

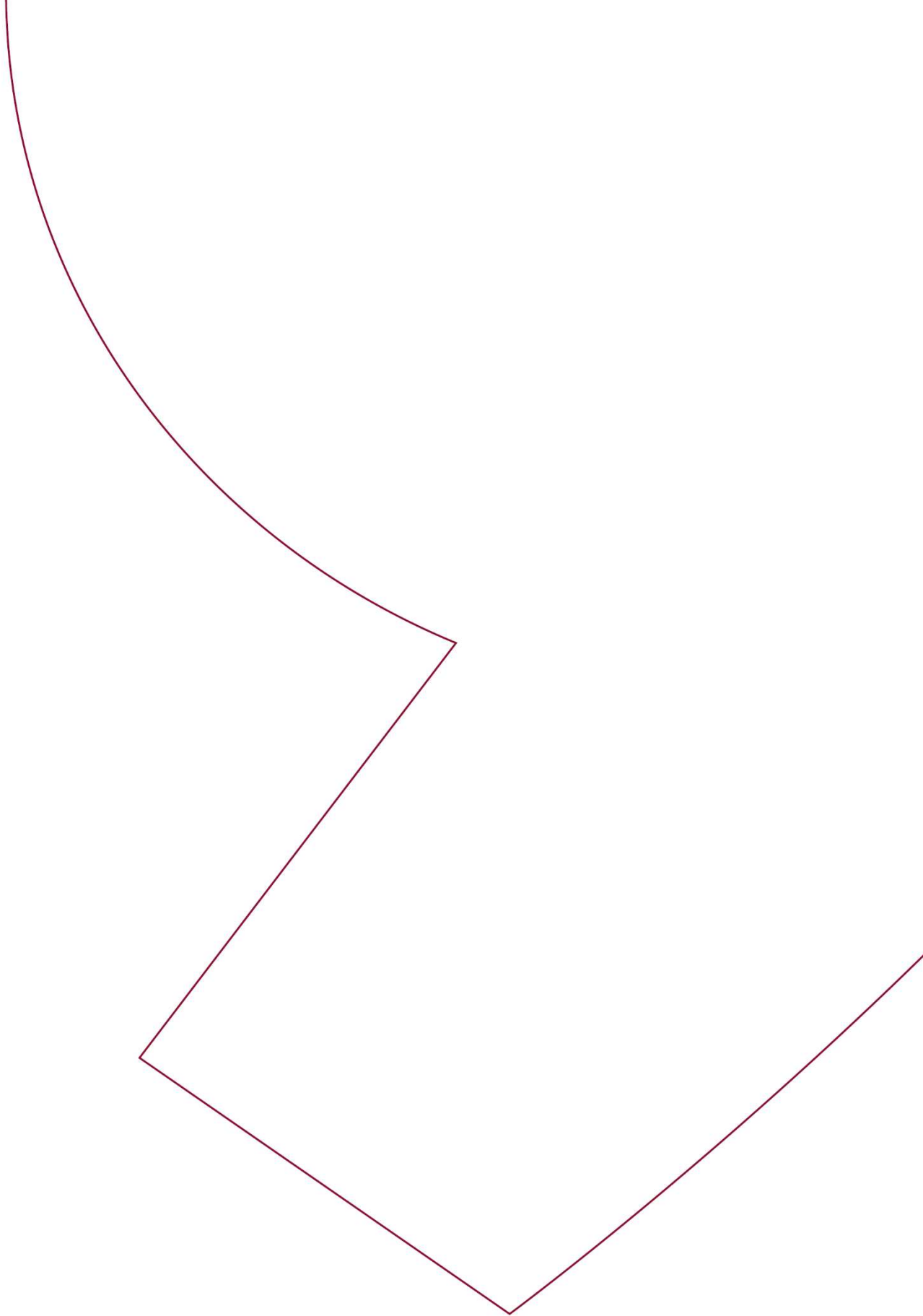
## **ASSESSMENT REPORT**

Limited Program Assessment

**Master Interdisciplinary Business  
Professional**

Full and Part time

Hanzehogeschool Groningen



# **ASSESSMENT REPORT**

Limited Program Assessment

## **Master Interdisciplinary Business Professional**

Full and Part time

Hanzehogeschool Groningen

Croho registration: 49291

Hobéon Certificering & Accreditatie  
**April 21, 2023**

### **Audit Panel**

Dr. E. van de Luijtgaarden (chair)  
J.M. Berntsen-Wiltink  
C.R. Pereboom  
T. La (student)

### **Secretary**

P. Shapiro

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## 1. GENERAL INFORMATION

Institution	Hanzehogeschool Groningen
Status	Funded
Outcome of Institutional Quality Assessment	Positive, February 2018
Name of program in the Central Register of Higher Education (CROHO)	M Interdisciplinary Business Professional
ISAT-code CROHO	49291
Domain / Sector CROHO	Economics
Orientation and level	HBO master
Degree	Master of Science (MSc)
Number of credits	60 ECTS
Specializations	n/a
Location	Groningen
Variants	Full time (English) and part time (Dutch)
Languages	English and Dutch (see above)
Date site visit	February 13, 2023

## **2. EXECUTIVE SUMMARY**

### **2.1 Introduction and Program Profile**

The Master Interdisciplinary Business Professional (MIBP) is a 60 ECTS master's program that aims to graduate students who are capable of analyzing developments and issues in an interdisciplinary business context. MIBP is part of the International Business School (IBS) at Hanze University of Applied Sciences in Groningen (Hanze UAS). MIBP is offered in both a full time, one year, English language variant, and a part time, two year, Dutch language variant. This allows the program to address the needs of a diverse student body.

MIBP is a collaboration of five schools at Hanze UAS and is connected to eight different professorships across the institution. The program brings together expertise from across Hanze UAS to facilitate interdisciplinary learning and new approaches to complex problems. The MSc program is based on three pillars, with a strong focus on applied research. The program utilizes a hands-on educational approach, students have to work with real world business cases. The program is housed at IBS while having a steering group composed of the deans of the five participating schools and the director of the Marian van Os Center for Entrepreneurship.

The initial accreditation of MIBP was in 2018. The program conducted an internal midterm review in 2021 to evaluate the development to that point. MIBP has worked to improve its connection to the field with the implementation of the Board of Reference. The vision on research has been honed and extensively discussed, considering the fact that lecturers all come to the program with different disciplinary backgrounds. This has been helped by stabilizing the core team of the program, and fully integrating the curriculum.

### **2.2 Findings**

The program fulfills the requirements of standard 1. The ten intended learning outcomes (ILOs) are appropriate for the profile and level of the program and encourage academic autonomy while facilitating the development of professional skills. The program utilizes an interdisciplinary business perspective on complex problems. Students are directed towards a broad and inclusive perspective, with the ability to apply knowledge and skills in contexts outside the business disciplines they were developed for. Graduates of the program are practice-oriented professionals who are capable of a high degree of creative problem-solving and have the tools to facilitate business transitions.

MIBP is a cohesive 60 ECTS program divided into five modules, with courses on business research, professional skills development and ethics, and knowledge-based skills. Two large research projects, an innovation assignment and a master's thesis, make up the remaining credits. The program uses a student-centered didactic approach and focuses on real-world cases to teach the competencies required by the industry. The program has a community of learners concept that provides support to students throughout the year. The teaching staff of the program is diverse and has sufficient expertise to facilitate student success. The interdisciplinary perspective of the program is integrated throughout its structure. The program fulfills the requirements of standard 2.

Furthermore, the program fulfills the requirements of standard 3. Assessment at MIBP is based on summative module assignments completed either individually or in small groups. Assessments are in accordance with Hanze UAS assessment policy. All assessments are subject to quality assurance checks, including peer review, calibration, and blind sampling. The assessments are based on the HILL method and focus on monitoring the development of professional skills, with students expected to function independently and demonstrate a high level of self-reflection. MIBP is working on implementing more formative assessment moments. The panel found that the thesis is appropriate for testing the program's ILOs, but has a recommendation in this regard (see below).

The panel reviewed a sample of 15 theses and found that they reflected the master level, and the grades given were appropriate for the work presented. Graduates demonstrate the achievement of all ILOs through their course work. Graduates from MIBP fit well in a variety of organizations and have the ability to carve out their own niches within companies to promote development. The program fulfills the requirements of standard 4.

## 2.3 Commendations

The panel commends MIBP, IBS, and Hanze UAS on the following points:

- Finding the balance between an academic research program and an applicable business program.
- Creating a program environment and learning community that is approachable for students from all academic backgrounds and enables students to continue their education.
- Remaining aware of developments in the field and integrating these dynamically into the curriculum.
- Having a clear vision of interdisciplinarity and integrating it well throughout the program.

## 2.4 Recommendations

In addition to the issues and developments MIBP is already addressing, the panel has several recommendations for the program:

- As they are currently formulated the ILOs of the program are rather embellished, the panel suggests reflecting on these and refining them to further clarify the focus of the program.
- The panel recommends reinforcing the Professional Skills Development and Ethics course, and ethical concepts in the curriculum as a whole.
- The program should reconsider the weight given to the thesis in the current curriculum and the diversity of assessment methods available to them, which could test the ILOs in new and innovative ways.
- The panel; encourages the program to better showcase the applied achievements in student work and the transferability of recommendations into real-world practice.

## 2.5 Conclusion

The panel advises the NVAO re-accredit the program on the basis of the limited accreditation framework.

In agreement with the panel members, the chair adopted this report on April 21, 2023.

### 3. FINDINGS

#### 3.1 Intended learning outcomes

**Standard 1: The intended learning outcomes tie in with the level and orientation of the program; 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 program (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 program. Insofar as is applicable, the intended learning outcomes are in accordance with relevant legislation and regulations.

The Interdisciplinary Business Professional Master (MIBP) aims to graduate students who are capable of analyzing developments and issues in an interdisciplinary business context. Graduates are capable of addressing 'wicked' business problems utilizing methodologies from across the (social) sciences. The panel recognizes that the program aims to direct students towards complex problems that require a broad perspective, and the ability to apply knowledge and skills in contexts outside the disciplines they were developed for. The panel finds that the program utilizes a view of interdisciplinarity that depends on interaction between the disciplines. It is truly interdisciplinary, and not multidisciplinary, and the panel commends the program for this.

The panel finds that graduates with the MIBP profile are capable of a high degree of creative problem-solving. This is appropriate for the master level, and the level of abstraction required of students aligns with the requirements of EQF level 7. The profile of the program has been discussed with industry stakeholders and the program's advisory board. It is clear that graduates of the program align with industry expectations for operators who are capable of complex problem-solving. Graduates from MIBP are practice oriented professionals capable of a certain degree of interdisciplinary academic rigor. MIBP graduates are separated from MBA's by their ability to work within a more complicated theoretical context – they have the tools to facilitate business transitions.

The ten intended learning outcomes (ILOs) of the program are summarized below:<sup>1</sup>

1. Students analyze the strategic context in which professionals operate by conducting qualitative and quantitative research embedded in relevant theoretical frameworks.
2. Students design innovative strategic and operational solutions which reflect an independent vision within an organizational context.
3. Students utilize knowledge of skills, theories, concepts, and models from the disciplines of marketing, finance, HRM, and business IT. They integrate these into original solutions.
4. Students are capable of turning developments into new ideas and concepts for the benefit of the development of professional practice.
5. Students can give concrete recommendations in a strategic context based by analyzing what limited information they have from multiple perspectives.
6. Students direct the innovation process, creating support for change projects within their professional context.
7. Students are agile professionals coordinating and networking various stakeholders, and creating synergies across disciplines and departments to realize meaningful solutions.
8. Students evaluate the quality and effectiveness of implemented solutions utilizing an evidence-based approach.
9. Students critically reflect on their own professional attitude.
10. Students communicate effectively with all stakeholders and can do so across disciplines utilizing language appropriate for the particular context. They can communicate knowledge effectively and unambiguously.

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<sup>1</sup> Note that this is a summary of the ILOs and not a word for word reproduction of them.



The panel finds that the ILOs are appropriate for the profile and level of the program. They encourage academic autonomy of students while facilitating the development of professional skills. The intended learning outcomes are appropriate for both the full time and part time programs and are broad enough to fit the prior knowledge of both cohorts. While the panel is satisfied that the ILOs are appropriate, it would encourage MIBP to reformulate them so as to clarify the competences students have at the end of the program. As it stands, the formulation is embellished with undefined academic 'buzzwords' that detract from the impressive program MIBP has otherwise put together. The panel recognizes that the verbosity of the language used in the ILOs is to some extent necessary for the interdisciplinary context it finds itself in – but suggests that reflection in this area and refinement of the ILOs could help the program move forward in its development and redouble its focus as a professionally applicable business program.

The panel finds that MIBP has a clear set of ILOs that align with industry expectations and the profile of the program. The ILOs are appropriate for the level and orientation of the program. While the exact formulation of the ILOs could be refined, as a whole, the panel finds that the program **fulfills the requirements** of standard 1.

## 3.2 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 program is taught in a language other than Dutch, the program must justify its choice. This also applies if the program 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 program concerned.

The 60 ECTS master program is divided into five modules, each contributing to the realization of the ILOs. Students take two courses of five credits each, one in business research, the other in professional skills development and ethics. Students take a 10 credit knowledge-based skills course that includes modules on, for example, human resources management or marketing and finance. The remaining credits are occupied by two large research projects, the first a group-based innovation assignment of 15 credits, and the master's thesis which consists of 25 credits. The panel found that MIBP is particularly proud of their community of learners concept which, while not carrying any credits, forms a framework for student academic support over the course of the program.

The curriculum of MIBP is based on three pillars: applied research, interdisciplinary assignments, and professional skills development and ethics. There is a heavy emphasis on applied research throughout the curriculum. Students are expected to utilize scientific principles while working within the context of professional practice. Research practices are integrated throughout the curriculum, with each course and assignment building on the last. Students work on real-world assignments with an interdisciplinary perspective, which is facilitated by the disciplinarily diverse staff.

The panel reviewed documentation on the alignment of the ILOs of the program with the objectives of the individual program modules and found that they are well integrated. The panel has concerns about the Professional Skills Development and Ethics course – namely that the ethical component of the curriculum is obscured by its dispersion throughout the year and by the strong emphasis on other projects in the moments the course is being taught. Students informed the panel that they had only a vague recollection of the course, which the panel found concerning. It is clear that MIBP intends to graduate ethical business practitioners, and the panel would like to see the program reemphasize this throughout the curriculum, in particular the topic of research ethics. That said, the panel finds that it is possible for students to achieve all the ILOs as the program exists now.

MIBP utilizes a student-centered didactic approach with both competence and challenge-based learning. The program is oriented towards teaching the competencies required by industry through real-life cases that students engage with to provide solutions. Modules are designed in line with the principles of the high-impact learning that lasts (HILL) model. The panel is impressed by the cohesion of the program, in particular the relationships between modules and the way in which the community of learners provides support to students as appropriate throughout the year.

As already mentioned, the community of learners concept is a support structure for students, that while not mandatory, is effective according to students. Students informed the panel that most people attend the sessions, and only opt out when work stress is particularly high. The groups consist of students and coaches and can adjust to the needs of the students. The sessions are found to help answer program related questions related to courses and individual assignments that might not otherwise be addressed in class. Students informed the panel that the collaboration and self-sufficiency required of them facilitates their learning process and enables them to give their own direction to the program. The panel compliments the program on the independence given to students in pursuing their educational interests. Students did inform the panel that there are times when the workload is heavy, particularly around the deadline for the Innovation Assignment.

MIBP is offered as both a full time and part time program. The full time variant is in English, the part time in Dutch. Part time students are required to be employed in the field because the curriculum of the part time program is adjusted to utilize 'wicked problems' in class that students bring in from their workplaces. The full time program meanwhile utilizes 'wicked problems' from other companies, and Hanze internal research programs. While the students from the two variants have little contact with one another, the panel found that the curricula and assignments of the two variants are broadly aligned and adjusted as appropriate to suit the needs of the two diverging student bodies.

All students are subject to a selective admissions process. In addition to the prerequisite of holding a qualifying bachelor's degree, applicants must take an admission test and are interviewed by the program. Applicants to the full time program are required to demonstrate sufficient command of the English language, while part time applicants have to have an employer in the field. Students from a variety of backgrounds informed the panel that they felt well supported and that the program is achievable for all admitted students. The program informed the panel that the admissions process is primarily focused on the motivation of applicants. Students informed the panel that the program accommodates all of their various interests and reasons for joining the program, which helps their motivation. The panel recognizes that MIBP does its best to ensure that the profile of admitted students and their motivation aligns with the intentions of the program, which increases the likelihood of student success.

The teaching staff of the program is diverse. The different areas of expertise of the team members complement one another well. The team consists of 12 lecturers, of which 7 have PhDs and four are PhD candidates. Lecturers teach in their area of expertise, and if additional knowledge is required MIBP can call on teaching staff from other programs at Hanze UAS or another university. Teaching staff at MIBP are more than knowledge conduits, they facilitate the learning process and are up-to-date on the appropriate didactic methods. Most courses are taught by two lecturers due to the interdisciplinary nature of the program, which the panel is particularly impressed by. The panel finds that all the lecturers have sufficient command of the English language to teach in the language. Finally, lecturers are expected to keep apprised of developments in the field through, for example: their own research, conferences, working with companies to develop assignments for students, or working in the field themselves. Students value their teachers for their commitment to the program and the expertise that they bring to the classroom.

It is clear to the panel that the international composition of both the teaching team and the student body make the full time variant of the program possible. The English language name of the program is appropriate for both variants of the program, given the industry context and the international nature of the interdisciplinarity pursued by the program. The program ensures that both staff and students have sufficient command of the English language where necessary, and the panel finds that the choice of English as the language of instruction for the full time program is appropriate.

The panel finds that the ILOs of the program are adequately translated into a cohesive educational program at MIBP. The teaching staff are well qualified and the program is structured such that it is possible for students to achieve the intended master's level. While there are components of the curriculum that could be more emphasized, this room for improvement does not detract from the positive impression the panel has as a whole. The panel finds that the program **fulfills the requirements** of standard 2.

### 3.3 Student assessment

#### **Standard 3: The program 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.

Students at MIBP are assessed on the basis of summative module assignments. Assessments are in accordance with Hanze UAS assessment policy. All members of the teaching staff hold a BKE and are appointed as examiners by the exam board. The exam board has mandated an assessment committee, which is responsible for checking the validity of exams, as well as checking the appropriateness of the chosen exam format. Assessments are subject to internal peer review by other lecturers and calibration within the institution. All assessments at MIBP are subject to the four eyes principle and calibration sessions are conducted to ensure consistency. The exam board reviews a blind sample of theses and verifies that the approved rubrics are used correctly. The panel is satisfied that MIBP and the exam board have appropriate quality assurance checks in place to ensure the validity, transparency, and independence of module exams.

Assessments at MIBP are based on the HILL (high-impact learning that lasts) method. The focus of assessments is on monitoring the learning and development of professional skills. Students are expected to function independently and demonstrate a high level of self-reflection. In addition to formal monitoring by advisors, students are expected to hold themselves accountable as is appropriate for a master's program. They should be able to justify their methodological choices and relate their work independently to relevant academic literature. Assessments are either group-based or individual depending on the assignment. Students are expected to perform well in both settings. The groups for collective assignments are small, two students for the innovation assignment, such that every student has to contribute to the work product.

MIBP is working on implementing more formative assessment moments. The thesis proposal is now pass/fail and serves primarily as a moment for students to get feedback that they integrate into their research and final paper. This feedback is helpful for students in honing the focus of their thesis. Students have access to peer-review within the community of learners, and students informed the panel that these sessions can be useful.

In addition to the 25 credit thesis, students complete an innovation assignment that forms one of the cornerstones of the program. Students informed the panel that the innovation assignment is a good preparation for the thesis project. The thesis handbook is not clear for all students until after the innovation assignment, but students informed the panel that the requirements are clarified for them as they understand better what is expected of them. The independence which is expected of students and the level of theoretical application convinces the panel that students are working on a master's level (in line with EQF 7 descriptors). The panel found that the students were well-informed about what is expected of them and that the rubrics are transparent. Students informed the panel that their supervision during the thesis writing process is supportive and facilitatory.

The panel was intrigued by the heavy emphasis on the thesis in the program. It is clear that MIBP considers it necessary because the program issues a Master of Science diploma. The panel wonders whether there are other assessment forms that might be more appropriate for a professionally oriented program. The ILOs of the program are, appropriately, largely skills based, while the writing of a thesis does require some of these skills, the panel thinks it would behoove the program to better integrate the professional skills expected of students and the final project. A more integrated form of assessment would be more holistic, which would be appropriate for MIBP. That said, the thesis as it stands is appropriate for testing the ILOs and demonstrates student achievement of said ILOs and the master's level.

Assessments at MIBP are clear and appropriate for testing the ILOs. The program has a clear didactic vision and adequate quality assurances in its testing policy. The panel finds that the thesis, while adequate according to the NVAO standards, could be improved on as a methodological tool to stimulate excellence and align with MIBP's profile. The panel finds that the program **fulfills the requirements** of standard 3.

### 3.4 Achieved learning outcomes

**Standard 4: The program 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 programs.

In the opinion of the panel, students who complete the qualifying course work and thesis at MIBP demonstrate the realization of the ILOs of the program, and the ability to work at the master's level. The panel reviewed a representative sample of 15 theses, including the filled in rubrics, and found that they reflect the required master level. The grades given to the theses are appropriate for the work presented.

The panel finds that the working field is satisfied with graduates, as indicated by the positions that both full time and part time students occupy after graduation. Graduates from MIBP fit well in a variety of organizations and have the ability to carve out their own niches within companies to promote development. Alumni informed the panel that the program prepared them well for their positions. They find work as managers and consultants in both regional and multinational organizations. A few graduates continue in academia.

The panel encourages MIBP to showcase what has been achieved in the real world through student work more. The transferability of the work produced could be more clearly underscored. This would help highlight the ways in which the academic buzzwords which frame the program are being realized in actual practice, which is important for a hbo program. Nonetheless, it is clear that the work produced is appropriate for the level and orientation of the program.

The theses at MIBP reflect the achievement of the ILO's and the master's level. Alumni and the working field are satisfied with the level of the graduates, and with the work produced. MIBP could underscore its achievement better. The panel finds that the program **fulfills the requirements** of standard 4.

#### **4. OVERALL JUDGMENT**

The panel finds that the Master Interdisciplinary Business Professional offered by the Hanze University of Applied Sciences meets the requirements of standards 1, 2, 3, and 4. Therefore, the panel advises that the NVAO re-accredit the program on the basis of the limited program assessment.

## 5. APPENDICES

### Appendix I Overview of judgements

<b>Overview of the panels judgements Hanze University of Applied Sciences hbo-master Interdisciplinary Business Professional full time and part time</b>	
<b>Standard</b>	<b>Judgement</b>
<b>Standard 1. Intended learning outcomes</b>	Meets the standard
<b>Standard 2. Teaching-learning environment</b>	Meets the standard
<b>Standard 3. Student assessment</b>	Meets the standard
<b>Standard 4. Achieved learning outcomes</b>	Meets the standard
<b>Overall judgement</b>	<b>Positive</b>

## Appendix II            Agenda of the site-visit

### Interdisciplinary Business Professional The site visit took place on February 13<sup>th</sup>, 2023

Time	Subject
08:30 – 09:00	Panel Arrival and welcome, introduction by management
09:00 – 09:45	Panel: Study materials and preparation
09:45 – 10:30	Management
10:45 – 11:30	MIBP students and alumni
11:45 – 12:30	Session lecturers, supervisors, co-markers
12:30 – 13:00	Lunch
13:00 – 13:30	Board of Reference and Professors
13:30-14:00	Exam Board, Assessment Committee and Thesis Coordinators
14:15 – 15:00	MIBP Expo with staff
15:00 – 15:30	Panel review final discussions
15:30	Final feedback session

For privacy reasons, names of auditees are not included in this report. The names of auditees are known by the secretary of the panel.

#### **Working methods**

##### ***Selection of the auditees and open consultation opportunity***

In compliance with NVAO regulations the audit panel decided on the composition of the auditee delegations in consultation with the program management and on the basis of the points of attention that arose from the panel's analysis of the provided documentation. An 'open consultation session' was scheduled as part of the site-visit program. 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 program (see appendix iii) and a number of theses. The panel secretary organised input from the auditors and distributed the preliminary findings among the panel members prior to the audit. A preparatory meeting of the panel was held before the site visit took place at the institute on December 4<sup>th</sup>.

The panel formulated its preliminary assessments per theme and standard immediately after the site visit. These were based on the findings of the site visit, and building on the



assessment of the program documents.

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 forwarded to the institution to correct factual inaccuracies. The panel finalized the report on April 21, 2023.

### **Assessment rules**

According to the NVAO assessment rules, a program can either fulfil, partially fulfil or not fulfil the requirements of each standard. Hobéon applied the decision rules, as listed in the "Assessment Framework for higher education accreditation system Netherlands, September 2018.

## Appendix III

## List of documents examined

### List of documents examined

1\_HAN3039\_BRO\_StrategischBeleidsplan-EN-Digi\_A4\_fc\_05\_KJ.pdf  
15 Thesis MIBP 2022 and 2021 - for panel.pdf  
15\_IBS\_Governance\_Jan\_2022\_v1.0\_final.pdf  
17\_Hanze International Business Office (HIBO) the IBS Interface with Industry.pdf  
20212022\_MIPB\_Deeltijd\_AO\_Afstudeeropdracht\_Afstudeerhandleiding\_v1.00 Copy.pdf  
2022-2023 block 1 Survey and block 2 Temperature check MSc IBP full time.pdf  
2022-2023 block 1 Temperature Check MSc IBP part-time year 1.pdf  
20222023\_IBP\_SHL\_InnovatieOpdracht\_INO\_v1.00.pdf  
20222023\_IBP\_SHL\_Onderzoeksvaardigheden\_v1.01(1).pdf  
20222023\_IBP\_SHL\_ONI\_v1.01(1).pdf  
Appendix\_1\_OER Deeltijd MSc IBP 21-22.pdf  
Appendix\_1\_OER Deeltijd MSc IBP 22-23.pdf  
Appendix\_1\_TER MSc IBP 20-21.pdf  
Appendix\_1\_TER MSc IBP 2021-2022\_full\_time.pdf  
Appendix\_1\_TER MSc IBP 2022-2023\_full\_time.pdf  
Appendix\_10\_MIBP\_MTD\_AssessmentFormSupervisor\_v5.02.xlsx  
Appendix\_11\_Annual Report EB 2020-2021 IBS 1.0.pdf  
Appendix\_11\_Annual Report EB 2021-2022 IBS 1.0.pdf  
Appendix\_2\_IBS\_Policy\_Documents\_May\_2021\_v1.0.pdf  
Appendix\_5\_The\_professional\_masterstandard\_December\_2019.pdf  
Appendix\_6\_Dublin\_descriptors\_PLOs.pdf  
Appendix\_7\_Guidelines for the Appointment of IBS Examiners 2021-22.pdf  
Appendix\_7\_List examiners\_2021-2022.xlsx  
Appendix\_8\_MSc IBP FT class list 2020-2021.xlsx  
Appendix\_8\_MSc IBP FT class list 2021-2022.xlsx  
Appendix\_8\_MSc IBP PT class list 2021-2022.xlsx  
Appendix\_9\_Master Thesis Handbook DEF 2020-2021.pdf  
Appendix\_9\_Master Thesis Handbook\_DEF\_2122\_Semester2.pdf  
Appendix\_9\_Master\_Thesis\_Handbook\_DEF\_2223 (semester 2).pdf  
B SYP SIBS 2022-2023 IBS V1.0.pdf  
B SYP SSP IBS 2020-2021, FINAL, 8th July 2020.pdf  
B SYP SSP IBS 2021-2022, final version 1.0 9th June 2021.pdf  
BOKS student manual WS2022.pdf  
Course Manual Research In Business 2022-23.pdf  
Development Assessment Form Master Thesis IBP Master.pdf  
Development Assessment Form Master Thesis IBP Master.pdf  
HANZE SER MSc IBP\_Dec\_2022 versie 1.0.pdf  
IBP\_research\_philosophy\_workshop.pptx  
Start of the Academic Year cohort 21-22.pptx  
Strategic\_Staff\_Plan\_SIBS\_V1.1\_16\_05\_2022 - staff.pdf  
Student Manual Innovation Assignment 2022-2023.pdf  
Student Manual Professional Skills Development Ethics 2022 - 2023.pdf  
Studiehandleiding ondernemend leiderschap 2022 2023.pdf

Following NVAO regulations, the panel reviewed the final projects of 15 students, including their evaluations. For privacy reasons, the names of these graduates and their student numbers are not included in this report. The names of the graduates, their student number, as well as the titles of the final projects, are known to the secretary of the audit panel.

## Appendix IV      Composition of the audit panel

The Interdisciplinary Business Professional Master belongs to the visitation group: HBO Master Management

Succinct resumes of the panel members:

<b>Name</b>	<b>Succinct CVs</b>
Dr. E van de Luijtgaarden	Chairperson of the panel. Endowed Professor of Preventive Law at Maastricht University and Professor of Preventive Law at ZUYD University of Applied Sciences.
J.M. Berntsen-Wiltink	Director of the Academy of Financial and Economic Management at HAN UAS
C.R. Pereboom	Teacher and researcher in international business at Avans UAS
T. La	Student Master of Digital Marketing and Communication
P. Shapiro	NVAO certified secretary, consultant at Hobeon

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 maintain, nor have they maintained in the past five years, any (family) connections or ties of a personal nature or as a researcher/teacher, professional or consultant with the program in question, which could affect their ability to independently judge the quality of the program in either a positive or negative sense.

In its decision dated September 19<sup>th</sup>, 2022 with reference PA-1223 the NVAO assented to the composition of the panel.



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