can take follow up questions, but may have to ask for repetition if the speech was rapid.</i>
A2	<i>1.Can give a short, rehearsed presentation on a topic pertinent to his everyday life, briefly give reasons and explanations for opinions, plans and actions. 2.Can cope with a limited number of straightforward follow up questions. 3.Can give a short, rehearsed, basic presentation on a familiar subject. 4.Can answer straightforward follow up questions if he/she can ask for repetition and if some help with the formulation of his reply is possible.</i>
A1	<i>1.Can read a very short, rehearsed statement - e.g. to introduce a speaker, propose a toast.</i>

OVERALL WRITTEN PRODUCTION - WP

C2	<i>1.Can write clear, smoothly flowing, complex texts in an appropriate and effective style and a logical structure which helps the reader to find significant points.</i>
C1	<i>1.Can write clear, well-structured texts of complex subjects, underlining the relevant salient issues, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples, and rounding off with an appropriate conclusion.</i>
B2	<i>1.Can write clear, detailed texts on a variety of subjects related to his field of interest, synthesising and evaluating information and arguments from a number of sources.</i>
B1	<i>1.Can write straightforward connected texts on a range of familiar subjects within his field of interest, by linking a series of shorter discrete elements into a linear sequence.</i>
A2	<i>1.Can write a series of simple phrases and sentences linked with simple connectors like “and”, “but” and “because”.</i>
A1	<i>1.Can write simple isolated phrases and sentences.</i>

CREATIVE WRITING - XXIII

C2	<i>1.Can write clear, smoothly flowing, and fully engrossing stories and descriptions of experience in a style appropriate to the genre adopted.</i>
C1	<i>1.Can write clear, detailed, well-structured and developed descriptions and imaginative texts in an assured, personal, natural style appropriate to the reader in mind.</i>
B2	<i>1.Can write clear, detailed descriptions of real or imaginary events and experiences marking the relationship between ideas in clear connected text, and following established conventions of the genre concerned. 2.Can write clear, detailed descriptions on a variety of subjects related to his/her field of interest. 3.Can write a review of a film, book or play.</i>
B1	<i>1.Can write straightforward, detailed descriptions on a range of familiar subjects within his field of interest. 2.Can write accounts of experiences, describing feelings and reactions in simple connected text. 3.Can write a description of an event, a recent trip - real or imagined. 4.Can narrate a story.</i>
A2	<i>1.Can write about everyday aspects of his environment e.g. people, places, a job or study experience in linked sentences. 2.Can write very short, basic descriptions of events, past activities and personal experiences. 3.Can write a series of simple phrases and sentences about their family, living conditions, educational background, present or most recent job. 4.Can write short, simple imaginary biographies and simple poems about people.</i>
A1	<i>1.Can write simple phrases and sentences about themselves and imaginary people, where they live and what they do.</i>

REPORTS & ESSAYS - XXIV

C2	<i>1. Can produce clear, smoothly flowing, complex reports, articles or essays which present a case, or give critical appreciation of proposals or literary works. 2. Can provide an appropriate and effective logical structure which helps the reader to find significant points.</i>
C1	<i>1. Can write clear, well-structured expositions of complex subjects, underlining the relevant salient issues. 2. Can expand and support points of view at some length with subsidiary points, reasons and relevant examples.</i>
B2	<i>1. Can write an essay or report that develops an argument systematically with appropriate highlighting of significant points and relevant supporting detail. 2. Can evaluate different ideas or solutions to a problem. 3. Can write an essay or report which develops an argument, giving reasons in support of or against a particular point of view and explaining the advantages and disadvantages of various options. 4. Can synthesise information and arguments from a number of sources.</i>
B1	<i>1. Can write short, simple essays on topics of interest. 2. Can summarise, report and give his/her opinion about accumulated factual information on familiar routine and non-routine matters within his field with some confidence. 3. Can write very brief, reports to a standard conventionalised format, which pass on routine factual information and state reasons for actions.</i>
A2	<i>No descriptor available</i>
A1	<i>No descriptor available</i>

2.2 Communicative Language Competence

EXECUTION / PERFORMANCE / QUALITY / COMPETENCIES / HOW

Linguistic

Range

GENERAL LINGUISTIC RANGE - GR

C2	<i>1.Can exploit a comprehensive and reliable mastery of a very wide range of language to formulate thoughts precisely, give emphasis, differentiate and eliminate ambiguity. No signs of having to restrict what he/she wants to say.</i>
C1	<i>1.Can select an appropriate formulation from a broad range of language to express him/herself clearly, without having to restrict what he/she wants to say.</i>
B2	<i>1.Can express him/herself clearly and without much sign of having to restrict what he/she wants to say. 2.Has a sufficient range of language to be able to give clear descriptions, express viewpoints and develop arguments without much conspicuous searching for words, using some complex sentence forms to do so. 3.Has a sufficient range of language to describe unpredictable situations, explain the main points in an idea or problem with reasonable precision and express thoughts on abstract or cultural topics such as music and films.</i>
B1	<i>1.Has enough language to get by, with sufficient vocabulary to express him/herself with some hesitation and circumlocutions on topics such as family, hobbies and interests, work, travel, and current events, but lexical limitations cause repetition and even difficulty with formulation at times.</i>
A2	<i>1.Has a repertoire of basic language, which enables him/her to deal with everyday situations with predictable content, though he/she will generally have to compromise the message and search for words. 2.Can produce brief everyday expressions in order to satisfy simple needs of a concrete type: personal details, daily routines, wants and needs, requests for information. 3.Can use basic sentence patterns and communicate with memorised phrases, groups of a few words and formulae about themselves and other people, what they do, places, possessions etc.. 4.Has a limited repertoire of short memorised phrases covering predictable survival situations; frequent breakdowns and misunderstandings occur in non-routine situations.</i>
A1	<i>1.Has a very basic range of simple expressions about personal details and needs of a concrete type.</i>

VOCABULARY RANGE - VR

C2	<i>1.Has a good command of a very broad lexical repertoire including idiomatic expressions and colloquialisms; shows awareness of connotative levels of meaning.</i>
C1	<i>1.Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. 2. Has a good command of idiomatic expressions and colloquialisms.</i>
B2	<i>1.Has a good range of vocabulary for matters connected to his field and most general topics. 2.Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.</i>
B1	<i>1.Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his everyday life such as family, hobbies and interests, work, travel, and current events.</i>
A2	<i>1.Has sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics. 2.Has a sufficient vocabulary for the expression of basic communicative needs. 3.Has a sufficient vocabulary for coping with simple survival needs.</i>
A1	<i>1.Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.</i>

Control**GRAMMATICAL ACCURACY - GA**

C2	<i>1.Maintains consistent grammatical control of complex language, even while attention is otherwise engaged (e.g. in forward planning, in monitoring others' reactions).</i>
C1	<i>1.Consistently maintains a high degree of grammatical accuracy; errors are rare and difficult to spot.</i>
B2	<i>1.Has good grammatical control. Occasional "slips" or non-systematic errors and minor flaws in sentence structure may still occur, but they are rare and can often be corrected in retrospect. 2.Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.</i>
B1	<i>1.Communicates with reasonable accuracy in familiar contexts; generally good control though with noticeable mother tongue influence. Errors occur, but it is clear what he/she is trying to express. 2.Uses reasonably accurately a repertoire of frequently used "routines" and patterns associated with more predictable situations.</i>
A2	<i>1.Uses some simple structures correctly, but still systematically makes basic mistakes - for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say.</i>
A1	<i>1.Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire.</i>

VOCABULARY CONTROL -VC

C2	<i>1.Consistently correct and appropriate use of vocabulary.</i>
C1	<i>1.Occasional minor slips, but no significant vocabulary errors.</i>
B2	<i>1.Lexical accuracy is generally high, though some confusion and incorrect word choice does occur without hindering communication.</i>
B1	<i>1.Shows good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations.</i>
A2	<i>1.Can control a narrow repertoire dealing with concrete everyday needs.</i>
A1	<i>No descriptor available</i>

PHONOLOGICAL CONTROL - PC

C2	<i>No descriptor available</i>
C1	<i>1.Can vary intonation and place sentence stress correctly in order to express finer shades of meaning.</i>
B2	<i>1.Has a clear, natural, pronunciation and intonation.</i>
B1	<i>1.Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.</i>
A2	<i>1.Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time.</i>
A1	<i>1.Pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by native speakers used to dealing with speakers of his/her language group.</i>

ORTHOGRAPHIC CONTROL - OC

C2	<i>1. Writing is orthographically free of error.</i>
C1	<i>1. Layout, paragraphing and punctuation are consistent and helpful. 2. Spelling is accurate, apart from occasional slips of the pen.</i>
B2	<i>1. Can produce clearly intelligible continuous writing, which follows standard layout and paragraphing conventions. 2. Spelling and punctuation are reasonably accurate but may show signs of mother tongue influence.</i>
B1	<i>1. Can produce continuous writing, which is generally intelligible throughout. 2. Spelling, punctuation and layout are accurate enough to be followed most of the time.</i>
A2	<i>1. Can copy short sentences on everyday subjects - e.g. directions how to get somewhere 2. Can write with reasonable phonetic accuracy (but not necessarily fully standard spelling) short words that are in his/her oral vocabulary.</i>
A1	<i>1. Can copy familiar words and short phrases e.g. simple signs or instructions, names of everyday objects, names of shops and set phrases used regularly. 2. Can spell his/her address, nationality and other personal details.</i>

Sociolinguistic**SOCIOLINGUISTIC APPROPRIATENESS - S**

C2	<i>1. Has a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of meaning 2. Appreciates fully the sociolinguistic and sociocultural implications of language used by native speakers and can react accordingly 3. Can mediate effectively between speakers of the target language and that of his/her community of origin taking account of sociocultural and sociolinguistic differences.</i>
C1	<i>1. Can recognise a wide range of idiomatic expressions and colloquialisms, appreciating register shifts; may, however, need to confirm occasional details, especially if the accent is unfamiliar. 2. Can follow films employing a considerable degree of slang and idiomatic usage. 3. Can use language flexibly and effectively for social purposes, including emotional, allusive and joking usage.</i>
B2	<i>1. Can express him- or herself confidently, clearly and politely in a formal or informal register, appropriate to the situation and person(s) concerned. 2. Can with some effort keep up with and contribute to group discussions even when speech is fast and colloquial. 3. Can sustain relationships with native speakers without unintentionally amusing or irritating them or requiring them to behave other than they would with a native speaker. 4. Can express him or herself appropriately in situations and avoid crass errors of formulation.</i>
B1	<i>1. Can perform and respond to a wide range of language functions, using their most common exponents in a neutral register 2. Is aware of the salient politeness conventions and acts appropriately 3. Is aware of, and looks out for signs of, the most significant differences between the customs, usages, attitudes, values and beliefs prevalent in the community concerned and those of his or her own.</i>
A2	<i>1. Can perform and respond to basic language functions, such as information exchange and requests and express opinions and attitudes in a simple way. 2. Can socialise simply but effectively using the simplest common expressions and following basic routines 3. Can handle very short social exchanges, using everyday polite forms of greeting and address. Can make and respond to invitations, invitations, apologies etc.</i>
A1	<i>1. Can establish basic social contact by using the simplest everyday polite forms of: greetings and farewells; introductions; saying please, thank you, sorry etc</i>

Pragmatic

FLEXIBILITY - F

C2	<i>1. Shows great flexibility reformulating ideas in differing linguistic forms to give emphasis, to differentiate according to the situation, interlocutor etc. and to eliminate ambiguity.</i>
C1	<i>No descriptor available</i>
B2	<i>1. Can adjust what he/she says and the means of expressing it to the situation and the recipient and adopt a level of formality appropriate to the circumstances. 2. Can adjust to the changes of direction, style and emphasis normally found in conversation. 3. Can vary formulation of what he/she wants to say.</i>
B1	<i>1. Can adapt his expression to deal with less routine, even difficult, situations. 2. Can exploit a wide range of simple language flexibly to express much of what he/she wants.</i>
A2	<i>1. Can adapt well-rehearsed memorised simple phrases to particular circumstances through limited lexical substitution. 2. Can expand learned phrases through simple re-combinations of their elements.</i>
A1	<i>No descriptor available</i>

TAKING THE FLOOR (TURNTAKING) - T

C2	<i>No descriptor available</i>
C1	<i>1. Can select a suitable phrase from a readily available range of discourse functions to preface his remarks appropriately in order to get the floor, or to gain time and keep the floor whilst thinking.</i>
B2	<i>1. Can intervene appropriately in discussion, exploiting appropriate language to do so. 2. Can initiate, maintain and end discourse appropriately with effective turntaking. 3. Can initiate discourse, take his turn when appropriate and end conversation when he/she needs to, though he/she may not always do this elegantly. 4. Can use stock phrases (e.g. "That's a difficult question to answer") to gain time and keep the turn whilst formulating what to say.</i>
B1	<i>1. Can intervene in a discussion on a familiar topic, using a suitable phrase to get the floor. 2. Can initiate, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest.</i>
A2	<i>1. Can use simple techniques to start, maintain, or end a short conversation. 2. Can initiate, maintain and close simple, face-to-face conversation. 3. Can ask for attention.</i>
A1	<i>No descriptor available</i>

THEMATIC DEVELOPMENT - TD

C2	<i>No descriptor available</i>
C1	<i>1. Can give elaborate descriptions and narratives, integrating sub themes, developing particular points and rounding off with an appropriate conclusion.</i>
B2	<i>1. Can develop a clear description or narrative, expanding and supporting his/her main points with relevant supporting detail and examples.</i>
B1	<i>1. Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points.</i>
A2	<i>1. Can tell a story or describe something in a simple list of points.</i>
A1	<i>No descriptor available</i>

COHERENCE - C

C2	<i>1. Can create coherent and cohesive text making full and appropriate use of a variety of organisational patterns and a wide range of cohesive devices.</i>
C1	<i>1. Can produce clear, smoothly flowing, well-structured speech, showing controlled use of organisational patterns, connectors and cohesive devices.</i>
B2	<i>1. Can use a variety of linking words efficiently to mark clearly the relationships between ideas. 2. Can use a limited number of cohesive devices to link his/her utterances into clear, coherent discourse, though there may be some "jumpiness" in a long contribution.</i>
B1	<i>1. Can link a series of shorter, discrete simple elements into a connected, linear sequence of points.</i>
A2	<i>1. Can use the most frequently occurring connectors to link simple sentences in order to tell a story or describe something as a simple list of points. 2. Can link groups of words with simple connectors like "and", "but" and "because".</i>
A1	<i>1. Can link words or groups of words with very basic linear connectors like 'and' or 'then'.</i>

PROPOSITIONAL PRECISION - PP

C2	<i>1. Can convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of qualifying devices (e.g. adverbs expressing degree, clauses expressing limitations). 2. Can give emphasis, differentiate and eliminate ambiguity.</i>
C1	<i>1. Can qualify opinions and statements precisely in relation to degrees of, for example, certainty/ uncertainty, belief/doubt, likelihood etc.</i>
B2	<i>1. Can pass on detailed information reliably</i>
B1	<i>1. Can explain the main points in an idea or problem with reasonable precision. 2. Can convey simple, straightforward information of immediate relevance, getting across which point he/she feels is most important. 3. Can express the main point he/she wants to make comprehensibly.</i>
A2	<i>1. Can communicate what he/she wants to say in a simple and direct exchange of limited information on familiar and routine matters, but in other situations he/she generally has to compromise the message.</i>
A1	<i>No descriptor available</i>

SPOKEN FLUENCY - SF

C2	<i>1. Can express him/herself at length with a natural, effortless, unhesitating flow. Pauses only to reflect on precisely the right words to express his/her thoughts or to find an appropriate example or explanation.</i>
C1	<i>1. Can express him/herself fluently and spontaneously, almost effortlessly. Only a conceptually difficult subject can hinder a natural, smooth flow of language.</i>
B2	<i>1. Can communicate spontaneously, often showing remarkable fluency and ease of expression in even longer complex stretches of speech. 2. Can produce stretches of language with a fairly even tempo; although he/she can be hesitant as he/she searches for patterns and expressions, there are few noticeably long pauses. 3. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without imposing strain on either party.</i>
B1	<i>1. Can express him/herself with relative ease. Despite some problems with formulation resulting in pauses and "cul-de-sacs", he/she is able to keep going effectively without help. 2. Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.</i>
A2	<i>1. Can make him/herself understood in short contributions, even though pauses, false starts and reformulation are very evident. 2. Can construct phrases on familiar topics with sufficient ease to handle short exchanges, despite very noticeable hesitation and false starts.</i>
A1	<i>1. Can manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication.</i>

Appendix: The hierarchy of scales

The scales in the CEFR are interconnected in an underlying hierarchy. When using the scales it is important to keep in mind that the CEFR is based on an action-oriented approach as explained in the first paragraph of Chapter 2. The CEFR views users and learners of a language as members of society who may wish to accomplish tasks in a given set of circumstances, in a specific environment and within a particular field of action. These tasks are of course not exclusively language-related. While acts of speech occur within language activities, these activities form part of a wider social context, which alone is able to give them their full meaning.

Language use, embracing language learning, comprises the actions performed by persons who as individuals and as social agents develop a range of **competences**, both **general** and in particular **communicative language competences**. They draw on the competences at their disposal in various **contexts** under various **conditions** and under various **constraints** to engage in **language activities** involving **language processes** to produce and/or receive **texts** in relation to **themes** in specific **domains**, activating those **strategies** which seem most appropriate for carrying out the **tasks** to be accomplished. The monitoring of these actions by the participants leads to the reinforcement or modification of their competences.

The scales of the CEFR refer to this theoretical model, but each separate scale refers to particular aspects, elements, contexts, processes, etc. distinguished within the model. Developing competence is described in the scales mainly along two broad dimensions: the **quantity** dimension (the number of tasks persons can perform successfully by language use, in what number of contexts, in relation to what number of themes, domains etc.) and a **quality** dimension (how effectively and efficiently the persons can achieve their goals through language use. To illustrate the interrelationships between the CEFR scales two branches of the hierarchy are presented below, the first referring to the quantity dimension and the second to the quality dimension.

The quantity dimension branches out from overall language proficiency into “Communicative Activities”. Four main types of activities are distinguished: Reception, Production, Interaction, and Mediation. In Diagram 1 the Interaction branch is worked out in more detail. Similar branching can be derived from the CEFR for the other three types of activities. Within Interaction a spoken and a written branch are distinguished. Finally within the spoken branch several contexts of language use are presented. For each of the boxes in the diagram descriptive scales are available in the CEFR,

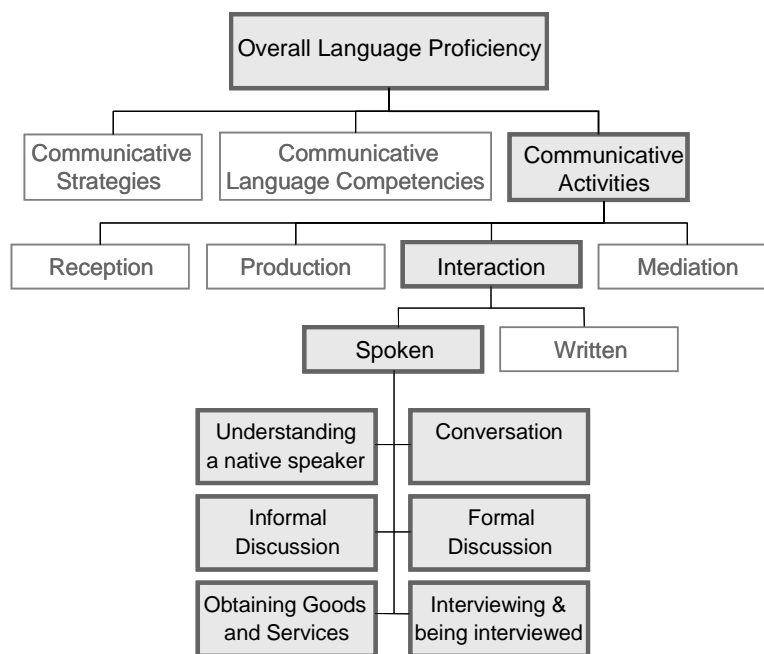


Diagram 1: The quantity dimension

The **quality dimension** also branches out from overall language proficiency (Diagram 2), but into “[Communicative language competences](#)”. Three main constituents of Communicative language competences are distinguished: linguistic, Sociolinguistic and Pragmatic. The linguistic competences are important in achieving efficiency and effectiveness in language use. For linguistic competence two factors are distinguished: range and control and within each of these two factors several aspects are distinguished. For each box in the diagram descriptive scales are offered in the CEFR.

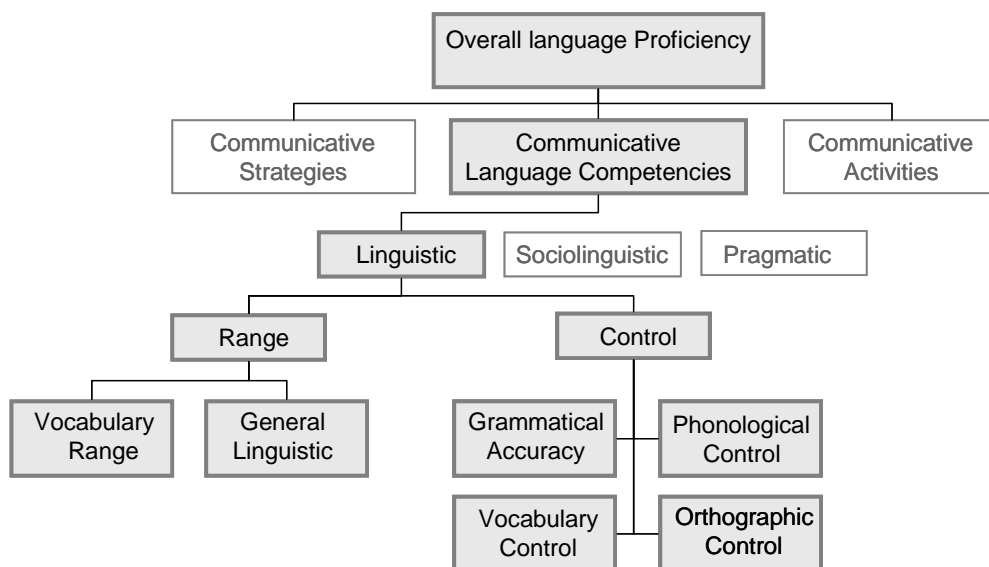


Diagram 2: The quality dimension

