

ASSESSMENT REPORT

Limited programme assessment

**Bachelor
International
Business & Management Studies**

Full time

Hogeschool Utrecht

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Hogeschool Utrecht

CROHO registration: 34936

Hobéon Certificering BV

Date

24 January 2013

Audit panel

Drs. W.G. van Raaijen, chair

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1. GENERAL AND QUANTATIVE DATA

Administrative details of the programme

Name of programme in CROHO	International Business and Management Studies
Orientation and level	HBO bachelor
Number of credits	240 EC
Specialisation	none
Location(s)	Utrecht, Padualaan 101
Variant(s)	Fulltime
CROHO registration number	34936

Administrative details of the institution

Organisation	Hogeschool Utrecht, Utrecht University of Applied Sciences
Status organisation	funded
Result of institutional quality Assurance assessment	unknown (Institutional Assessment is scheduled for 2 nd October 2012 and 14th/15th November 2012)
Faculty	Faculty of Economics and Management (
Institute	Institute for Business Administration
Knowledge centre	Innovation and Business Knowledge Centre (InnBus):
Research groups	Business, ICT and Innovation Financial Economic Consultancy on Innovation International Business and Innovation Marketing, Market Research and Innovation Organisation of Innovation

Date site-visit	20 September 2012
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Quantitative details of the programme

The detail in the following tables are distracted from Osiris (12-12-2011), the student tracking system of the HU.

Table 1, General details

	2004	2005	2006	2007	2008	2009	2010	2011
Total of enrolled students (per 01-10)	347	379	364	388	408	447	481	538

Table 2a, Inflow of students, 1st time HU

	2004	2005	2006	2007	2008	2009	2010	2011
Total incoming students	107	96	100	141	175	179	179	187
<i>Previous education HAVO</i>	46	49	57	75	101	84	103	96
<i>Previous education VWO</i>	4	9	6	12	12	22	17	21
<i>Previous education MBO</i>	8	7	14	18	27	36	26	21
<i>Previous education Overig</i>	49	31	23	36	35	37	33	49

Table 2b, Inflow of students, 1st time IBMS

	2004	2005	2006	2007	2008	2009	2010	2011
Total incoming students	116	108	111	148	185	192	194	203
<i>Previous education HAVO</i>	53	56	68	79	109	92	112	105
<i>Previous education VWO</i>	5	9	6	12	12	23	17	23
<i>Previous education MBO</i>	8	9	14	19	28	39	28	21
<i>Previous education Overig</i>	50	34	23	38	36	38	37	54

Table 3a – Study success rate as a percentage of inflow 1st time HU

	2004	2005	2006	2007	2008	2009	2010	2011
Diploma after 5 years	37%	22%	31%	13%	1%	0%	0%	0%
Average study time of graduates (after 5 years)	48	47	47	48	34	0	0	0
Dropouts after 5 years	50%	58%	53%	57%	60%	58%	45%	6%
Average study time dropouts (after 5 years)	15	14	14	11	10	11	8	2

Table 3b – Study success rate as a percentage of inflow 1st time IBMS

	2004	2005	2006	2007	2008	2009	2010	2011
Diploma after 3 years	3%	4%	4%	1%	1%	0%	0%	0%
Diploma after 4 years	29%	18%	24%	12%	1%	0%	0%	0%
Diploma after 5 years	38%	23%	31%	14%	1%	0%	0%	0%
<i>Previous education HAVO</i>	28%	21%	22%	11%	0%	0%	0%	0%
<i>Previous education VWO</i>	60%	33%	67%	33%	0%	0%	0%	0%
<i>Previous education MBO</i>	38%	33%	57%	21%	0%	0%	0%	0%
<i>Previous education Overig</i>	46%	21%	30%	8%	3%	0%	0%	0%
Diploma after 6 years	41%	30%	31%	14%	1%	0%	0%	0%
Diploma after more than 6 years	45%	30%	31%	14%	1%	0%	0%	0%

Average study time graduates	52	50	47	47	34			
<i>Previous education HAVO</i>	54	47	48	46	0			
<i>Previous education VWO</i>	48	57	53	48	0			
<i>Previous education MBO</i>	52	50	44	48	0			
<i>Previous education Overig</i>	50	53	46	47	34			
Dropouts after 1 year	35%	46%	42%	55%	55%	55%	46%	6%
Dropouts after 2 years	47%	56%	47%	56%	59%	57%	46%	
Dropouts after 3 years	47%	58%	50%	57%	59%	57%		
Dropouts after 4 years	47%	58%	51%	58%	59%			
Dropouts after 5 years	49%	59%	54%	58%				
<i>Previous education HAVO</i>	57%	68%	65%					
<i>Previous education VWO</i>	40%	44%	17%					
<i>Previous education MBO</i>	50%	56%	29%					
<i>Previous education Overig</i>	42%	50%	48%					
Dropout after 6 years	51%	61%						

Table 3b – Study succes rate as a percentage of inflow 1s time IBMS

	2004	2005	2006	2007	2008	2009	2010	2011
Dropout after more than 6 years	54%	61%						

Average study time dropouts								
<i>Previous education HAVO</i>	21	16	16	11	10	11	8	2
<i>Previous education VWO</i>	17	13	16	11	10	11	7	2
<i>Previous education MBO</i>	9	29	12	11	11	9	7	0
<i>Previous education Overig</i>	9	16	24	13	9	10	9	1
<i>Previous education Overig</i>	29	19	13	12	10	10	11	2

Dropouts with propedeutic diploma	15	19	15	7	6	6	1	0
Dropouts without propedeutic diploma	48	47	45	79	103	103	89	0

Lecturer-to-student ratio achieved

The lecturer-to-student ratio is determined by two elements:

- 1) the total number of registered students in a specific study year
- 2) the number of funded students plus the number of graduates two years earlier (the so-called T-2 funding)

Both elements contribute to the budget share. Both budget shares are added and converted into full time equivalents (FTEs) for the number of lecturers to be hired in that year. Divided by the number of students in the same year the available budget per student and the lecturer-to-student ratio can be calculated

The calculation for IBMS (budgeting per 1st January 2012):

- Number of registered students: 509 (paying tuition fee)
- Number of students two years ago (T-2): 416 (publicly funded)
- Net budget: 15.7 FTE for 486 students

Per student 0,032 FTE of teaching capacity is available, which corresponds to a ratio of 1:31.

The ratio is to a large extent determined by the amount of incoming students of two years earlier compared to the present year, as well as by the number of graduates of two years earlier. The number of incoming students of the present year hardly influences this ratio.

Note, that this is a *budget* ratio. The maximum number of students in a class is 30; classes actually contain around 25 students: not all registered students in an academic year attend classes anymore: graduating students and delayed students who only have to take exams.

Face to face instruction (contact hours)*Propaedeutic year*

Within the (FEM) the average contact time is 14.1 hours per week. The IBMS contains an average of 14.7 contact hours per week.

Major phase

Average in major phase 1: FEM 10,7, IBMS 14,3.

Average in major phase 2: FEM 13,3, IBMS 14,0.

Average in major phase 3: FEM 11,0, IBMS 14,0.

2. SUMMARY OF JUDGEMENTS

Standard 1, Intended Learning Outcomes: good

The programme has a clear set of final qualifications in place. The course is based on the national IBMS professional profile, which was updated in 2011 by the National Platform in which all 13 IBMS courses in the Netherlands participate. This framework, contrary to the previous one (2004), puts more emphasis on *process management*, *international Human Resource Management (HRM)* and *business research methods*. The panel agrees with the design and scope of the recently updated national framework: it considers it well-thought-out and challenging at the same time.

In addition, the course is considering to adjust the profile slightly and align it with its own choices and features in the field of emerging markets and sustainability. The panel supports this in view of a more personalized profile, and to distinguish the course profile from any other IBMS course in the Netherlands.

The revised National Framework also gives direction to the international focus of the IBMS programme, which – considering the nature of the course – is only natural: nearly all competencies have been framed in an international context.

Not only has the National Framework been validated by the Faculty Business Advisory Board, in addition, it also received extensive input from professional advisory boards of all other participating IBMS courses in the Netherlands, hence assuring an elaborate and substantial validation process.

The panel is supportive of the course's initiative to reinstate its own Business Advisory Board, instead of relying on the more general and remote Institutional Board. In addition to this the panel suggests to adopt a more active approach towards course alumni as an important source of topical information from the professional field on the one hand and as an active body of ambassadors of the programme on the other hand.

Had the course already succeeded in enhancing and exceeding the generally adopted profile by incorporating its own distinctive feature(s), the panel would definitely have awarded 'excellent' for this Standard. As they are, the panel considers the intended learning outcomes of the course to be 'good'.

Standard 2, Learning Environment: satisfactory

This standard requires the panel's focus on three main topics in particular: (i) the quality of the programme, (ii) the quality of the lecturers and (iii) the quality of the facilities.

Curriculum

The curriculum is solid, coherent and up-to-date, both in the sense that it fully deals with the scope of the IBMS domain, as well as actual practice. All of the learning goals of the course components cover the full range of the set of qualification statements and the contents of the courses definitely cater for the level at which higher professional graduates are required to perform. This relates as much to the regular track as the IBEM and fast track variants of the programme.

The programme shows a firm vertical and horizontal coherence, which students perceive accordingly: vertically, the programme develops students' competencies along the three levels; horizontally, subject modules are intertwined with the adjacent projects.

The literature being used throughout the course is relevant and meets the level that should be expected of a professional bachelor's course. Also the selection of books and other course materials is clearly done with an international focus in mind.

Also, the programme contains a strong element of practice oriented research, among other things, consisting of a firm preparatory track leading towards the delivery of students' final papers.

The didactic work forms being used tie in well with the competency-based profile of the course, which, for its part, is also reflected in most of the test formats.

The panel, after having gone through all programme components at great length, concludes that all elements of a solid International Business and Management programme have been incorporated into HU's IBMS curriculum.

The panel members commented on the relatively large number of examples that showed course components had been translated from Dutch, with Dutchisms – and even straightforward Dutch words – popping up in module descriptions and examination papers. In view of a truly international course the panel believes this should be strongly avoided. The same goes for course titles that could do with some revision to make them fully cover the cargo again.

The panel is impressed by the strength of the exchange programme, the focus of the special IBEM track and a great number of international activities abroad; at the same time the international environment 'at home' should be reinforced.

Staff

The course is conducted by an enthusiastic, committed and well-qualified staff. There is a mix of foreign lecturers and Dutch nationals on the team and a strong policy to get teachers on board that have professional experience as well as teaching experience. The lecturers' international contacts, especially by visiting partner universities, allow them to keep abreast of developments in the international professional field and, from the panel discussions one can safely conclude that the lecturers are fully up-to-date as to the state of the profession.

Individual staff members showed their eagerness to improve the programme continually, with a focus on assessments and the achieved level of the course in particular. Similarly, many lecturers gave examples of how they genuinely work on their own performance and development.

Staff uphold an open door policy and appear to be easily accessible. On the more formal side, however, students make remarks about the way information is conveyed to them. Therefore the panel noticed that information provision to students and some organizational matters, particularly those related to the timely disclosure of test results, appear to be quite an issue. In the audit it sometimes seemed as if the foreign students were treated with more care in this field – or may be inclined to exert generosity, as some of them said to regularly receive faculty emails in Dutch – than the regular Dutch students. This, in the eyes of the panel members, needs to be addressed in the short term, probably also by positioning the GOC at a slightly more recognisable level for students.

Facilities

The panel has established that the IBMS programme offers the facilities that enable students to successfully complete the programme. Students have at their disposal a well-designed electronic learning environment and a substantial library of both hard copy and digital sources relevant to the various IBMS domains.

As indicated, from an international perspective, however, signposting throughout the Faculty should be entirely bilingualized or Anglicized.

The work spaces and computer facilities are of a fine quality and there appear to be no issues of peak demand and non-availability.

The system of student guidance is well thought-out and conducted by some specialized members of staff. Students in the audit clearly testified to the added value of this study component. However, the disappointing success rate of the course still requires further emphasis. The panel welcomes the vast improvement scheme on this issue and has taken note of the first optimistic results arising from it; the audit team trusts that in this area the firm and permanent investment set in motion by the course management will eventually turn out to be fruitful one.

With a solid programme, a fine staff and up-to-date facilities on the one hand, but with still quite a few sloppy aspects to be addressed, particularly those related with communication and organisation issues, some of which might cause unnecessary impediments to students, the panel awards Standard 2 a 'satisfactory'.

Standard 3, Assessment and Learning Outcomes Achieved: good

The programme has an examination system that matches the didactic approach and is consistent with the intended Bachelors level. The examination system covers all of the intended learning outcomes and the tests and interim-exams that the panel reviewed in the audit are valid in that they evaluate what they should. Their reliability is safeguarded by applying the four-eye principle.

The course has an Examination Board and a Graduation Committee, that possess the required authority and are well-aware of their positions and duties. Particularly the Graduation Committee members take up a pro-active role. With regard to the examination system and the assessment of students' theses the course over the past year has implemented a considerable amount of relevant and tangible enhancements.

The panel is highly positive about the assessment system adopted by the course. A large number of improvements have recently been implemented in such a way that they undoubtedly lead to the desired results, although some further rethinking is required as to the frequent employment of multiple choice tests, particularly in the second year of study.

The 2010 theses the panel members reviewed prior to the audit, at times, showed signs of over grading, which to the satisfaction of the panel had totally disappeared in the 2011-2012 batch of final papers, thanks to thorough intervision sessions to establish joint assessment criteria and weighting. Particularly the Graduation Committee should be commended on its pro-active role with regard to the design and application of assessment guidelines and the safeguarding of the final level of the course. The panel was particularly happy with the way the Committee, under the supervision of the Examination Committee, had initiated a timely discourse on the quality structure of assessments. The committee, in the audit, showed high commitment and the panel strongly recommends this quality assurance process to be continued.

The theses, particularly of the last year, were graded in the right way, with a good deal of transparency in the judgements and considerations that had led to the final mark. With regard to the caesura, the panel agreed to all marks given, but one. In the opinion of the panel this paper should have been graded insufficient instead of sufficient. In tune with NVAO regulations, which prescribe a panel deviation rate of no more than 10% of the papers randomly inspected, no scale-up was required. The panel suggests to optimize transparency by also incorporating into the graduation file the supervisor's account of student's performance.

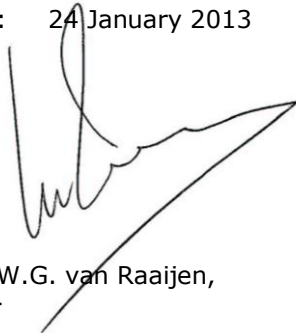
The quality of the assessment system as a whole and the rather uncommonly tight and well-organized preparatory track the graduates have to go through in order to finalize their studies at HU-IBMS, combined with the established overall quality of the theses delivered and the transparency and exactitude with which they are assessed, brings the panel to its overall judgement 'good' on Standard 3.

Overall conclusion: good

In weighing up all of the above, the panel concludes that it has seen (i) a clear set of qualifications that lays down the right standards for the entire programme, (ii) a well-designed, coherent and challenging curriculum that has a clear international focus and offers ample opportunities for students to attain the learning objectives, but is still suffering from a few communicative and organizational deficiencies that might affect the programme's study feasibility, (iii) enthusiastic, committed and well-qualified staff, (iv) a suitable teaching and learning environment with adequate facilities, (v) an efficient PDCA cycle, (vi) an elaborate and tightly reorganized examination system which renders transparent results that reflect Bachelor's level.

Taking into account all of the findings, the auditors conclude that the Bachelor of Business Administration programme IBMS of HU shows a quality that is rather good on most criteria, but still requires a more accurate execution of the programme, particularly when it comes to communication, organization and its relatively low success rate. With two standards rated 'good' and a 'satisfactory' judgement on Standard 2, in tune with NVAO regulations the panel's overall judgement on the programme reads 'good'.

Date: 24 January 2013



Drs. W.G. van Raaijen,
Chair



H.R. van der Made,
Co-ordinator/Secretary

3. INTRODUCTION

At the HU the IBMS course is part of the Faculty of Economics and Management (FEM). The Faculty comprises three Institutes. All Bachelors and Masters programmes have been placed in any of the three Institutes, called: (i) the Institute of Business Administration (IBA), (ii) the Institute of Business Economics (IBE) and (iii) the Institute of Marketing & Commerce (IMC). IBMS, being a broad-based business studies programme, is part of the Institute of Business Administration (IBA). The other Bachelors programmes within the same Institute are Management, Economics and Law (MER), Logistics & Economics (LE), Business Management (BM) and Facility Management (FM). Like IBMS, these are broad-based business studies programmes with which IBMS collaborates at both the organisational and educational levels.

The FEM offers a faculty-wide Foundation Year (Dutch: 'propedeuse') which forms an integral part of the IBMS programme. In addition, the Intermediary Associate Degree programme and the Business Management programme are part of the IBA.

The IBMS programme, that has existed since 1999, is only offered in a full-time variant and conducted entirely in English. Besides the regular track, the course offers options to specialise in emerging markets with 86EC of study components devoted to this end and for talented students to follow a fast track, that enables them to do the course in three years (80EC each year). The learning outcomes of each of these options are the same, but the structure and target groups differ.

The programme has an influx of 269 students and a total of 629 enrolments as per October 2011. In the University of Applied Sciences HU (hereafter UoAS-HU) it is considered unique in the sense that it has a strong intercultural and international orientation. The intake of foreign students amount to approximately 20%. And the number of foreign students has risen each year: from 45 in 2009 to 106 in 2010 and 182 in 2011. From a national perspective HU's IBMS course holds a market share of 6.7%.

National Profile

The thirteen accredited IBMS higher education programmes in the Netherlands, one of which is HU-IBMS, work together in the National Platform IBMS and have developed the professional and programme profile that is currently used by all degree programmes. All Programme Managers of IBMS programmes meet quarterly during the national programme consultation to discuss current affairs and future developments. One of these developments is the integration of the revised BBA standard into IBMS competencies, resulting in a review of the national Framework Competencies document that was issued in February 2011.

Management structure

The programme has two part-time programme managers who report directly to the Faculty Board. They are responsible for the design, development, implementation (including HRM and timetabling), testing, evaluation and adjustment of the curriculum. Some elements of their responsibilities are delegated to coordinators and programme (course) leaders. These are always core lecturers. In this way IBMS has programme leaders for courses in Finance, Marketing and Logistics. Tasks within the programme are assigned to coordinators, for instance internship coordination, study abroad coordination and main phase coaching. These coordinators are owners of the allocated tasks and bear the corresponding responsibilities. Always two parties are made accountable for each task, which enables the task owners to share views and to deputize for each other in case of absence.

Distinct course features

Like all other IBMS courses in the Netherlands International Business and Management Studies focusing on processes of globalization has become commonplace over the past few years. In addition the Utrecht IBMS curriculum has traditionally also included a relatively strong focus on *sustainable business solutions*. Also, IBMS pioneered with a programme that addressed specific competences which are necessary to become successful in markets outside the western hemisphere. The IBMS staff considers both the focus on *sustainability*, in the broadest sense of the word, as well as the focus on *emerging markets*, unique selling points of the course. Therefore the panel has explicitly addressed these themes in the audit.

Likewise, and emerging from the previous areas of focus, the development of new, innovative business models is required. The course management, in their Critical Reflection, states that this calls for a more ambitious, *entrepreneurial attitude* of the students. Therefore, recently FEM has started toward the development of an international business school: IBMS is working closely together with the other two English taught programmes at the FEM: International Finance and Control (IFC), and International Marketing Management (IMM). The curriculum of this international business school will incorporate the requirements of the standards of the Bachelor of Business Administration (BBA). These standards are still being elaborated; FEM is participating in these developments. IBMS has the ambition to develop the current curriculum to an international programme with *specialisations in marketing, finance, emerging markets and entrepreneurship*.

The course has quite a few exchange students coming from partner universities. These students take a fixed programme at the Utrecht campus. In exchange, the regular degree seeking students take their minor programme at one of the partner universities. Instead, the course offers some of their minors, their regular courses and some specific programmes to the incoming exchange students.

With a few selected universities the course signed so called *double degree agreements*: students follow part of their programme at both universities and acquire two diplomas. These selected partner universities are: Metropolia (Helsinki, Finland), Plekhanov (Moscow, Russia) and five universities in the Kofi Annan Business School: Kenya, Tanzania, Zambia, Nicaragua and Indonesia.

Lastly, the course puts firm emphasis on its international focus. Since the last accreditation, the course is said to have evolved from a English-taught programme in business administration, to *a strong international programme*. In the management documentation the panel received prior to the audit, the course states that internationalisation is reflected in their international staff, the number and variety of international students and their curriculum which does not only focus on the Anglo-Saxon world, but also on emerging markets.

In view of the above, during the audit the panel paid special attention to the state of affairs related to what the course management has indicated as their distinct course features.

Quality Assurance arising from previous audits

The previous accreditation audit took place in October 2006. The then-audit team evaluated the IBMS programme as satisfactory in all aspects. In addition, the team added the qualification 'good' as an additional endorsement to its evaluation concerning the aspects 'objectives of the programme', 'deployment of staff', 'facilities' and 'internal quality assurance'. The audit team also recommended several improvements; these are set out in the following table. In its Critical Reflection the course management indicated the actual status of each of the recommendations.

Standard	Judgement of the 2006 audit committee	Current status
Higher Professional Education (HBO) standards	The audit commission felt that literature in the field of Human Resource Management should be augmented.	IBMS has included an educational course with a value of 3 EC in Year 3: Human Resource Management.
Assessment and testing	The faculty is working on translating these policy guidelines into concrete design standards for testing. In the coming five years the entire curriculum – including that of IBMS – will meet these requirements.	IBMS currently has design standards and general guidelines for quality standards and quality assurance and has implemented these (see also Standard 3).
Quantity of staff	The student-lecturer ratio is higher than average in Higher Professional Education: the programme must avoid a further rise.	The current student-lecturer ratio is 1:31. This is still too high for the programme and the faculty. Consequently its HRM policy is focused on “more hands at the blackboard” (see Standard 2).
Level achieved	Research quality of students: fourth-year students lacked research skills. Lecturers indicated a need for the further development of their knowledge and skills in the field of research supervision.	There are currently three programmes that are related to research skills (learning route ‘Learning to do research’, 14 EC in total): Research Skills in the propaedeutic year, Academic Skills, including Statistics, and Graduation Project Research Skills as a preparation for the Internship/Graduation Project in Year 4 in the main phase. Immediately after the previous accreditation the graduation lecturers took part in the course Supervising Research, one element of which was the assessment of research assignments. This course will soon be offered again for the new lecturers (see also Standard 3).
Educational results	The propaedeutic year diploma results are improving, but do not yet meet the required (HU)standard.	<p>The course has introduced an intake assessment, improvement of the study progress route in the propaedeutic year and increased flexibility of the programme, for instance by creating more options and enabling greater differentiation of tempo and level (for more details see Standard 2). The initial experiences are said to be positive.</p> <p>In addition, the programme is managing developments by applying target result figures for each block. If these target figures are not achieved then the team leaders make direct, short-cycle adjustments. In this context a low result prompts the programme manager to engage in dialogue with the lecturer in question in order to establish what the cause may be and what can be done to change this while maintaining quality.</p> <p>Further measures to facilitate student throughput are: The assessments for Year 2 and Year 4 are also offered in August for students who were abroad during the resits; all subjects in the first semester of Year 3 are also offered in the second semester, which also gives students in Year 4 who have fallen behind the chance to resit the entire year through assessments. An extra assessment training is regularly offered for students who have experienced a study delay.</p> <p>Finally, several monitoring points / summative assessments have been included in the graduation process, thus enabling quicker identification of students who have fallen behind and for them to be provided with more specific support while maintaining the quality standards.</p>

The panel has established that in its Critical Reflection the course staff indicated the state of affairs related to each of the previous measures for improvement under the related Standards and accounted for the present state of affairs in the current accreditation audit.

The location audit in Utrecht took place on 20 September 2012.

The documentation of the course was provided to the panel entirely in English and also the audit discussions were conducted in the English language.

4. JUDGEMENT ON EACH STANDARD

Standard 1: Intended learning outcomes

Standard 1: The intended learning outcomes of the programme have been concretised with regard to content, level and orientation; they meet international requirements.

Explanation: As for the professional bachelor's level and professional bachelor's orientation, the intended learning outcomes should be in line with the Dutch qualifications framework. Additionally, from an international perspective they should tie in with the requirements currently set by the professional field and the discipline with regard to the contents of the programme.

Judgement: good

Findings

The programme 'under scrutiny' is based upon the latest version of the nationally recognized professional profile for the IBMS Bachelor degree. It prepares its students for a post as a beginning, broad-based manager in an international organisation environment and on completion awards them a Bachelor of Business Administration (BBA) degree. Graduates hold positions ranging from account manager, PR manager, product manager or sales and marketing manager to international treasury manager or human resource manager. IBMS estimates that some 40% of its students select a follow-up degree programme in the Netherlands, but they choose a programme abroad even more frequently.

Professional and course profile

The programme derives its learning outcomes from the national IBMS professional profile, which is clearly linked to the Dublin Descriptors for professional Bachelor level alignment and the BBA domain standard. In an annex to its Critical Reflection the course has provided overviews of how its set of final statements is linked to the Dublin Descriptors and to the BBA standard respectively. The panel has established that the overviews show full coverage of its intended learning outcomes with the BBA profile as well as with the Bachelor's level indicators. The intended learning outcomes are competence-based¹.

In 2010-2011, the national collaboration platform of IBMS courses in the Netherlands reviewed and updated the National IBMS Profile from 2004 in consultation with representatives of the professional field, lecturers and students. This resulted in the revised IBMS Competencies Framework 2011, which describes nine profession-related and seven generic areas of competence. Compared to the 2004 profile, the core of it is still the same and therefore for HU-IBMS has not led to radical changes in the curriculum (see standard 2).

In the profile for each of the areas, a description is given of the competencies that are to be acquired and the three consecutive levels at which, throughout the course, they are supposed to be achieved. These levels are (i) basic level, usually reached after the first year, (ii) advanced level, acquired after the second year, which implies that the student is a Professional-in-Training, and (iii) Bachelor level.

¹ A competency is understood as the ability to coherently apply knowledge, insight, skills and attitude in (intercultural) professional practice.

IBMS/HU and its related Business Advisory Board members were involved in the establishment of the new professional profile through their participation in the National Platform as were all other 12 IBMS programmes concerned, thus providing an elaborate validation process. The newly designed Framework 2011 puts greater emphasis on process management, international Human Resource Management (HRM) and business research methods. A number of areas of competence have been refined, such as 'Intercultural Competence', which has replaced 'Intercultural Awareness', and Business Research Methods, which has replaced Creative Problem Solving.

HU's IBMS course profile, in tune with the new IBMS competency framework, also distinguishes nine professional and seven generic areas of competence. These 16 competencies of the course profile have been outlined in the Annex II to this report. The panel has established that all competencies in the national professional profile have been transferred one-on-one to the course profile.

Internationalisation

The international orientation of any IBMS course, HU-IBMS accordingly, has been nicely transferred into the national profile: the international business competencies denote, by their very nature, an international focus, and also the general management competencies are clearly framed within an international context, as are all functional key-areas competencies. In addition, a fair command of English and, optionally, a basic command of a second foreign language form an integral part of graduate's interpersonal competencies.

Considering the weight of the international element as part of the intended learning outcomes of the IBMS course, the panel is extremely positive.

Research

As stated, one of the adaptations made to the new national profile as opposed to the previous one, is the explicit focus on business research methods. In this field, among other things, graduates are expected 'to apply relevant scientific insights, theories and concepts, to combine several subjects, to gather information and draw conclusions in a methodical and reflective manner'. The panel is positive about the way the intended learning outcomes of the course deal with research.

Distinctive features

As already outlined in Chapter 3 of this report, the course claims to distinguish itself from the other thirteen IBMS degree programmes by devoting considerable attention to *emerging markets* and to *issues of sustainability*. Both features have now been incorporated in all of the tracks, be it that the IBEM track highlights emerging markets even more. 'At the time we started with the specialization when emerging markets was still hot and brand new, but after some time we thought it got rather locked in this minor. Developments in emerging markets are regularly discussed among staff and now this feature forms an integral part of every track,' says one of the programme managers. The panel has indeed established that these distinctive features are clearly translated into certain components of the curriculum; these will be further discussed under Standard 2.

Also, the entrepreneurial attitude as part of the general management competencies has been clearly incorporated in the final statements and should get focus and be further organized within the curriculum.

In elaborating or personalizing the course profile, the staff might consider a more specified or a more idiosyncratic focus on 'emerging markets', in particular related to the general management and the functional key-areas competencies. Likewise sustainability could be more explicitly mentioned, for instance with regard to competency 16.

Safeguarding topicality of learning outcomes and programme

The course management mentions three ways of keeping the profile (and the programme) up to date.

'In the first place, to us staff members are an important source of information,' says the course management. All IBMS lecturers use their professional international networks and participate in international projects to learn about the latest developments. They have contacts with (foreign) guest speakers and (foreign) internship/graduation companies as well as partner universities, which they regularly consult. The lecturers on the discussion panel testified about the beneficial aspect of their foreign contacts. Also, when supervising graduation assignments in the Netherlands, lecturers and professionals exchange topical professional knowledge. By doing this a lot of information is gained regarding developments in the field.

As examples of these developments arisen from the professional field the course management, again, mentions *emerging markets* and *sustainability*. As already stated, IBMS covered these developments until now mainly in a specialization programme *International Business in Emerging Markets* (IBEM), in which emerging markets and sustainability are focus points. This specialisation is also offered as a minor programme. In staff discussions in 2011-2012 the course decided that the single focus on international business in Western, Anglo-Saxon dominated economies should be complemented with international business in Non-Western economies, including a stronger accent on *entrepreneurship* and an emphasis on a *sustainable approach* to guarantee future growth for both economies. As already stated in the previous paragraph on 'distinctive features', and acknowledged by the course management in both its Critical Reflection and in the audit discussions, the panel is of the opinion that the (elaboration of the) intended learning outcomes may need some further alignment with regard to the emerging markets and sustainability features.

A second source of information with regard to the topicality of the intended learning outcomes, is provided through contacts with other IBMS programmes in the Netherlands, that in turn are backed up by their professional relations. The IBMS courses meet and exchange current developments in the National Platform IBMS.

Thirdly, input is given by the Business Advisory Board that is composed of professionals who experience current developments in the professional field during their daily work. At the time of the audit the FEM has one central Business Advisory Board for all programmes in IBA, including IBMS. The Board acts as a knowledge partner for the programmes within IBA and as an advisory body for the programme management. Its goal is to ensure an optimal fit between the institute's programmes and the professional sectors' evolving requirements of the graduates. Consequently, the Business Advisory Board regularly evaluates the alignment of each programme's objectives with current professional practice.

The scope of the existing Business Advisory Board are the four different programmes in the Institute of Business Administration. The board therefore consists of members who cover the broad field of business administration, including two members with experience in the international professional field. The course staff, however, felt the need to extend the international experience of the Board to optimize the coverage of IBMS specific developments. Prior to the audit the IBMS course had expressed its wishes for a better representation of its specific needs in the field of *international* business, with the result that from September 2012 the course has its own IBMS Advisory Board.

This Board will meet at least four times per academic year and that these meetings will be attended by the IBMS management to ensure that important issues will be addressed by the staff. Also board members will be invited to be present at or to participate in (parts of) the programme (standard 2) and to act as external experts to monitor the quality and level of the course's graduates (standard 3).

The panel is positive about these measures to strengthen and structure, also at the executive level, the relations between the IBMS work field and the programme. As part of the audit, the panel spoke with some of its prospect board members and considers them of the right stature.

Although the course suggests to maintain contacts with its alumni by undertaking regular surveys and organizing meetings, from the audit discussions the panel gathered that the course could still strengthen its relationship with its alumni for the benefit of both parties.

Considerations and judgement

In weighing up all of the above the panel concludes that (i) the course has fully adopted the national profile as its intended learning outcomes of the programme, (ii) the course statements are of a fine quality and neatly cover all of the competencies which IBMS graduates at bachelor level should possess, (iii) the intended learning outcomes express a powerful international focus and (iv) they explicitly include the ability to apply research methods.

Still, for the qualification statements to be rated 'excellent', meaning the intended learning outcomes of the course would clearly stand out from those of similar programmes in the Netherlands and abroad, the final competencies should imply a more idiosyncratic approach, in particular with regard to the course's key-features in the field of *emerging markets* and *sustainability*.

Thus, the panel rates the intended learning outcomes of the programme as 'good'.

Standard 2: Teaching and learning environment

Standard 2: The curriculum, staff and programme-specific services and facilities enable the incoming students to achieve the intended learning outcomes.

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

Judgement: satisfactory

Findings

Admission to the programme

Formal criteria related to programme entry are laid down in the Education and Examination Regulations (EER) of the course and are extensively described on the HU website. From the EER the panel gathers that the course admits HAVO (higher general secondary school) and VWO (pre-university education) students, as well as MBO-4 (intermediate vocational education level 4) students. The study profiles *Nature & Technology* and *Nature & Health* IBMS require specific additional courses on basic Economics and Management & Organisation, and a second modern foreign language; for the HAVO profile *Culture & Society* Economics and Management & Organisation is also required. An entrance examination (a so-called 21+ test) is required for students of 21 years and older who do not meet the aforementioned requirements.

International students must have a secondary-school diploma comparable to the Dutch HAVO diploma; a list of acceptable diplomas is provided on the HU site; in case of doubt the course will have the Netherlands Organisation for International Cooperation in Higher Education (NUFFIC) assess the level of the diploma.

International students must also meet additional language requirements: they have to show proof of English proficiency through an English language test (TOEFL, IELTS, or Cambridge ESOL).

All students who register for the IBMS programme have to do an intake assessment which includes a digital assessment and a personal intake interview. In addition, prior to the start of the study, IBMS organizes summer courses to remedy Dutch, English, Mathematics and Business Economics, if so required.

Fast track

The course has developed a specific admission procedure for its fast track programme. Students who have a VWO diploma (or equivalent level for international students) can apply for the fast track programme of IBMS, either regular or IBEM.

The panel believes that the admission requirements and the admission procedure for this demanding three-year track have been clearly described on the HU website and in the IBMS Study Guide. In addition to the regular requirements, these students must show proof of sufficient competence and motivation to enrol for the fast track. To this end, they are confronted with a more intensive intake assessment: among other things, an(in-depth) personal intake interview is held by two assessors and additional information, such as a letter of motivation with CV, a diploma with a list of marks and a written assessment on English writing skills, analytical competences and personal characteristics, have to be submitted. 'It was quite a tough and elaborate intake procedure,' confirmed some of the Fast Track students with whom the panel members spoke off-the-record.

The panel considers the set of entrance requirements and the admission procedure of the different programme tracks adequate, comprehensible to students and well-worked out.

Course design

The IBMS programme comprises a Foundation Year of 60EC and a Main Phase of 180EC. The Main Phase consists of a major (150EC) and an optional course profile ('minor') of 30EC.

In the Foundation Year ('Propedeuse'), all FEM students follow a joint programme of eight courses (up to 40EC). These courses provide a general foundation in the field of management and economics and are supposed to give students a general understanding of the core subjects of the three institutes. In addition, there are four first year courses (20EC) specifically for the Institute of Business Administration. At the end of the propaedeutic year students receive a propaedeutic year certificate.

In the first three blocks of the main phase, students take compulsory subjects which include a foreign language. This may be either Dutch, German or Spanish. And students can even conclude another foreign language with an assessment. The panel is positive about the scope of foreign languages on offer, as it estimates foreign languages to become increasingly essential for doing business. From the perspective of emerging markets, the panel suggests to schedule additional 'crash courses' in languages and cultures of these countries too.

Two internships

The programme contains two placements: Internship 1 (1 term, 15EC) at the end of the second year and the Internship Graduation Project (2 terms, 30EC) in the second semester of the fourth year. The panel members highly value this substantial amount of credits being spread out over the course with students gaining real-life professional experience. This set-up, in the eyes of the panel members, clearly contributes to the well-designed equilibrium between theory and practice.

The students prepare themselves for the first internship by attending information sessions, offered by the Internship Coordinator and by submitting to and discussing with their Study Career Coach a portfolio with the results of six internship preparation tasks, including a company orientation, a resume and a letter of introduction. In the audit the panel members reviewed a selection of students' internship portfolios, which count as one of the admission requirements, and found them highly relevant to structure and thoroughly prepare their placements.

The admission requirements for the second internship, the Internship Graduation Project, are: (i) students must have completed the propaedeutic year, (ii) they must have passed their Internship 1 and (iii) must have obtained at least 108EC in the main phase. Preparatory briefing sessions have to be attended for this graduation internship, which are conducted by the Graduation Coordinator. Also students must attend the 3EC course Graduation Project Research Skills module and must write a detailed graduation proposal including a literature review. The panel inspected some of the submitted and marked proposals and literature reviews. These had been profoundly scrutinized and commented, both with regard to the application of theory and research methods and linguistically. The panel considers this beyond doubt a thorough preparation for student's final internship and further-reaching arrangement than it has seen elsewhere.

Students also acquire quite some international experience, which is dealt with in the section on 'internationalisation' (see further).

Students throughout the programme acquire the competencies in three phases. The course uses the National Framework level indicators to indicate competency ability. These level indicators offer a solid vertical structure and coherence to the programme and have been linked to each of the competencies and included in the curriculum design. The panel was able to clearly see these competency levels defined in the course guides. In the course descriptions the levels are linked to the three phases of the programme: (i) level 1 is achieved by the end of the Foundation Year, (ii) level 2 is attained by the end of year 2 and (iii) level 3 is accomplished at the end of year 4 (Bachelors level). The level descriptions vary in degree of independence and complexity of the task and/or the context, as is explained in the table below:

Level 1	The ability to execute a simple task. The student has the basic knowledge and skills to apply the competence with guidance in a limited context.	Achieved by the end of year 1
Level 2	The student can apply the competence independently in a relatively clearly arranged situation.	Achieved by the end of year 2 (including the internship)
Level 3	The student can apply the competence independently in a complex situation with complete control of the required skills.	Bachelor level

The panel studied the course guides and established that all competences, including the level indicators, which the students are working on within the course have been incorporated in the curriculum design. In addition, each course guide contains learning objectives which can easily be associated with the content and level of the final competences and together cover the full scope of the intended learning outcomes of the course. Furthermore all assignments, are aligned to these learning objectives.

The panel studied all of the courses and their learning objectives and has concluded that all of the learning objectives can easily be linked to the set of final qualifications and together cover the full scope of the intended learning outcomes of the course.

With regard to this, the panel has one comment to make. To the panel members it did not entirely become clear how level 2 of the Ethical & Corporate Responsibility competence is acquired through the subject Business Communication. The fact that this is said to be achieved simply by discussing the issue of plagiarism, in the eyes of the panel members does not suffice. Similarly, it was claimed that level 3 of the same competence was achieved in Business & IT, Quality Management. The panel strongly recommends to look into these details of competency acquisition within these two modules again. However, in other courses, such as the course on Business Ethics the panel could see that this competence is acquired at level 3.

Course structure and content

The regular IBMS programme structure is shown in the following table; tables that give insight in the IBEM track and the fast track programme are incorporated in the Annex III to this report.

First year				Main phase											
				Second year				Third year				Fourth year			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Orientation phase		1 st year certificate completed		Obligatory courses		Internship 1		Minor (abroad)		Obligatory courses		Obligatory courses		Graduation Internship	

Special study routes: IBEM, Fast track and Double Degree

As already outlined in the Introductory paragraph, the course offers curricular tracks for specific target groups: a programme variant is offered that specialises in International Business for Emerging Markets (IBEM) and also a 3-year Fast Track for talented students is available.

IBEM

The International Business for Emerging Markets (IBEM) track offers a program that addresses specific knowledge and competences necessary to become successful in markets outside the Western Hemisphere. IBEM deals with shifts in doing international business and provides basic understanding of the opportunities and threats of doing business in newly emerging markets. The specialisation programme totals 86EC and is characterized by a number of courses that highlight emerging markets specifically, a study abroad at a partner university in one of the emerging markets and an IBEM related research in their final year.

Fast track

The Fast Track programme comprises the full programme of 240EC, with an average study load of 80EC per year, instead of the regular 60EC per year. This compacted curriculum is considered particularly attractive to VWO students as an alternative to a university of science education, to international students with a university background and to slightly older, more experienced and highly motivated students who after obtaining their Bachelor's degree want to progress more quickly to a Master's programme. The lay-out of this Fast Track option is also included in the Annex III.

Double degree

IBMS students can follow part of their studies at two institutes simultaneously, and obtain a so-called 'double degree' on graduation. The FEM faculty has made corresponding agreements with universities in Russia and as of next year in Finland too. The agreements, some of which were on display in the audit, with the Kofi Anan Business School also enable students to follow Double Degree tracks with partners in East Africa (Tanzania, Kenya, Zambia), Central America (Nicaragua) and South-East Asia (Indonesia).

The Kofi Annan Business Schools Foundation is a joint initiative of HU University of Applied Sciences Utrecht, Vlerick Management School (Leuven), European School of Management and Technology (Berlin), and PA International (The Hague). This initiative, founded in 2007 with the support of Kofi Annan, former Secretary General of the United Nations, aims to develop a new generation of innovative and socially responsible entrepreneurs in developing countries, to serve as a catalyst for further economic development.

Students from partner-universities join the IBMS programme (minor and graduation phase) in Utrecht for a year (60 EC), and after having successfully completed the programme obtain a degree both at their own university as well as from HU University (Double Degree). The same also applies vice versa. In 2011, 11 students followed this Double Degree track.

The Double Degree arrangement with the Russian University (Plekhanov, Moscow) has existed for 10 years. Delegations of lecturers, core lecturers and managers from Moscow and Utrecht regularly visit each other and monitor the quality of each other's programmes. As one element of the Double Degree programme, on average once every two years the Examination Board draws up a comparison of the curricula, which includes the subject and course descriptions, and validates the partners in terms of comparability in content and level.

As part of the safeguarding procedure the Double Degree track has a specially appointed Double Degree co-ordinator. Quality assurance of double degree partners is further governed by the rules and regulations of the document '*Spoorboekje Internationale Double Degrees*' and the regular visits on location by the members of staff and of the Examination Board. The panel learned that half of the seven partner universities will be or are visited in the current academic year.

The course management has provided the following overview of the number of students in the different tracks:

Programme	Track	Numbers of students 2011
IBMS	Regular (four-year track)	486
	IBMS Fast track	30
IBEM	Regular (four-year track)	10
	IBEM Fast track	12
In total		538
<hr/>		
Incoming exchange		104
Incoming double degree		11
In total		115

In addition to the aforementioned tracks each year IBMS conducts intensive programmes with partner universities. These programmes last one to two weeks in which lecturers and students from different partners work together with lecturers and IBMS students on selected themes. The most recent example of this is the participation in the summer course international sales Management of Mikkeli University Finland (August 2012). The programme also regularly invites lecturers from partner universities as guest speakers. The participating lecturers differ each year.

The content of the modules is described in the various Course Guides. The panel has reviewed all of the programme's Course Guides and has established that these contain the relevant information to facilitate students in following the study. All of the guides contain the course goals and learning objectives, the study load, pre-requisites, a link to the final qualifications of the course, didactic formats being used, course material and literature and the applicable assessment requirements and format(s). The panel finds the course structure transparent and its content substantial and topical.

Curricular cohesion

Horizontal programme coherence is created through projects and case studies that are based on knowledge and understanding gained from 'scaffolding' modules.

Also, course content is being linked to real-world professional experience and developments, sometimes by permanent staff members themselves, sometimes by guest lecturers.

The *vertical coherence* is organized along five so-called learning lines: conceptual (knowledge), skills, integral (projects), study progress (reflection) and practice. Also a developing research line is part of the programme. Each course incorporates the various learning lines linked to content-related themes.

Furthermore, as stated earlier, the final competencies of the course are achieved step-by-step, on the basis of the three consecutive levels of command, which throughout the course time and again challenge students to perform at higher degrees of complexity and independence.

In all, the panel believes that the programme elements relate well to one another, both vertically and horizontally, and clearly facilitate students to acquire the intended learning outcomes of the course.

Didactical concept and methods

The programme, competency based as it is, intends to offer a realistic learning environment that resembles a simulated professional setting at first, and increasingly becomes a real professional practice in the course of the study programme.

To develop their competencies, the students follow theoretical lectures and classes, write individual assignments and do self-study. Students learn and enhance their professional skills through cases and projects in small teams, gain real-life work experience during their internships, and acquire international experience by studying abroad.

In tune with the competency-based learning concept, time is scheduled to reflect upon one's individual professional development. To this end, each student has a study career coach. Together with the student, this coach monitors the student's study progress and supports the development of his competencies. The coach acts as a consultant in case of personal problems. If personal circumstances may lead to study-delay, students can also contact (English speaking) student counsellors and a psychologist.

The course considers study career counselling just as important in the first year as in the main phase of the course, be it increasingly more deployed on demand.

Methods

Teaching in the *conceptual learning line* is done mostly by lecturing, providing tutorials and through self-study. The *skills learning line* contains mostly practical assignments, role-plays and simulations. In the *integral learning line*, learning takes place in a (real or simulated) realistic environment by means of internships, (company) projects, individual or group assignments, presentations and classical reviews.

Finally, the *study progress line* is realised through tutorial meetings, individual and group reflection sessions and discussions. The programme uses simulations, international video conferences, and the Intopia simulation management game in competition with other courses in Europe.

Also, staff and students find that the group work, the presentations and the year abroad all add up to the sense of community which the IBMS course aims to create: 'Peer evaluations are considered important when we do projects,' elaborate students. 'There are lots of weekly projects and lecturers really teach you to meet deadlines and act responsibly to one another.' And another student adds that 'one cannot get easily away with not attending projects.'

In all, the panel has established that the course uses competency based learning and corresponding didactic methods that are both applicable and challenging. They facilitate students, both individually and as part of a team, to work on their competencies leading to the final qualifications of the programme. The course has adopted types of learning and teaching that encourage independent and critical learning; this goes in particular for the examples of problem-based learning and project-based learning the panel has seen.

In and outside of the audit discussions the panel members experienced that students are rightly held responsible for their own learning process and academic career, without being left in the lurch. 'Guidance is very good,' says one of the foreign students with whom they spoke, 'when you have queries study coaches have an open door and really put an effort in helping you out. But their focus is always clearly on providing you with the tools to become competent in international business.'

From the NSE survey 2011 one can gather that the students are in general satisfied with the content, the level and the coherence of the programme. The content of the programme scored an average of 3.6 and the level and coherence of it a 3.5 and 3.4 respectively. The incorporation of recent developments in the programme is judged with a 3.5. With an ambitious target score of 3.8 being laid down by the course management, there is still some room for improvement.

Professional orientation

The practical element takes up an important position in the study; projects, practical work, guest lectures, in-company visits, practical assignments, internships and graduation projects cover approximately a third of the total course. The Internship Office FEM is the central contact point where the student, the project leader can forward their questions. The IBMS course places a strong focus on student's ability to properly function in the professional practice. That is one of the reasons why the Internship Office stimulates students to look for their own placement and graduation projects. On the other hand, the Internship Office is always there to support students with an application through the internet and an internship database, where they can find current internships. The panel went by the Internship Office during the audit and came across a dedicated and committed staff, that clearly had answers to relevant questions.

As stated previously, an important part of students' professional orientation is their substantial stay abroad. All IBMS students are obliged to go abroad for study or internship. With regard to international student exchange, HU has a focus on European partners as well as with partners in countries such as China, Thailand and South-Africa. A Study & Internship Abroad Guide is available for students who want more information on this issue. The panel has reviewed this Guide to find that it contains all necessary information to conduct a study or internship abroad. Moreover, the panel thinks the professional orientation of the course is very well looked after and was not at any time questioned by any of the discussion partners in the audit.

Research

The IBMS curriculum includes a clearly defined research line. From the first year onwards research is part of the programme, either taught in separate modules or as part of the project assignments. In their Foundation Year, students take a course on Research Methods, that contains the basis components to do research.

In the main phase the research track comprises the courses Academic Skills, which includes Statistics, and Graduation Project Research Skills in preparation of the Internship / Graduation Project in Year 4 (total of 9EC).

Research skills are taught and supported mostly by lecturers working for the Knowledge Centre and by lecturers with a PhD; in the graduation phase this is always the case.

Students in the minor phase can choose the pre-Master's programme Business and Economics which is linked to the Utrecht University School of Economics. In the graduation phase (see Standard 3) students conduct an empirical research project.

As part of the audit the panel members looked at the content of the various research components and found them both thorough and adequate.

Internationalisation

With regard to internationalisation, the management policy aims (i) to strengthen the internationalisation learning environment at home, (ii) to increase the international and intercultural competencies of staff by recruiting people with an intercultural background, by training staff and by stimulating staff mobility, (iii) to achieve collaboration with strategic international partners and to improve dialogue with these partners, (iv) to strengthen outgoing mobility of students, (v) to promote incoming mobility of students.

IBMS provides a complete English-language programme with teachers of different national and cultural backgrounds. When asked students say they experience the programme as really international: 'Lecturers always intervene when students speak their mother tongue, and we are challenged to follow financial markets and international papers to fuel group discussions in class,' say multiple students.

The panel reviewed the reading list, which is completely based on English publications. Also, in-school and out-of-school activities have an international character. The course management rightly considers this approach important to develop an attitude necessary in an international professional environment.

The acquisition of a foreign language is also required, both for Dutch and foreign students. Besides, a series of international minors is offered in English.

Having established this, the panel gathered from quite a few students that Dutch signposting, although already partly done in English, sometimes causes confusion, as well as regular faculty emails being forwarded in the Dutch language. In addition the panel found quite a few examples of translated Dutch in course headers, course materials and even examination papers. These are aspects that, in the opinion of the panel, undermine the international environment the school claims to offer. The panel recommends this issue to be resolved rapidly.

The programme considers the international perspective of the programme one of the key elements of IBMS. Therefore students' international orientation in the field of IBMS includes an intensive international in-company experience and some tuition at a university abroad. At least one of the two internships is required to be undertaken abroad (minimum 15EC, maximum 45EC), and the IBMS minor must be followed abroad (30EC). A standard set of foreign programmes has been approved by the exam board and considered suitable as a minor. If a student wants to follow a deviant programme abroad a proposal has to be submitted to and acknowledged by the Exam Board before it is accepted as a valid minor. These requirements apply to 'Dutch students' (i.e. students who have spent the greater part of their lives in the Netherlands). 'International students' (those who have spent the greater part of their lives outside the Netherlands) are allowed to either do their internships and minors in the Netherlands or abroad.

As far as intercultural skills are concerned, IBMS offers the module Organisational Behaviour & Culture. This aspect is also highlighted in subjects such as Strategy and Marketing & Sales, where the focus lies on cultural differences and their impact on business operations. Many of the student activities are carried out in a group context, in which students from various countries collaborate.

From the course management the panel received a survey of nationalities on the course, which shows quite a few foreign students coming from Germany, China, Bulgaria, Spain and Russia and a nice diversity of single students from e.g. Albania, Brazil, Ghana, Croatia, Mexico, Nicaragua, Vietnam, South-Korea, but also from Belgium and Great-Britain (approximately 40 different nationalities).

As part of the audit the panel members attended six different classes and discovered that the dissemination of students over the various study groups differed a lot. Some classes had only one or two foreign students, whereas other groups appeared to have a representative number of nationalities. In view of a truly international experience, also in class, the panel recommends to consider a more equal distribution of nationalities over the study groups.

Student exchanges with the partner universities takes place according to clearly defined procedures. Most of the incoming students follow one or more IBMS courses in Utrecht such as the Business Planning package. Some 15 to 20 students are full-year students. All study abroad programmes are approved of by the Examination Board. The panel has established that the quality of the study abroad programmes of the partner universities is monitored through quality procedures conducted by the Examination Board, among other things, by checking curriculum changes each year and by having members of IBMS staff and/or the Internationalisation Staff at FEM visit the partner universities on a regular basis.

Furthermore, the faculty and IBMS participate in the HU initiatives 'Crossing Cultures' and the 'international week'. Within this context, each summer the faculty organises an international Summer School in collaboration with Utrecht University.

In summary, the panel is quite content about the international character of the course, which is reflected both in the student and lecturer population and most programme components. However, some fine-tuning of the internationalisation concept at home is required, particularly by avoiding mono-cultural groups and by improving on international signposting and (electronic) communication within the faculty premises.

Study load, study guidance and study success

Fast Track students all confirm to study more than 40 hours per week and regular students say they spend thirty or more hours weekly on the studies. Also, they consider the programme feasible, with some peak-periods when project reports have to be submitted or exams prepared. By and large, the study load does not seem to be very much of an issue at HU-IBMS.

Study guidance

The programme provides student support in various areas of the study and learning process: the *study career coach* (first and second year of studies), the *buddy* (first year of study of foreign students) and the *supervising lecturer* (the school supervisor) during the two internships.

For most students *study career coach* and *supervising lecturer* are one and the same person during the first internship; the allocation of a supervising lecturer during the graduation internship depends on student's thesis and the related required expertise of the supervisor.

In the third and fourth year of their study, students can be helped out with study delay and study related problems by the *main phase coach* and/or the *student counsellor*; this kind of support is mostly given on the student's own request.

In the Foundation Year the study career coaching is strictly organised: each term the coaches meet their assigned class once during a scheduled meeting and also have individual interviews with all students of their assigned class. If necessary, extra individual interviews are held. In this propaedeutic year the students' attitude toward their study (preparation for classes, attendance and active participation in class) is registered, and the provided support and guidance is adjusted accordingly.

The students on the discussion panel confirm that inactive students are given special attention in that the issue is raised during a meeting with the study career coach and adequate support is being offered. If applicable, in the propaedeutic year study career coaches help the students choose a different programme. In general lecturers and study career coaches take action swiftly if problems arise, thus helping to avoid unnecessary study delays. If students fall behind to a significant degree in acquiring study credits then, in consultation with the student, the study career coach establishes which factors are causing him to fall behind and if (and how) this delay can be repaired. If after the first semester a student received a preliminary negative study advise, he is obliged to draw up a study plan in collaboration with the study career coach.

In the second year the study career coach is actively involved in preparing the student for his internship. Simultaneously he is also supporting other aspects of the study, such as a good flow of information and supporting the realisation of student's study abroad period.

Buddy system

IBMS has a so-called 'buddy system' in place. The Buddy Project involves students from higher years providing support for the first-year foreign students during the first 100 days of the programme. It is particularly during this initial period that students often feel rather lost.

The 'buddies' receive special training from IBMS staff and the foreign students with whom the panel members spoke were unanimously content with the way they had been introduced to the course.

Supervision during internships

When undertaking an internship (both Internship 1 and the Internship Graduation Project), the student receives support at the internship location from the *company supervisor* with whom he has a weekly contact. Part of the internship approval procedure is the submission by the student of the company supervisor's resume. During the internship a supervising lecturer or the IBMS supervisor contacts the company supervisor and the student every two weeks to discuss student's progress. During these contacts, interim results are discussed. During Internship 1 the school supervisor visits the company once (final assessment of competences and results), during the graduation process the school supervisor visits the company twice (research plan, final assessment of competences and results). To become a school supervisors it is obligatory to follow a supervision training programme. The panel believes the roles and responsibilities of the various supervisors and the student have been well-defined in the Internship Guide. The supervision process outside the Netherlands is conducted via Skype and this appears to work effectively, according to students in the audit.

Supervision during graduation

During the graduation phase the student consults his school supervisor every two weeks about the progress of his graduation research. During the consultations the intermediate research results are discussed. The school supervisor also acts as the first examiner of the graduation assignment (see Standard 3).

Study success

The number of students leaving IBMS with a diploma varied during the last 8 years from 23% to 38%, students with VWO background being the most successful ones. Both the programme management and the panel find this a significantly low success rate. Between 2006 and 2007 the results of IBMS dropped drastically. After the introduction of the Binding Study Advice (BSA) in 2007 the average time spent in the programme by drop-outs varied between 10 and 11 months. Most drop-outs left the programme without getting their Foundation Certificate. The introduction of the BSA, however, has had a positive effect on the output of the main phase.

The quantitative details of the course regarding the study results during the last 6 years show that many students have had to cope with some delay in their studies. The course management stages the internships abroad as the main cause of study delays: some students extend their stay abroad by taking extra courses or extended internships. Also taking resit exams is hampered while staying abroad. And some students have a hard time in adjusting to the study rhythm after returning from what is sometimes a very intensive experience abroad.

The course management has recently taken measures to prevent study delay: (i) it now offers resit opportunities in August for students who are abroad during the regular exam periods, especially for second and fourth year student's during their internship; (ii) it offers the third year programme in both semesters and (iii) it organizes special 'weaver classes' outside the regular programme for delayed students.

The panel considers these appropriate measures to improve study success.

Educational staff

As a general policy the course management strives to maintain an international body of lecturers with a fair number of them having recent experience in the international business world or with most of them having active contacts in the field. The panel, in the audit, has established that the course management has been successful in realising this policy.

Staff numbers

The IBMS teaching staff consists of 19 lecturers that represent a total of 15.2 FTE, 2.0 FTE of which is fulfilled on temporary contracts. The teacher to student ratio is 1 : 31, which the panel considers on the high side, as average ratios are usually 1 : 24. However, no signs of understaffing were perceived during the audit and with an average of 14 weekly contact hours, teacher-student time is apparently no issue to neither students nor lecturers.

Staff quality

Ten out of the 19 lecturers are foreign and almost all of them have different nationalities. All continents are represented in the team. Of the Dutch lecturers, two have studied abroad and/or gained international experience. In the IBMS team of 19 lecturers, 15 hold a Master's degree (79%), two hold a PhD (11%) and one lecturer is currently preparing a PhD.

The IBMS course is well on its way to achieve the university wide goal to have all lecturers hold a Master's degree by 2017. Also, by then, 20% of the staff must hold a PhD or be engaged in obtaining a PhD. With still 9% to go and only one lecturer pursuing his PhD, in the eyes of the panel members, this target requires a strict scheme.

The panel reviewed all of the lecturers' resumes and concluded that 7 of them have had recent experience (< 5 years) in the professional field. From the audit discussions with some of the teaching staff members the panel got the impression that the staff members are in general very well informed about the latest developments in their domains and maintain a wide variety of relevant contacts with IBMS professionals. Simultaneously students confirm teachers' topical knowledge of the professional field. 'In the Fast Track they all have professional experience and they enliven their lectures with current business world examples,' say both Dutch and foreign students on the panel.

Staff development

Each year IBMS assigns 10% of its staff resources to expertise development, in accordance with the FEM standard. Last year lecturers followed training in subjects like 'critical thinking', 'certification as study progress advisor', 'interviewing for study coaches', 'HBO didactic methods', 'graduation support and supervision', and 'coaching and interviewing'. Lecturers who are engaged from outside the programme have followed the course 'Teaching your subject in English'.

New lecturers hold a Master's degree as a minimum, together with relevant and current practical experience in the professional field. New staff without didactic qualification have to follow the course in HBO didactics within two years of their appointment. New lecturers are coached in various ways: within their team by the programme leader (on themes including didactic methods and testing), and in interviewing meetings on giving lectures by their colleagues.

With regard to the graduation trajectory, once a year the graduation coordinator organises a meeting for graduation lecturers in which the roles and responsibilities of all parties involved in the graduation process are set out. When necessary the graduation coordinator coaches individual graduation lecturers. In addition, a special website gives a clear overview of all the information related to this theme. Considering the fact that the quality of the graduation trajectory is rather crucial to students' achievement of the intended learning outcomes of the course, the panel very much welcomes this element of additional training for graduation lecturers.

Also, the panel learned that all lecturers took a course in test and assessment design (see 'Standard 3, Assessment system') and the members of the Examination Board have followed a three-day course on the Dutch Higher Education and Research Act (WHW). According to the management, every year a one-day refreshment course will be organised.

Results Oriented Working (ROW) cycle

For monitoring and adjusting the development of lecturers' roles, the management has adopted the so-called ROW cycle, which serves as a tool for promotion of expertise and results. Part of this cycle are the annual appraisal interviews, for which, among other things, the results of student surveys form input. If evaluations indicate that certain comments are associated with particular lecturers then these are dealt with in the ROW interviews. Further training is also an issue to be discussed, as became clear from some of the (anonymised) accounts of appraisal interviews the panel looked at in the audit; training demands involve both wishes for personal development and further professionalization with the aim to optimize the execution of the programme.

NSE 2011 results show that the IBMS lecturers receive a meagre average score of 3.0. In the eyes of the panel members this score does not reflect the enthusiastic responses the panel received from quite a few students when making inquiries about staff quality.

Contrary to the somewhat meagre average score, the students in the NSE are very positive about the way lecturers connect with the professional field (3.6), but give a lower score for didactics (3.1). The course management indicates that both scores are related: over the last two years they recruited lecturers with recent work experience, but at the same time had less didactic know-how. 'These capabilities should still be further developed and that is where the course on didactics comes in,' say staff members during the audit. From the panel discussions it became clear that both management and staff, including the experienced teachers, realise the importance of this focus on didactics as an English taught didactic course for their incoming lecturers and intervention for all staff members will be given priority.

Building and facilities

As part of the audit the panel members conducted a guided tour of the school premises. From this tour it became clear that the school buildings generally meet the international standards for classrooms and facilities required for professional education.

All course materials are available through the course's e-learning environment Sharepoint. There is a digital access to a variety of relevant data sources and the Faculty also has a physical Library with a readily available selection of business books and magazines, both in Dutch and English.

However, as already stated, part of the signposting in the building is still in Dutch which, in the eyes of the panel members, does not contribute to the desired international study environment and should be either bilingualized or Anglicized.

Information provision

Students are informed about the programme through the Study Guides and the website which provides, among other things, the Course Guides, weekly schedules, etc. Also, information concerning changes in the schedules and other practicalities are shared via the website. The Course Guides contain information regarding the learning objectives of the course, how these are related to the IBMS final competencies, how the course relates to other courses, the expected study load, compulsory and additional literature, and the assessment format. The panel is positive about the way the content information on the course is presented to the students.

On the other hand the panel, in fact, received quite a few remarks about the way information is conveyed to them, particularly when it comes to the timely disclosure of test results.

Although foreign students did not particularly complain about miscommunications or were, may be, inclined to generosity, they said to receive faculty emails in Dutch on a regular basis.

Particularly first year students indicated to have problems with the school's intranet Sharepoint, which in their eyes does not always provide them with the required or promised information. This, in the eyes of the panel members, needs to be addressed in the short term with a more prominent position for the Faculty Education Committee (GOC) to be considered.

Considerations and judgement

In considering all of the above, the panel concludes that all three core elements of this assessment standard are basically of a fine quality. These comprise (i) the intrinsic value of the programme, (ii) the quality of the teaching staff and (iii) the quality of the housing and the facilities.

Still three downsides could be brought up in considering the final judgement on this standard. These concern (i) the aspect of a truly *international* environment of the course, (ii) the issue of some sloppy elements of *formal communication* with students and (iii) the relatively low success rates of the course so far.

The panel finds the curriculum absolutely solid, coherent and up-to-date, both in the sense that it fully deals with the scope of the IBMS domains, as well as actual practice. All of the learning goals of the course components cover the full range of the set of qualification statements and the contents of the courses definitely cater for the level at which higher professional graduates are required to perform.

The panel members, however, commented on the relatively large number of examples, particularly in the foundation year, that showed course components had been translated from Dutch, with Dutchisms – and even straightforward Dutch words – popping up in module descriptions and examination papers. In view of a truly international course the panel thinks this should be strongly avoided. The same holds for course titles that could do with some revision to make them fully cover the (recently adjusted) cargo again.

The course is conducted by an enthusiastic, committed and well-qualified staff. Individual staff members showed their eagerness to improve the programme continually, particularly with a focus on assessments and the achieved level of the course. Similarly, many lecturers gave examples of how they work on their own performance and development, which is fully supported by the management.

Students in the audit testified that the system of study guidance is well thought-out and clearly adds value to their studies. Staff uphold an open door policy and appear to be easily accessible. On the more formal side, however, students make remarks about the way information is conveyed to them. The panel noticed that information provision to students and some organizational matters, particularly those related to the timely disclosure of test results, appear to be an issue.

The school building, the facilities and the library as well as audio-visual equipment, are of a fine quality and comply with the general standards in Dutch higher professional education. Again, from an *international* perspective, signposting throughout the Faculty should be entirely bi-lingual or entirely in English.

The disappointing success rates of the course still require further emphasis. The panel welcomes the vast improvement scheme on this issue and has taken note of the first optimistic results arising from it.

With a solid programme, a fine staff and up-to-date facilities on the one hand, but with a relatively low success rate and still quite a few aspects to be addressed, particularly those related with communication and organisation issues, some of which might cause unnecessary impediments to students, the panel rates Standard 2 as 'satisfactory'.

Standard 3: Assessment and learning outcomes achieved

Standard 3: The programme has an adequate assessment system in place and demonstrates that the intended learning outcomes are achieved.

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

Judgement: good

Findings

Assessment system

The panel has established that the programme's assessment system is fully based upon the Teaching and Examination Regulations, the Testing Regulations and the Course Descriptions. The panel members have reviewed all of them and believes they are elaborate and adequate to serve as base for the examination and assessment system.

The organisation of the examinations at IBMS is determined by the Testing Regulations. These set out procedures for (written) tests, all regulations regarding enrolment, use of resources, personal identification, procedures during the tests and academic misconduct. The study guide refers to these Testing Regulations. Students are entitled to object against an assessment at the Examination Board. The Examination Board will - if necessary - consult lecturers or the management.

Each course is assessed separately. The course guides specify the learning objectives and the assessment methods: examinations, professional assignments, simulations, group testing, interim assignments and final assignments. Assessment within the various learning routes (conceptual learning route, skills learning route and integral learning route) are carried out by the lecturers. For projects multidisciplinary teams of lecturers are often formed. Almost all assessments are a combination of theory and practical assignments. Practical assignments can be group assignments but they always contain an individual element to prevent 'free-riding'. When asked in the audit one of the students straightforwardly said that 'Peer-assessments form an integral part of the projects and if somebody fails to contribute you can kick him out!'.

In the propaedeutic year the theory element of the course is assessed by multiple choice exams. Also for the second year the panel has seen multiple-choice testing being applied. It would recommend to reduce the number of multiple-choice tests, particularly in the second year, and replace them by testing formats that predominantly evaluate understanding and application.

The course has adopted the four-eye principle in the sense that the evaluation criteria and the assessments in the Foundation Year are always created and validated by a team of lecturers, and the competencies to be tested have been made explicit in test matrices. The panel looked at a selection of test matrices and considers them appropriate. In the Main Phase these matrices at the time of the audit were still under construction. Also, a Test Committee to structurally safeguard the quality of (interim-)examinations has started as a pilot.

At the end of 2010, all lecturers involved in the development of the propaedeutic year followed a basic training programme which provided insight into the basic concepts, the basic forms and the developments within testing. Following this basic training, in 2011-2012 all IBMS lecturers followed another externally conducted programme on how to develop assessments. The panel members looked at the underlying PowerPoint sheets of this course and ascertained that lecturers were taught how to formulate learning objectives for their courses, how to develop assessments matrices and how to design assessments which match the content of and learning activities used in the course. Some lecturers have been assigned as 'experts' and will have the task to coach the others in the further development of assessments in their courses. The panel is in favour of this work method.

In the main phase the programme leaders are responsible for the quality of the assessments and the assessment methods. The programme leaders check each other's tests by reading them beforehand. They then issue the tests on the basis of input received from lecturers who participate in their content learning route. Whenever possible, lecturers first present their assessment to at least one colleague before subjecting the students to it.

In the audit the panel members inspected a representative selection of tests, graded and ungraded, and found them up to the mark in the sense that they (i) provide clear instructions to students as to what is expected of them, (ii) contain relevant questions and assignments of the right weight, that can be attributed to the learning goals, (iii) demonstrate a range of questions and question types to cover course contents, and (iv) throughout the course offer a nice diversity of test formats, although the abundant use of multiple-choice tests in the first and, above all, in the second year should be reconsidered.

In addition, and as already mentioned under Standard 2, the panel noticed some carelessness in the use of Dutch words and annoying Dutchisms in the interim-exams that might confuse non-native Dutch students. Also foreign students on the panel referred to this phenomenon. The audit panel recommends some scrutiny be carried out.

Assessment during study abroad

During the study abroad period the student is expected to demonstrate the required competencies in sufficient depth. To this end the student writes a report which is assessed by his coordinator. The panel members in the audit reviewed a selection of study-abroad-accounts which had all been properly and transparently assessed.

Assessment of internships and graduation: assessment of Bachelor's level

With regard to the internship and the graduation process, a joint appreciation is issued by the IBMS course supervisor and the company supervisor, with the latter clearly in an advisory role. IBMS has defined procedures and an assessment format for the assessment by this external supervisor. The external supervisor's assessment is always linked to the programme's own assessment. During the internships the recommendations by the company supervisor are compiled using a specially designed document and, subsequently, these are considered in the final assessment. From the documents the panel reviewed and the panel interviews it became clear that the course itself always has the final judgement.

The *first internship* is assessed by means of a company report (containing factual information about the practical aspects of the internship), a paper which describes the work-related issue dealt with in the internship (which activities were carried out during the internship? What was learned?) and an interview with the student and the company regarding the internship.

Students conclude their course of studies with the *graduation project* which consists of the *second internship* combined with a *research project*. In total the graduation phase equals 30EC. The conditions which a student must meet in order to begin this phase, together with the structure of it, are set out in the Course Graduation Guide. IBMS sets additional requirements for graduates to work in an international context. The IBMS graduate must, for instance, remain abreast of the latest international developments and trends in the specialist field and the area of work, he must speak English fluently and show cultural awareness and sensitivity. 'It is up to us to ensure that all of the conditions for graduation have been fulfilled and this is explicitly checked,' say members of the Examination Board when audited.

During the graduation phase, students spend 20 weeks at an IBMS-relevant company. Relevant is described as 'companies with an international orientation in which the student can make a contribution to the development of the international business operations and the strategy of the organization'. Students on the audit panel confirm that these criteria for graduation companies are closely observed. 'I operate as a junior staff member,' said one of the fourth-year students on the discussion panel. Others said to carry out tasks at the level of staff members or fulfil the role of an assistant manager in an international company.

The main requirement for student's research project is, that it must involve a real, practical problem at a sufficient level of difficulty, being acknowledged by the course as the HBO final level. Essentially, through the execution of the Graduation Project the student must demonstrate his command of the required research competencies as set out in the final qualifications of the course.

All requirements have clearly and elaborately been stated in the Internship Graduation Project Guide, which the panel inspected in the audit.

From this Guide it becomes clear that the research conducted by the student should base the writing of an advisory report. Prior to realisation the course graduation coordinator must approve the research proposal. The research project should be problem-driven, policy-oriented and should have a multidisciplinary perspective.

Among other elements, the Graduation Project Guide explains that the research must contain a clear problem definition, desk research, empirical research, data analysis, conclusions and recommendations. During the 20-week period the student must demonstrate both professional and general competencies and develop a selection of them in greater depth.

The graduation internship can only take place in companies with approved, registered locations. The graduation coordinator visits the internship location itself in order to verify compliance with the conditions. The student is supervised by two supervisors who monitor the quality of the graduation work, support and guide the student and function as the two examiners. In principle, only core lecturers with content-related expertise may supervise and assess the graduation process. These examiners are appointed by the Examination Board.

If the first examiner and the company supervisor are satisfied with the research and the advisory report, the student may submit his work to the second examiner. If this examiner also approves, the student can request the graduation interview/defence. Thesis defences taking place in the Netherlands are held at the FEM, while those taking place abroad are conducted via Skype. The two examiners and the company supervisor assess the graduation work and the defence. The final grade is a combination of the grades awarded to (i) the research paper, (ii) the internship report and (iii) the oral defence.

The table below shows the breakdown of the final grade of the Internship Graduation Project, and the breakdown of the mark for the graduation assignment; the two reports are indicated in bold. All appraisals and marks are accounted for in the relevant forms, of which the panel has seen a substantial selection.

Graduation assignment mark (70% of final mark)		Internship (30% of final mark)	Final mark (100%)
Graduation report (80%)	Form: Assessment of written work (A)	Internship report	Form: Protocol/Official Report Internship Graduation Project Grade Form IBMS
Appraisal company supervisor (10%)	Form: Appraisal form company supervisor	Appraisal by company supervisor (form)	
Oral exam (10%)	Form: Assessment of written work (B)	Appraisal by supervising lecturer (form)	

The table reflects the situation from the academic year 2011-2012 onwards. The 2012 final examination scheme is the result of improvements based on evaluation in previous years: in the academic year 2009-2010 the final mark was accounted for in the protocol, but graduation report, defence, usefulness for the company and internship report were not marked separately. There was an appraisal form for the supervising lecturer only. In the academic year 2010-2011 the appraisal form of the company supervisor was introduced. Again, all the assessment criteria the research, the advisory report and the defence are supposed to meet, and on which the examiners base their assessments, are set out in the course guide.

In the current academic year IBMS started recruiting a pool of relevant work field professionals, some of whom will attend the graduation presentation and thus supervise the quality. The idea is that they question and comment on what they see and hear, but do not play a role in the assessment itself. Currently this pool comprises eight experts, some of whom are members of the IBMS Business Advisory Board. 'We strive to extend their numbers to 25 or 30,' says the programme management. The panel welcomes this measure, as the tangible presence of external experts may help to raise the level, while both supervising lecturers and students will receive additional motivation to perform even better.

Examination Board

The Faculty of Economics and Management has three separate Examination Boards for each of the following clusters of programmes:

- the Examination Board for the Institute for Business Administration; (BM, **IBMS**, MER, LE Bachelor's programmes and the Intercedent AD programme);
- the Examination Board for the Institute for Business Economics; (BE, AC and FSM Bachelor's programmes);
- the Examination Board for the Institute for Marketing & Commerce; (IBL and CE Bachelor's programmes and the Assistant Marketer AD programme);

The Business Administration Examination Board carries out its work autonomously and issues an annual report each year, which includes an annual plan for the next year. This annual report is discussed with the faculty director and the Faculty Participation Council. The panel looked at the annual report 2011 and has established that the programme's Examination Board is fully aware of its position under the newly redesigned Dutch Higher Education and Research Act (WHW). The annual report contains both an account of adequate measures taken as well as some suggestions on the policy level, e.g. an improved model to ignite more interaction between examiners along a strict process of guidance and structure.

The duties and powers of the Examination Board are well-described in the Teaching and Examination Regulations of the course. It clarifies that the Examination Board is responsible for (i) the safeguarding of the quality of the tests and examinations, (ii) giving advice to the programme management on test policies, (iii) issuing guidelines and instructions within the framework of the Teaching and Examination Regulations, (iv) assessing and issuing the results of tests and examinations, (v) granting exemptions for one or more tests, (vi) issuing certificates and the results of examinations, (vii) appointing examiners, (viii) judging irregularities in examinations, (ix) approving optional courses and minors, (x) implementing the Binding Study Advice at the end of the propaedeutic year.

In the audit the panel members spoke with Examination Board representatives and was impressed by the way they had taken up their role as the 'watchdog' of the course quality standards. As already stated, a vast number of improvements had been carried out in the preceding years, with a leading position for both the Examination Board and the Graduation Committee in particular.

'We are now monitoring the quality of assessments by means of random checks,' confirm the Board member representatives on the panel. It also examines the results lists of examinations, notes any unusual results and addresses the lecturer in question.

By and large, the panel has seen an examination and assessment system that over the past two or three years has been going through a complete 'overhaul'. The number of improvements that have been implemented is quite impressive, thanks to the driving force of the course management, the Graduation Committee and not in the least, the Examination Board.

Achieved level

A random selection of 15 theses was evaluated before the audit took place. An overview of the inspected theses is provided in the Annex 5 to this report. The choice was made by the panel members from a list provided by the staff, that included the final papers of all course graduates of the past two years. On location the panel reviewed an additional selection of both theses and second internship reports, as part of students' graduation trajectory.

Panel judgement

The 2010 theses the panel members reviewed prior to the audit, at times, showed signs of over grading, which to the satisfaction of the panel had completely disappeared in the 2011-2012 batch of final papers, thanks to a different weighting of the company supervisor's judgement. The panel learned that in 2010 the grade was equally determined by the two examiners and the company supervisor. This was changed in 2011 and now the supervisor's assessment only counts for 20% of the mark. Also thorough intervision sessions between examiners were held to establish common assessment criteria and weighting. Particularly the Graduation Committee should be commended for its pro-active role with regard to the redesign and application of assessment guidelines and the safeguarding of the final level of the course. The panel particularly liked the way the Committee had initiated the discourse on the quality structure of assessments and is highly recommended to continue this solid quality assurance process.

All of the theses dealt with relevant and – in quite a number of cases – topical issues. The papers were well-structured, based on a solid literature review, mostly written in correct English and showed students' command of how to go about practice oriented research.

Also, the theses, particularly last year's, were graded in the right way, with a good deal of transparency in the judgements and considerations that had led to the final mark. With regard to the caesura, the panel was in accord with all marks given, but one. In the opinion of the panel this paper, contrary to the examiners' judgement, should have been graded insufficient.

In tune with NVAO regulations, which allows for a panel deviation rate of no more than 10% of the papers randomly inspected, this did not trigger a scale-up. The panel suggests to fine-tune and optimize transparency by also incorporating into the graduation file the supervisor's account of student's performance.

To sum up, the panel takes the view that on the basis of the evaluated graduation papers the course clearly demonstrates to achieve its intended learning outcomes.

Considerations and judgement

The panel is highly positive about the assessment system adopted by the course. Over the past years a large number of improvements have been implemented in such a way that they undoubtedly have led to the desired effects. Some further rethinking is required as to the frequent deployment of multiple choice tests, particularly in the second year of study.

The 2010 theses the panel members reviewed prior to the audit, at times, showed signs of over grading, which to the satisfaction of the panel had altogether disappeared in the 2011-2012 batch of final papers, thanks to thorough intervision sessions to establish common assessment criteria and weighting amongst examiners. Particularly last year's final papers demonstrate unambiguously that the HU-IBMS course structurally achieves its intended learning outcomes.

The quality of the assessment system as a whole and the rather uncommonly tight and well-organized preparatory track the graduates have to go through in order to finalize their studies at HU-IBMS, together with the overall quality of the theses delivered and the transparency and exactitude with which they are assessed, makes the panel judgement on Standard 3 read 'good'.

5. OVERALL CONCLUSION

HU's IBMS professional Bachelor's programme is hallmarked and backed up by a robust set of contemporary final qualifications, nationally established and validated in 2011. It comprises the range of competencies as desired by the professional field. The course aims at delivering graduates who are generalists with a broad international orientation. Next step, is to customise and personalise the set of competency statements and to integrate the emerging markets and sustainability features of the course into its final qualifications, with the purpose to further distinguish the HU-IBMS course from any other IBMS course in the Netherlands.

The course staff designed a solid, coherent and doable programme of which all components together lead to the acquisition of all of the intended learning outcomes. Study coaching is a strong element of the course as HU-IBMS offers intensive and applicable study coaching in all phases of the programme. The teaching staff is committed and qualified, the housing and facilities are up to standard.

When it comes to the execution of the programme three issues still need attention. These concern (i) the aspect of a truly *international* environment of the course, (ii) issues of inaccuracies in *formal communication* with students and (iii) the relatively low success rates of the course so far.

Undoubtedly and understandably the course management over the past years has given priority to a thorough revision of the examination and assessment system, the results of which became explicitly visible in the audit. In the upgrading of examinations and the achieved level the course has, unlike quite a few other programmes in HBO, brought everything into play to adjust its examination standards to the latest requirements.

The quality of the assessment system as a whole with a pivotal role for the Examination Board and the rather uncommonly tight and well-organized preparatory track the graduates have to go through in order to finalize their studies at HU-IBMS, combined with the overall quality of the theses delivered and the transparency and precision with which they are assessed, really convinced the panel that the course staff has taken the huge significance of safeguarding the graduation level at heart.

With the programme rated 'good' on Standards 1 and 3, and 'satisfactory' on Standard 2, NVAO regulations prescribe the rating for the entire programme to be 'good'.

6. RECOMMENDATIONS

Alongside the audit the panel members made some observations that might be of interest to the management. They are set out here as suggestions and recommendations for improvement.

Related to standard 1

- The panel recommends to customise and personalise the set of competency statements and to integrate the emerging markets and sustainability features of the course into the final qualifications, with the purpose to further distinguish the HU-IBMS course from any other IBMS course in the Netherlands. The course could even consider focussing on one instead of two themes. Most students appear to have chosen for HU-IBMS because of its emerging markets focus and not for its focus on sustainability. The latter is also more difficult to claim as an IBMS course.
- The course could consider to adopt a more active approach towards alumni and use them as 'field experts' and course ambassadors.

Related to standard 2

- The panel fully supports the idea of reinforcing the element of entrepreneurship of the programme. To this end the panel has seen good examples of so-called Young Enterprise (YEN) projects, through which students establish a real company, draw up a business plan, recruit shareholders and, at the end of the year, liquidate the company and, if relevant, pay out dividends. An introduction into the programme of this type of projects would be highly recommended.
- From the perspective of emerging markets, the panel recommends to schedule additional 'crash courses' in languages and cultures of emerging markets countries too.
- The panel recommends continued support be given to student initiatives such as the Sustainability Club, as it is strongly believed that such activities enhance the study experience, improve social cohesion and produce business contacts for students.
- In order for the course to be truly international, it should adopt English to be the 'lingua franca'. This means that the Dutch language and wrongly translated course components (discrepancy between course titles and contents) should be eliminated. In general, the panel recommends the faculty to intensify communication with students, particularly in the foundation year.

Related to standard 3

- The panel suggests to fine-tune and optimize transparency by also incorporating into the graduation file the supervisor's account of student's performance.

ANNEXES

ANNEX I**Overview of judgements**

Overview of judgements on the Bachelor International Business & Management Studies of the University of Applied Sciences Utrecht	
Standard	Judgement
Standard 1: Intended learning outcomes	good
Standard 2: Teaching - learning environment	satisfactory
Standard 3: Assessment and achieved learning outcomes	good
Overall conclusion	good

ANNEX II The course's learning objectives and outcomes

I International Business Competencies

1. *International Business Awareness*
 - The ability to outline and evaluate the key patterns and trends in international business activity, the different approaches to internationalisation, the influence of increasing globalisation, international trade systems and financial relations and the role of several principal institutions (e.g. WTO, EU, IMF, World Bank) on international business. The student can assess the impact of these trends on his own activities as well on the business policy.
2. *Intercultural Competency*
 - Intercultural competency is a set of cognitive, behavioural, and affective/ motivational components that enable individuals to interact effectively and acceptably in an intercultural environment. A person who is interculturally competent has both culture-specific and culture-generic knowledge, attitudes, and skills. Culture-specific competencies (that relate to a particular cultural group) includes the ability to recognise, understand and accept, in interaction with people from other cultures, their specific concepts in perception, thinking, feeling and acting. Culture-generic competencies (that are applicable across cultural groups) are at a higher level of meaning and abstraction – they transcend those that are based only on specific bi-cultural competency and enable a student to interact in other bi-cultural settings and in intercultural settings. These competencies include knowledge of the underlying principles, characteristics, components and universal dynamics that in varying combinations govern all cultures. The generic approach enables individuals to learn how to learn from subsequent specific cultural experiences. Culture-generic competency is a prerequisite to developing culture-specific competency, which in turn feeds into the on-going expansion of culture-generic competency in a dynamic and iterative process. A person who is interculturally competent can apply his understanding of specific cultural differences to position specific settings, for example, human resources management, marketing and intercultural communication.

II General Management Competencies

3. *International Strategic Vision Development*
 - The ability to use his conceptual and visionary skills to contribute to the development and evaluation of the internationalisation strategy of a company.
4. *Business Processes & Change Management*
 - The ability to research and analyse relevant international business problems, to propose policy goals and objectives and to prepare alternative solutions in order to optimise business and human resources processes in order to strengthen the synergy between strategic, structural and cultural aspects of the organisation.
5. *Entrepreneurial Management*
 - The ability to pro-actively seek and commercially evaluate business opportunities for both new and existing products/services.
 - The ability to take risks in order to optimise business profit.

III Functional Key-Areas Competencies

6. *International Marketing and Sales Management*
 - The ability to perform a country analysis on macro, industry and micro level, to conduct an international market survey in order to assess foreign market opportunities and competition. The ability to formulate market-entry strategies, to draft an international marketing plan and to implement, co-ordinate and control the international marketing (and sales) programme.
7. *International Supply Chain Management*
 - The ability to assess processes and decisions involved in developing international, i.e. export/import operations, focusing on supply chain management and to explain the meaning and application of key logistical concepts.
8. *International Finance and Accounting*
 - The ability to perform a variety of cost and revenue calculations and to transform these data into information needed for decision making and the budgeting process (management accounting).

- The ability to contribute to and evaluate key accounting summaries (profit and loss account, balance sheet and cash-flow statement) and to outline the differences between various external reporting standards (financial accounting).
 - The ability to evaluate investment opportunities, to contribute to the assessment of long-term and short-term debt and equity financing and to contribute to managing financial risks (financial management).
9. *International Human Resource Management*
- The ability to understand and integrate the availability, employability, motivation and vitality of people (employees) as the key factors of (I)HRM.
 - The ability to identify, evaluate and develop the broad spectrum of positions and responsibilities related to the management of Human Resources.
 - The ability to formulate the responsibilities and tasks for the proper running of a HR Department; the ability to formulate the relevant leadership features in resolving HR related issues.
 - The ability to understand the importance of generating (quantitative) HR data and HR information relevant for the evaluation and development of corporate or organisational strategy.

IV Generic Competencies

Interpersonal competencies

10. Leadership

- The ability to take initiative and a leading role within a (project) team in order to reach a defined goal.

11. Co-operation

- The ability to actively contribute to a group product or result.

12. Business Communication

- The ability to express himself fluently and correctly in English, in speech and writing.
- The ability to lead discussions, express his ideas, make proposals, draft reports and give presentations.
- The ability to make proper use of audio-visual aids in his presentations.
- Optional: The ability to express himself at an basic level in a second foreign language (in addition to English and his native language).

Task-oriented Competencies

13. Business Research Methods

- The ability to apply relevant scientific insights, theories and concepts, to combine several subjects, to gather information and draw conclusions in a methodical and reflective manner.
- The ability to act carefully and punctually and to produce output that is literate, numerate and coherent.

14. Planning and Organising

- The ability to plan, manage, control and evaluate personal work activities and group work in projects.
- The ability to make use of relevant techniques in his activities to monitor his own performance.

Intra-personal Competencies

15. Learning and Self- development

- The ability to know his strengths and weaknesses and to indicate how and when he intends to improve his weaknesses; he knows the limits of his competencies and can critically evaluate and account for his own actions; he can take criticism and put it to good use. Takes initiative and works independently.

16. Ethical and Corporate Responsibility

- Understanding of the ethical, normative and social issues related to the professional practice and accepting the responsibility for his actions.

ANNEX III Overview of the bachelors programme

The regular IBMS programme is shown in the following table; additional separate tables show the specialisation IBEM and the fast track programme structures.

First year				Main phase											
				Second year				Third year				Fourth year			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Orientation phase		1 st year certificate completed		Obligatory courses		Internship 1		Minor (abroad)		Obligatory courses		Obligatory courses		Graduation Internship	

Special study routes

Specialisation IBEM

IBMS offers a program that addresses specific knowledge and competences necessary to become successful in emerging markets. This specialised programme is 86 credits in total, its structure is as follows:

First year				Main phase											
				Second year				Third year				Fourth year			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Orientation phase		1 st year certificate completed		Obligatory courses		Internship 1		Minor (abroad)		Obligatory courses		Obligatory courses		Graduation Internship	
2 IBEM courses (10 EC)		2 IBEM courses (10 EC)		2 IBEM courses (6 EC)				Minor IBEM or study abroad at IBEM partner (30 EC)						IBEM research subject (30 EC)	
4 IBMS courses (20 EC)		4 IBMS courses (20 EC)		10 IBMS courses (39 ec)											

Fast track

A so-called Fast Track variant of the study is offered to talented students on the basis of pre-selections and prior secondary education (VWO). It has an average yearly study load of 80 EC instead of 60 EC. The fast track programme is built up in the following way:

First year				Second year				Third year			
1	2	3	4	5	6	7	8	9	10	11	12
Orientation phase		1 st year certificate completed		Obligatory courses		Internship 1		Minor (abroad)		Graduation internship	
propedeuse (30 EC)		propedeuse (30 EC)		main phase (66 EC)		main phase (15 EC)		main phase (30 EC)		main phase (30 EC)	
main phase (9		main phase (12 EC)									
Assessment: foreign language (18 EC)											

ANNEX IV Programme of site-visit

Thursday 20 September 2012; location: Institute for Business Administration (FEM), Padualaan 101, Utrecht

Time		Topics
08.00 – 08.10	Reception by school management	
08.10 – 09.00	Preparatory meeting panel members	
09.00 – 09.45	<p>School Management and Programme management</p> <ul style="list-style-type: none"> ▪ Kees Bossers (member of directory board Faculty) ▪ Job Krijgsman (manager IBMS) ▪ Marlies Schuman (manager IBMS) 	<ul style="list-style-type: none"> ▪ Mission & strategy ▪ Developments in professional field ▪ Market position/competitive position ▪ Education performance/success rate ▪ Interaction with professional field/customer relationship management ▪ Curriculum development ▪ International focus ▪ Intrinsic backbone of the programme's contents ▪ Distinctive features of the programme ▪ (applied) research & development ▪ Personnel management/staff policy ▪ Quality assurance
09.45 – 10.00	Break/panel retrospective	
10.00 – 10.45	<p>Teaching and research staff members</p> <ul style="list-style-type: none"> ▪ Ute Massholder (lecturer and coordinator Study Career Planning and Study Abroad) ▪ Katinka Wieringa (lecturer and coordinator Internship I) ▪ Edwin Weesie (lecturer and coordinator Graduation Assignment and Internship II) ▪ Leendert de Bell (lecturer and programme leader IBEM + member research group IBI) ▪ Marta Carabba (lecturer and coordinator buddy programme and study Abroad and member OC) ▪ Jackie Bout (lecturer and coordinator fast track) ▪ Willem Klijnstra (lecturer and member of research group IBI for professional field) ▪ Robert de Bruyn (lecturer and programme leader International Business plan project) 	<ul style="list-style-type: none"> ▪ Curriculum development ▪ Involvement professional field ▪ Intrinsic backbone of the programme's contents ▪ Distinctive features of the programme ▪ Practical components ▪ Learning assessment (methods, standards, parties involved, scoring & feedback) ▪ Tutoring ▪ (applied) research & development ▪ Education performance/success rate ▪ Interaction with the management ▪ Research activities ▪ Impact of the programme ▪ Involvement of teachers and professional field ▪ Results and further development

Time/Room		Topics
10.45 – 11.00	Break/ panel retrospective	
11.00 – 11.45	Students <ul style="list-style-type: none"> ▪ Dragos Badau (first year IBMS) ▪ Kirsten van Dommele (first year IBMS) ▪ Nick Werring (2e year fast track IBMS and chair GOC) ▪ Lea Marie Brozus (second year IBEM fast track) ▪ Max Bangen (second year IBEM fast track) ▪ Julia Skogheim (second year fast track) ▪ Michael Tepe (3e year IBMS) ▪ Kim Merzel (4e year IBMS) ▪ Anton Delchev (4e year IBMS) ▪ Celeste Ramirez Montes (DD student KABS) 	<ul style="list-style-type: none"> ▪ Quality of teachers ▪ Information and communication facilities ▪ Learning assessment/feedback ▪ Tutoring (incl. practicals) ▪ Feasibility and workload ▪ Educational facilities ▪ Final projects/exams ▪ Student participation in the school's decision making
11.45 – 12.00	Break/panel retrospective	
12.00 – 12.45 Parallel sessions	<ul style="list-style-type: none"> ▪ Assessment system and Examination Board ▪ Andre de Groot (Exam Board chair person) ▪ Raya Nunez (IBMS Representative Exam Board IBA) ▪ Menno de Lind (member Exam review panel IBMS) ▪ Cathy Rau (lecturer and coordinator graduation assignment and Internship II ▪ Beverly Pasian (member research group and project management and research graduation assessment) 	<ul style="list-style-type: none"> ▪ Quality assurance learning assessment ▪ Achievement of intended learning outcomes ▪ Authority of the examination board ▪ Relation to the management ▪ Assessment: involvement of the professional field ▪ Assessment expertise
12.00 – 12.45 Parallel sessions	At random classroom visits (depending on scheduled classes)	<ul style="list-style-type: none"> ▪ Application of didactical concept
12.45 – 13.15	Consultation session for staff and students	
13.15 – 14.00	<i>Lunch</i>	
14.00 – 14.30	<i>Review of additional documents</i> <i>Tour of programme specific facilities</i>	<ul style="list-style-type: none"> ▪ Quality of teachers ▪ Information and communication facilities ▪ Learning assessment/feedback ▪ Tutoring (incl. practicals) ▪ Feasibility and workload ▪ Educational facilities ▪ Final projects/exams ▪ Student participation in the school's decision making
14.30 – 14.45	Panel retrospective	
14.45 – 15.30 2.76	Field representatives <ul style="list-style-type: none"> ▪ Jan Stoker (ABNAMRO senior audit manager, company supervisor) ▪ Jeroen Notmeijer (ABNAMRO, sales director, company supervisor) ▪ Marc Schrijvers (Philips managing consultant) ▪ Mike Frankhuizen (tentative) ▪ Inge Boersma Alumni <ul style="list-style-type: none"> ▪ Marc van Gent ▪ Stephan Mulders ▪ Niels Siskens (tentative) ▪ Elena Sbegheia (tentative) ▪ Robbert Wilmink ▪ Dieuwertje Hofman (tentative) 	<ul style="list-style-type: none"> ▪ Quality assurance learning assessment ▪ Achievement of intended learning outcomes ▪ Authority of the examination board ▪ Relation to the management ▪ Assessment: involvement of the professional field ▪ Assessment expertise
15.30 – 15.45	Pending issues (if any)	
15.45 – 16.45	Panel retrospective/drawing up of preliminary conclusions	
16.45 – 17.00	Panel feedback to all invited by the school	

Selection of the delegations / the auditees

In compliance with the NVAO regulations the audit panel decided on the composition of the delegations (auditees) in consultation with the course management and on the basis of the points of focus that had arisen from the panel's analysis of the school's documents prior to the audit.

An 'open consultation session' 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 correctly and timely. The consultation session was attended by three students at once. The panel verified their information in the panel discussions.

During the site-visit the audit panel members spoke randomly to students and attended a number of classes.

ANNEX V Documents examined

- Critical Reflection, including organizational chart
- Overview of the curricula structure and content
- National reference framework and the learning outcomes of the programme
- All course books that outline the curriculum components, stating learning outcomes, learning objectives, teaching methods, assessment methods, literature (mandatory/recommended), teachers involved and credits
- Teaching and Examination Regulations for both variants
- Overview of allocated staff with names, positions, scope of appointment, level and expertise
- List of all final theses of the past two years, demonstrating titles of theses and the exit levels attained by the students
- Overview of the contacts maintained with the professional field
- Previous NVAO accreditation report, 2007
- Reference books and other learning materials
- Sets of criteria for (i) research plan and research report, (ii) admission procedure
- Overview of alumni, their work environment and awards
- Overview of Business Advisory Board members
- Summary and analysis of recent evaluation results and relevant management information
- Documentation regarding teacher and student satisfaction
- A representative initial selection of 15 final theses, selected by the panel, of the past two years with corresponding assessment criteria and requirements:

No.	Year of graduation	Student no.	Grade
	2010	1523946	9
	2010	1502575	5,5
	2011	1150727	5,5
	2011	1534637	6
	2011	1561336	6,5
	2012	1516553	8,7
	2011	1521605	10
	2011	1561600	6,5
	2011	1598384	8,5
	2011	1553597	7,5
	2011	1541070	6,5
	2011	1561336	6,5
	2010	1523501	8
	2011	1598298	6
	2012	1541566	6,5

Additional documents examined

No additional documents were inspected.

ANNEX VI Composition of the audit panel

Panel members	Expertise					
	auditing and quality assurance	education	professional field	discipline	International	student-related
Drs. W.G. van Raaijen, <i>Chair</i>	X	X			X	
S. Buivys (MSc), <i>Expert</i>		X	X	X	X	
Drs. M.A. Luft, <i>Expert</i>			X		X	
J. Marty, <i>Student</i>					X	X

co-ordinator/certified secretary H.R. (Rob) van der Made

On 11 July 2012 the NVAO approved the composition of the panel of the HBO Bachelor International Business and Management Studies # 000649 – Hogeschool Utrecht, Utrecht.

Succinct CVs of panel members and secretary/co-ordinator

1	Mr W.A. (Willem) van Raaijen is partner at Hobéon, one of the evaluation agencies with regard to accreditation of higher professional education in the Netherlands. As a lead-auditor he has conducted numerous audits in higher professional education, both inside and outside of the Netherlands. Mr Van Raaijen is a certified lead auditor (LRQA QMS Lead Auditor Training Course, based upon ISO 9001:2008).
2	Mr S. (Saulius) Buivys is a teaching staff member at the IBMS course of the Rotterdam Business School (UoAS Rotterdam). In that capacity he chairs the Examination Board and is a member of the Curriculum Committee. Mr Buivys has a background in economics and teaches Finance and Accounting, as well as Business Ethics & Policies, and Interactive Project Design.
3	Mr M.A. (Mark) Luft, among others, worked as a Marketing Manager for the Beer Brewing company Grolsch, was employed by ABN AMRO, first as a Format Manager to become a District Director in 2006, when he optimized and rationalized the retail organisation. From 2010 to 2012 he operated as Commercial Director Europe for Hoomark Hoogeveen, a company in gift wrap and accessories. In this position he not just managed sales in Europe, but also deployed activities in emerging economies such as India and China. Since 2012 Mr Luft has been running his own consulting company.
4	Mr S. Vollert is a fourth year IBMS student of the University of Applied Sciences Amsterdam. He originates from Germany.
5	Mr H.R. (Rob) van der Made is an NVAO certified secretary and senior-consultant at Hobéon. He has a background in teaching languages and communication in both secondary and higher professional education. As a member of the executive board of a Dutch private university of applied sciences he was, among other things, responsible for the development and execution of various bachelor programmes. Mr Van der Made has supported numerous audit panels in conducting quality assurance audits at Universities of Applied Sciences.

Onafhankelijkheids- en geheimhoudingsverklaring voorafgaand aan het beoordelingsproces

Ondergetekende (naam en privé adres)

De heer drs. W.G. van Raaijen
p/a Lange Voorhout 14
2514 ED Den Haag

is als voorzitter gevraagd voor beoordeling van de opleiding:

International Business and Management Studies (IBMS)

aangevraagd door de instelling:

Hogeschool Utrecht

- Verklaart hierbij geen (familie)relaties of banden met de bovengenoemde instelling te onderhouden, als privépersoon, onderzoeker / docent, beroepsbeoefenaar of als adviseur, die een volstrekt onafhankelijke oordeelsvorming over de kwaliteit van de opleiding ten positieve of ten negatieve zouden kunnen beïnvloeden;
- Verklaart hierbij zodanige relaties of banden met de instelling de afgelopen vijf jaar niet gehad te hebben
- Verklaart strikte geheimhouding te betrachten van al hetgeen in verband met de beoordeling aan hem/haar bekend is geworden en wordt, voor zover de opleiding, de instelling of de NVAO hier redelijkerwijs aanspraak op kunnen maken.
- Verklaart hierbij op de hoogte te zijn van de NVAO gedragscode.

Plaats: Den Haag

Datum: 26 juni 2012

Handtekening:



DECLARATION OF INDEPENDENCE AND CONFIDENTIALITY

TO BE SUBMITTED PRIOR TO THE ASSESSMENT OF THE PROGRAMME

THE UNDERSIGNED

NAME:

Sau lius Buivys

HOME ADDRESS:

Rivierstraat 284
Rotterdam 3016 CA

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

APPLICATION SUBMITTED BY THE FOLLOWING INSTITUTION:

HU IBMS

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

Onafhankelijkheids- en geheimhoudingsverklaring voorafgaand aan het beoordelingsproces

Ondergetekende (naam en privé adres)

Drs. M. Luft

is als deskundige / ~~secretaris~~ gevraagd voor beoordeling van de opleiding:

International Business and Management Studies

aangevraagd door de instelling:

Hogeschool Utrecht

- Verklaart hierbij geen (familie)relaties of banden met de bovengenoemde instelling te onderhouden, als privépersoon, onderzoeker / docent, beroepsbeoefenaar of als adviseur, die een volstrekt onafhankelijke oordeelsvorming over de kwaliteit van de opleiding ten positieve of ten negatieve zouden kunnen beïnvloeden;
- Verklaart hierbij zodanige relaties of banden met de instelling de afgelopen vijf jaar niet gehad te hebben
- Verklaart strikte geheimhouding te betrachten van al hetgeen in verband met de beoordeling aan hem/haar bekend is geworden en wordt, voor zover de opleiding, de instelling of de NVAO hier redelijkerwijs aanspraak op kunnen maken.
- Verklaart hierbij op de hoogte te zijn van de NVAO gedragscode.

Plaats:

Oldenzaal

Datum:

18/8/12

Handtekening:





DECLARATION OF INDEPENDENCE AND CONFIDENTIALITY

TO BE SUBMITTED PRIOR TO THE ASSESSMENT OF THE PROGRAMME

THE UNDERSIGNED

NAME:

Steffen Vollert

HOME ADDRESS:

Lange Leidsedwarsstraat 45

1017 NG Amsterdam

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

IBMS at the Utrecht University of Applied Sciences

APPLICATION SUBMITTED BY THE FOLLOWING INSTITUTION:

Hogeschool van Amsterdam

(International Business School)

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



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

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

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

PLACE: *Amsterdam*

DATE: *21.5.2012*

SIGNATURE:



DECLARATION OF INDEPENDENCE AND CONFIDENTIALITY

TO BE SUBMITTED PRIOR TO THE ASSESSMENT OF THE PROGRAMME

THE UNDERSIGNED

NAME: H.R. V/DGR MADE

HOME ADDRESS:
LANGE VOSWOUT 14
2514 ED DEN HAAG

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

IBMS

APPLICATION SUBMITTED BY THE FOLLOWING INSTITUTION:

HOGESCHOOL UTRECHT

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



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

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

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

PLACE: DEN HAAG DATE: 26-06-2012

SIGNATURE: