

## Besluit **Besluit strekkende tot het verlenen van accreditatie aan de opleiding hbo-bachelor International Business and Management Studies van de Hanze Hogeschool Groningen**

	<b>Gegevens</b>	
<b>datum</b>	12 juni 2013	Naam instelling : Hanze Hogeschool Groningen
<b>onderwerp</b>	Definitief besluit accreditatie hbo-bachelor International Business and Management Studies van de Hanze Hogeschool Groningen (001109)	Naam opleiding : hbo-bachelor International Business and Management Studies (240 ECTS)
<b>uw kenmerk</b>	O&O 125063	Datum aanvraag : 6 december 2012
<b>ons kenmerk</b>	NVAO/20131631/ND	Variante opleiding : voltijd
<b>bijlagen</b>	3	Afstudeerrichtingen : International Management International Finance and Accounting International Marketing Internationale Betriebswirtschaft
		Locatie opleiding : Groningen
		Datum goedkeuren panel : 10 april 2012
		Datum locatiebezoek : 3 juli 2012
		Datum visitatierapport : 15 oktober 2012
		Instellingstoets kwaliteitszorg : ja, positief besluit van 26 april 2013

### **Beoordelingskader**

Beoordelingskader voor de beperkte opleidingsbeoordeling van de NVAO (Stcrt. 2010, nr 21523).

### **Bevindingen**

De NVAO stelt vast dat in het visitatierapport deugdelijk en kenbaar is gemotiveerd op welke gronden het panel de kwaliteit van de opleiding voldoende heeft bevonden.

Samenvatting bevindingen en overwegingen van het panel.

*Intended learning outcomes*

The IBMS programme is offered by the International Business School (IBS) at Hanze University of Applied Sciences in Groningen and prepares students to enter both the private and public sectors in the fields of international finance, marketing, business and management at bachelor level. The intended learning outcomes are derived from the national competences and comparable with those of other business schools in national and international context. The intended learning outcomes are consistent with bachelor level and are relevant to perform within the broad international business context, e.g. finance, marketing or human resources. Specific attention is given to the Intercultural Competency and to the development of languages (students are taught English (the programme is fully in English) and a second new language (Dutch, French, German or Spanish)). Standard 1 is assessed as good.

*Teaching-learning environment*

The teaching learning environment is found to be excellent. A safe and open learning environment is created with great international orientation in which students can adequately develop the intended learning outcomes.

The content of the study is in line with the aims set by IBS: IBMS is an economic, business and management programme with a broad international focus. In the curriculum much attention is given to the development of the international and intercultural awareness of students. The modules and courses that are taught reflect the competences and the learning goals derived from the competences. There is a lot of contact with the international business field, among others due to teaching staff that represents a great variety of nationalities and backgrounds, but also due to the study abroad and placement.

With the longitudinal research line, the aim is to further develop integration of Research and Education with Business Practice. In the research line IBMS provides students with the basis for developing research skills in year 1 and further strengthen these skills in year 2. Then these skills are refreshed in year 4 before the graduation project where a strong emphasis is put on a research component.

IBMS uses didactic methods that are appropriate for acquiring the competences, like working on (group) assignments or projects, giving presentations and developing new languages. The didactical concept is based on a stimulating and personalised study climate and on creating a safe and open learning community for students and staff. The following three psychological needs of students are taken into account: relationship and belonging; competency; and autonomy. Integration of students and student engagement towards being a part of the community is a must. Feedback mechanisms and transparency on criteria and procedures are also included.

The curriculum is build up in a coherent and logical way. First students attend to gain the necessary knowledge and get a understanding of intercultural competence, then they study a full year abroad during one semester Study Abroad at one of the many partner university IBS has all over the world, and one semester on a placement: working at one of the many partner universities. Every year a higher level of performance is asked from the students. The study load of the programme is feasible, which is fitting for the discipline.

The quality of the staff is high: the permanent staff represents a wide range of international backgrounds (in total 20 nationalities are represented) and over 80% has a Master's degree.

Pagina 3 van 7 There is the Intercultural Learning Lab in which some teachers participate: it offers a platform for teaching staff to develop their intercultural competences, in which teachers exchange, discuss and discover international didactical insights and experiences. Interviews with students confirm that students are extremely satisfied with the quality of the teachers, who are easily accessible and inspiring.

IBS offers adequate facilities in which it creates an open atmosphere. Specific services are available for students from abroad.

The panel is very impressed with the specific aspects of the teaching-learning environment such as the content of the subjects, the learning lines, the quality and experiences of the teaching staff, the ICLL and ISBNet. The panel finds the staff mobility abroad impressive and considers their link with international business field advanced. Furthermore, the panel strongly feels that the student's voice is heard and taken into account. Overall, IBMS offers a very clear and very adequate programme, which according to the panel can be considered as an example for other IBMS programmes. Standard 2 is assessed as excellent.

#### *Assessment and achieved learning outcomes*

Every module, assignment and project is assessed. IBMS uses a variety of assessment methods, such as written exams, (group) products, presentations, placement reports. Criteria are written clearly described in manuals which students receive up front. The system of testing is adequate and fits the didactic concept of the programme. To guarantee the aimed quality the Examination Board, the Assessment Committee and the Education Committee deal with the quality of education and assessments. The Exam Board, for example, discusses specific cases submitted by staff or students on issues such as examination regulations and it sees into the comparability of exams. The Exam Board has allocated part of the quality guarantee process of assessments and exams to the Assessment Committee. This Committee is responsible for the implementation and monitoring of the assessment policy and makes sure that the development and execution of exams is done according to the guidelines set in the assessment policy. The Education Committee consists of students and lecturers of IBMS and deals with different matters concerning the education in the study programme.

The last block of the curriculum is aimed exclusively at completion of the student's graduation project. The graduation project is always carried out individually in a company. Students do a project as if they are pre-professional consultants. The main aim of the project is that the student can recognise and define a business related problem and that they are able to solve it in a multidisciplinary way. To the panel's opinion this is a lot of work to be done in just one block (no more than eight weeks) and applauds IBMS' extension of the duration to one semester per 2012-2013.

IBMS delivers high-level graduates. Alumni find work in different international business setting or go on studying at the Groningen University (RUG). The panel finds that with the extension of the graduation phase, students are able to show even better structured results. The panel also finds that the assessments of the graduation projects show certain imperfections which need improvement. Although the panel is convinced that the aimed qualifications are reached, the panel assesses the standard as satisfactory. This judgement is mainly based on the recent changes of the structure of the graduation phase and the findings regarding the inconsistencies in the assessments of the graduation forms. Standard 3 is assessed as satisfactory.

De NVAO onderschrijft de aanbeveling van het panel omtrent het consistentere gebruik van de beoordelingsformulieren en de vooropgestelde criteria om eindwerken te beoordelen.

**Besluit**

Ingevolge het bepaalde in artikel 5a.10, tweede lid, van de WHW heeft de NVAO het college van bestuur van de Hanzehogeschool Groningen te Groningen in de gelegenheid gesteld zijn zienswijze op het voornemen tot besluit van 26 maart 2013 naar voren te brengen. Van deze gelegenheid is geen gebruik gemaakt.

Op grond van het voorgaande besluit de NVAO accreditatie te verlenen aan de hbo-bachelor International Business and Management Studies (240 ECTS; variant: voltijd; locatie: Groningen) van de Hanzehogeschool Groningen te Groningen. De opleiding kent de volgende afstudeerrichtingen: International Management, International Finance and Accounting, International Marketing, Internationale Betriebswirtschaft. De NVAO beoordeelt de kwaliteit van de opleiding als voldoende.

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

Den Haag, 12 juni 2013

Nederlands-Vlaamse Accreditatieorganisatie



R.P. Zevenbergen  
(bestuurder)

Tegen dit besluit kan op grond van het bepaalde in de Algemene wet bestuursrecht door een belanghebbende bezwaar worden gemaakt bij de NVAO. De termijn voor het indienen van bezwaar bedraagt zes weken.

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

De standaarden krijgen het oordeel onvoldoende (O), voldoende (V), goed (G) of excellent (E). Het eindoordeel over de opleiding als geheel wordt op dezelfde schaal gegeven.

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

Cohort	2005	2006	2007	2008	2009	2010	2011
Uitval	34%	34%	35%	35%	34%	35%	39%

**Tabel 2: Uitval uit de bachelor.**

Cohort	2005	2006	2007	2008
Uitval	6,7%	5,7%	5,0%	9,2%

**Tabel 3: Rendement na 5 jaar (niet van de herinschrijvers).**

Cohort	2005	2006	2007
Rendement	41%	32%	44%

**Tabel 4: Docentkwaliteit.**

Graad	Ma	PhD
Percentage	69,2 %	13,5 %

**Tabel 5: Student-docentratio.**

Ratio	1:32.1
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**Tabel 6: Contacturen.**

Studiejaar	1	2	3	4
Contacturen	17	15,5	N.v.t vanwege year abroad	Afhankelijke van specialisatie

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- Mr drs. D.W. Richters MBA (chairperson, representative profession/discipline);
- Mr drs. R.B.P. de Brouwer (representative profession/discipline);
- Mrs dr. L. Glanz (representative profession/discipline);
- Mr R.G.P.M. Kuppens BBA (student member).

Het panel werd ondersteund door Mrs. M. Snel, secretaris (gecertificeerd).