

Hanze University Groningen University of Applied Sciences

International Business and Management Studies

Limited Study Programme Assessment

Introduction

This is the assessment report of the bachelor of International Business and Management Studies degree programme offered by Hanzehogeschool Groningen. The assessment was conducted by an audit panel compiled by NQA commissioned by Hanzehogeschool Groningen. The panel has been compiled in consultation with the study programme and has been approved prior to the assessment process by NVAO.

In this report Netherlands Quality Agency (NQA) gives account of its findings, considerations and conclusions. The assessment was undertaken according to the *Assessment frameworks for the higher education system* of NVAO (6 December 2010) and the *NQA Protocol 2011 for limited programme assessment*.

The site visit took place on the 3rd of July 2012.

The audit panel consisted of:

Mr drs. D.W. Righters 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).

Mrs M. Snel BHRM & BEd, NQA-auditor, acted as secretary of the panel.

The study programme offered a critical reflection; form and content according to the requirements of the appropriate NVAO assessment framework and according to the requirements of the *NQA Protocol 2011*.

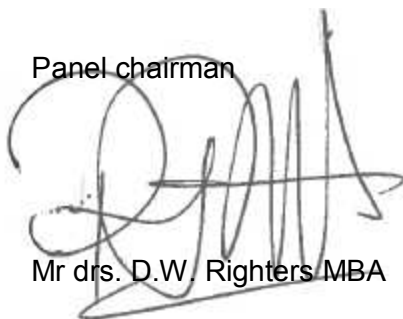
The panel studied the critical reflection and visited the study programme.

Critical reflection and all other (oral and written) information have enabled the panel to reach a deliberate judgement.

The panel declares the assessment of the study programme was carried out independently.

Utrecht, October 15th 2012

Panel chairman



Mr drs. D.W. Righters MBA

Panel secretary



Mrs M. Snel BHRM & BEd

Summary

International Business and Management Studies (IBMS) is a broad international business programme that prepares students for a wide range of international management positions. The judgement about the bachelor of IBMS degree programme is *satisfactory*. The programme also has a distinctive quality feature Internationalisation, which is judged as *good*. The argumentation on which these judgements are based is given in this summary and in the audit report.

Intended learning outcomes

The IBMS programme is offered by the International Business School (IBS) at Hanze University 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. Students are being taught research skills and use those to experiment with different theories and integrate them into their assignments. 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 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 and over 80% has a Master's degree.

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

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 Exam 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 aimed exclusively to complete 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 a 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*.

According to the rules as set by the NVAO the overall assessment of the IBMS programme must be satisfactory, because standard 3 is judged as *satisfactory*.

Distinctive quality feature Internationalisation

Based on its vision on internationalisation, the programme has implemented an effective internationalisation strategy, which demonstrably contributes to the quality of the teaching and learning provided.

The panel comes to the overall conclusion that IBMS meets the criteria as set for the distinctive quality feature (DQF) Internationalisation and assesses the DQF as *good*.

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1 Basic data of the study programme

Administrative data of the study programme

1. Name study programme as in CROHO	B International Business and Management Studies
2. Registration number in CROHO	34936
3. Orientation and level study programme	Hbo-bachelor
4. Number of study credits	240
5. Graduation courses/ 'tracks'	International Management International Finance and Accounting International Marketing Internationale Betriebswirtschaft
6. Variant	Full-time
7. Location	Groningen
8. Previous year of audit visit and date decision NVAO	Previous visit: 2006 Decision NVAO: 18 December 2006

Administratieve institutionale data

9. Name of institute	Hanzehogeschool Groningen
10. Status of institute	Publicly funded institution
11. Result institute audit	Positive under conditions from 9 of May 2012 until 8 of May 2013

Quantitative data regarding the study programme

1. In - through- and out-stream data of the last six cohorts

		IBMS total	HG	Target IBMS SYP 2010-2011	Target HG
Drop-out after 1 yr (1-12 months)	2010-2011	42%	35%	40%	30% is an informal (not official) target in HG
	2009-2010	39%	34%		
	2008-2009	47%	35%		
	2007-2008	50%	35%		
	2006-2007	55%	34%		
	2005-2006	45%	34%		
Drop-out after 2 yr (1-24 months)	2009-2010	49%	45%	-	
	2008-2009	53%	44%		
	2007-2008	54%	44%		
	2006-2007	63%	45%		
	2005-2006	50%	44%		

		IBMS total	HG	Target IBMS SYP 2010-2011	Target HG
Propedeuse rendement*	2010-2011	31%	24%	35%	HG-wide targets: 2012: 26% 2013: 28% 2014: 30%
	2009-2010	31%	25%		
	2008-2009	29%	28%		
	2007-2008	27%	25%		
	2006-2007	19%	25%		
	2005-2006	24%	25%		
Propedeuse rendement* after 2 yr (1-24 months)	2009-2010	52%	56%	-	-
	2008-2009	47%	58%		
	2007-2008	47%	57%		
	2006-2007	39%	58%		
	2005-2006	51%	59%		
Diploma rendement** after 4 yr	2007-2008	32%	29%	-	-
	2006-2007	25%	29%		
	2005-2006	29%	29%		
	2004-2005	26%	31%		
	2003-2004	23%	31%		
	2002-2003	24%	34%		
Diploma rendement** after 5 yr	2006-2007	23%	40%	42-45%	HG-wide targets: 2012: 45% 2013: 47% 2014: 50%
	2005-2006	41%	42%		
	2004-2005	39%	44%		
	2003-2004	35%	43%		
	2002-2003	43%	46%		

* Educational result: proportion of students (cohort) who receive a propedeuse or diploma

** Diploma rendement: the percentage of students from any cohort that receives the final diploma within 4 or 5 years of study.

2. Realised student-teacher ratio: 1:32,1

3. Average number of face-to-face instruction hours¹ per phase of the study.

	Block 1	Block 2	Block 3	Block 4
Year 1	18,6	16,9	19	13,6
Year 2	16,4	14,3	15,6	15,6

¹ The study programme uses a definition for face-to-face instruction hour of a scheduled contact hour. Year 3 is spend abroad and year 4 considers the graduation phase.

2 Part I Assessment

The panel describes the findings, considerations and conclusions of each standard of the NVAO assessment framework. The final judgement concerning the study programme will be presented in chapter 4.

Standard 1 Intended learning outcomes

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

Findings

International Business and Management Studies (IBMS) is an international business study programme that prepares students for a broad range of international management positions. Graduates become Bachelor in Business Administration and are capable of entering a career in both the private and public sectors in the fields of international finance, marketing, business and management. The programme is delivered by the International Business School (IBS) of the Hanze University of Applied Sciences (*Hanzehogeschool*) in Groningen. The panel finds IBMS is a truly international study programme that is followed by students and executed by lecturers from all over the world (ref. Distinctive quality feature).

The final qualifications of the IBMS programme (see appendix 1) are derived from the national framework for IBMS qualifications (2010), which was approved in 2010 in the National Platform of IBMS programmes in The Netherlands. The final qualifications are consistent with bachelor level through the link with the Dublin descriptors which IBMS made explicit in a matrix. IBMS has made it clear which parts in the curriculum focus on what part(s) of the Dublin descriptors and the competencies. The matrix clarifies how the Dublin descriptors and the competencies build up in complexity throughout the curriculum.

IBMS offers a broad profile. Specific attention is given to the development of international and intercultural competences. This is done in several ways during the programme. Students have lessons in English (the programme is fully executed in English) and a second language (Dutch, French, German or Spanish, depending on the students' background²). With regards to the national profile, more explicit attention is also given to the development of research competences (see standard 2).

IBMS has discussed the intended learning outcomes and specific contents of the curriculum with the Advisory Board. The members of the Advisory Board represent the professional international business field in the northern region of The Netherlands and Germany (current composition: 50% Dutch, 50% German).

² Students can not choose their native language as a second language.

The board meets five times per year to discuss the IBMS curriculum, aims and content, as well as related subjects. Recent minutes show that the Advisory Board has given feedback on internationalisation within the programme. The board was also involved in discussion whether or not to imbed or extend certain subjects.

On a national level, IBMS participates in the National Platform of IBMS programmes. In 2011 a benchmarking exercise was carried out, comparing the curricula of the twelve IBMS programmes in The Netherlands. The outcome of this benchmark shows that the most important features with respect to the final qualifications for IBMS Groningen (e.g. typical for IBMS-Groningen) are:

- the curriculum focuses on intercultural competence development;
- the curriculum includes more languages (two instead of one).

The focus on these particular issues makes IBMS Groningen different from other IBMS courses in The Netherlands. In addition, the level of graduation projects in 2010-2011 was discussed and assessment criteria were exchanged between all participants of the platform.

On an international level IBS is an active participant in the Network of International Business Schools (NIBS). Members of this network recognise each other's qualifications. At NIBS seminars and conferences take place (which are regularly attended by IBS staff) and various issues are discussed, such as: developments or trends in international business (education), student exchanges and faculty exchanges/interactions. NIBS accredited IBS in 2010. During the accreditation there was a specific focus on internationalisation. NIBS recognised IBS Groningen as the most international business school accredited in their network so far (2010). IBS is also a member of the European Foundation of Management Development (EFMD). IBS uses feedback of the EFMD to further expand research activities that are linked and/or relevant for education in international business.

In 2006 the audit panel made no comments regarding the final qualifications. These were assessed as good. The current panel assesses the qualification also as good and finds the international aspect, e.g. the view on international business, to be well developed shown in the attention to intercultural awareness.

Considerations and conclusion

The study programme is based on nationally prescribed competencies that are relevant to the international domain and comply with the Dublin descriptors.

IBMS has a broad profile which the panel recognises as relevant. Students are trained for a management position in private or public (international) institutions.

External stakeholders are involved in curriculum improvement activities through benchmarking, open discussions and feedback sessions in platforms like IBS' Advisory Board, National Platform of IBMS programmes and the NIBS Network.

National and international benchmarking shows that the study programme has adopted a distinct profile as compared to other study programmes and that the programme is

recognised by the national and international professional business field. For instance, this is achieved by the emphasis on intercultural awareness and by devoting extra attention to English lessons and the training in a second new language.

Based on the considerations as mentioned above the audit panel comes to the judgement **good**.

Standard 2 Teaching-learning environment

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

Findings

Contents and structure (design) of the curriculum

The IBMS curriculum consists of a four year, full-time study programme of 240 credits (EC). Each year is divided in four periods of 15 EC, in the third year students spend a full year abroad. In annex 2 an overview of the curriculum and its specialisations is presented.

The intended learning outcomes are related to the Dublin descriptors in a matrix (see also standard 1). The given overview makes it clear that the level of intended competencies increases from level 1 in the first year to level 3 (bachelor level) when completing the IBMS study programme. In study manuals the intended competencies and curriculum contents are clearly presented for students, e.g. content description, literature, working methods and criteria.

During the first year of the IBMS curriculum serves as a year for orientation on IBMS and the professional field. Students are prepared for the main phase as well using this year to obtain a certain amount of knowledge and skills before the second year (40 EC). Students also have to complete the whole propaedeutic phase within two years after enrolment. As from 2012-2013, students need to achieve 80% of the credits in year 1 (48 EC) to be admitted to the main phase.

The first two years students gain knowledge and skills with regard to different relevant business and management topics. They do so in a relevant international context. Examples are: Financial Accounting, Marketing, Economics, Business Communication, Business Research Methods, People Management and Supply Chain Management. The panel considers the contents relevant and reflecting a good level, e.g. Finance. The panel also welcomes the attention to Business Ethics that recently was embedded into the curriculum. The panel remarks that the attention given to project management in the fourth year could also be given in the first two years, to better prepare students before going abroad. IBMS already plans to change this, based on the feedback from students. In the first two years there is also an emphasis on the development of languages. Besides the amount of hours dedicated to English, students choose a second new language.

After the third year spent abroad, students choose their specialisation in the fourth year. In this last year students complete one of the following four specialisations: International Finance and Accounting, International Marketing, International Management or Internationale Betriebswirtschaft (German) (see also annex 2). The specialisation is mentioned on the diploma supplement. In the last block students complete their study by finishing their graduation project. The panel finds the period for students to work on their graduation project relatively short and is pleased to hear that from 2012-2013 the graduation project comprises one semester instead of one block.

Important (business) skills are developed in several modules through business related assignments and projects, as well as in the placement semester. Relevant skills are for example addressed in Marketing and Business communication. A major competence is the development of the international and intercultural competencies (ref. Distinctive quality feature Internationalisation). In several modules the *Intercultural Competence (IC)* is developed. This starts from year 1, where students from different nationalities are working together in groups. In the modules Personal Development (PRD) specific attention is given to the development of the IC.

IBMS pays attention to business research methods. In following the National Profile for IBMS, the programme has (also) put a stronger emphasis on research methods by further developing a longitudinal research line. Attention was already given to research skills. 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 (Consultancy Project and Business Project), and further strengthen these skills in year 2 (Statistics, Business Research Methods and the use of SPSS). Then, these skills are refreshed in year 4 before the graduation project where a strong emphasis is put on a research component. In line with this development a pool of graduation supervisors was formed. Graduation project supervisors all have a Master's degree and are involved with research projects either from their PhD or research linked to the professorship (lectorate). Potential supervisors are coached by colleagues and start as a co-marker first. IBMS also invites guest lecturers for students and staff with regard to applied and academic research.

The lectorate *International Business* is also involved in the further development of research within IBMS. The professorship focuses on the organisation on relationships in international business. Students can complete their graduation project within the research group of the professorship. At the moment 12-15 staff members are also involved in research projects.

Students are exposed to the professional international business field in several ways. Assignments and projects represent the current international business field and in the third year students go on a placement to work at a (international) firm abroad. Furthermore, the majority of the teaching staff has a background in international business. IBMS involves guest lecturers in some modules. Through the experiences of (guest) lecturers, students get into contact with new developments in the international business field as well.

Interviews with alumni and students showed that both alumni and students are very positive about the way IBMS allows them to develop their international and intercultural competencies and awareness. The panel also finds it positive that they can do so in an international context. The panel praises the possibilities for students to study abroad: the amount of partner universities (66), as well as the way students are guided through IBSNet (see below 'student supervision').

Structure of the curriculum: didactical concept

The didactical concept (learning principles) is based on a stimulating and personalised study climate and on creating a safe and open learning community for students and staff. In the *Vision on Education, A Great Place to Learn* (2010) IBS described how to create such an environment. The following three psychological needs of students are taken into account:

- relationship: the students needs to feel that he/she belongs to the community of learners and that he/she is respected and appreciated;
- competency: the student needs to believe in him/herself and should have fun in developing his/her own capabilities;
- autonomy: the student needs the chance to investigate, to feel responsible and to be able to actually do things in an successful way.

The following elements are included:

- feedback mechanisms (including feedback on exams);
- transparency on criteria and procedures (e.g. assessment criteria),
- student engagement (being part of the community),
- integration of students is a must.

The programme uses different working methods so students can gain the aimed at competences: assignments and project, theory lessons, self-study, training, workshops, placement. Furthermore, IBMS puts in an effort on stimulate students to take part at conversations (discussions). For example, according to the students the panel spoke with, students could give presentations to each other in the hall of IBS. These meetings were well attended by students since they were interesting and relevant.

Student guidance and feasibility of the programme

IBMS offers guidance through academic advisors and professional development throughout all phases of the IBMS programme (longitudinal line PRD). The academic advisors guide students through their study. The main elements of the study guidance provided by the academic advisors are:

- to give students the idea of a personal touch in a large scale organisation such as the Hanze University;
- to exchange information and improvement of quality of the IBMS programme and processes; reflection on competence development of the student, to support them in their personal and professional development and to teach them to make choices in their studies and their future career;
- the control of the study progress of the students: early signalling in the case of study delay to prevent serious delay and/or drop out.

IBS has investigated the study load students experienced. A research showed that particularly in year 1, students experienced a high study load in period 1 and 3. Therefore, in 2010-2011 year 1 was redesigned: the introduction period and reorientation of academic advisory and PRD skills was improved. According to the students and alumni whom the panel has interviewed, the study load is feasible. According to students, Statistics and Financial Accounting can be difficult. IBMS has started homework classes for statistics.

To support learning abroad and communication between students, staff and international contacts during placement, Study Abroad and graduation projects, IBMS works with a digital system called IBSNet, which was developed by IBS. It gives a transparent link to all IBS' contacts for IBS staff as well as for students. The panel considers the communication through IBSNet well structured and impressive. A presentation of IBSNet shows that students get a clear insight in existing business contacts all over the world and that IBSNet supports all communication between students and supervisors: students get reminders and feedback from their supervisors through IBSNet and post their reports or questions on the net as well.

Honours Talent Programme

IBMS developed an Honours Talent Programme. This programme challenges students to broaden their perspective of international business, to enhance their strategic skills and to translate new insights into actions that specify the participant's professional goals and define the methods to attain them. IBMS does so by offering seminars and business experiences. Students can apply for the honours programme in the first year. After a selection procedure they can start the programme in the second year. The honours programme continues for the duration of the IBMS study and consists of 30 EC in addition to the 240 EC, and is to be followed parallel to the regular programme. Since September 2010 29 students participate the Honours Talent Programme.

Staff quality

The teaching staff consists of 52 teachers (43.78 fte). The panel studied an overview of staff qualities and finds the level of the teachers good for the execution of the IBMS programme. Furthermore, the teaching staff represents relevant international backgrounds from different relevant disciplines, expertises and work experiences. In total 20 nationalities are represented. The education background of the teachers is as follows: 82% has a Master's degree, two staff members are in the process of rounding of their Master's degree and two other staff members are working on their second Master's degree. At the time of the site visit, IBMS had 8 Ph.D. lecturers and 6 teachers who are in a PhD programme.

With these numbers IBMS already meets the Hanze requirements for 2016: 70% of the teaching staff should have Master's degree and 10% a PhD.

There are several ways in which the teachers can keep their experience up to date. Teachers attend congresses and seminars and participate actively in IBS' international networks (see also standard 1). IBS supports the teachers' personal professional development. Therefore time and money is reserved. Lecturers can participate in exchange programmes with partner universities, follow courses or visit firms or educational institutions

abroad. They can follow external (Master degree) or internal courses provided by Hanze University (e.g. about assessments, feedback culture, coaching). Occasionally, lecturers also participate in meetings with the Advisory Board (depending on the agenda). Teachers, whom the panel interviewed, confirmed that several possibilities are offered and supported by the management and that they find the international contacts through IBMS inspiring to keep up-to-date in the international business field. The panel finds the international mobility of staff (participating in exchange programmes, offering guest lecturers abroad) impressive (ref. Distinctive quality feature).

Within IBS there is the Intercultural Learning Lab (ICLL) in which some teachers participate. ICLL offers a platform for teaching staff to develop their intercultural competences. The panel appreciates the possibilities within ICLL, in which teachers exchange, discuss and discover international didactical insights and experiences. Teachers are also very positive about the ICLL.

According to the latest survey among staff, there is quite a heavy work load among staff. Interviews with management and teachers clarified that with the new management (since 2010) the organisation (procedures and communication lines) became more transparent. Teachers added they are quite satisfied with their management and say they can actively influence their work load in line with their personal interests.

Interviews with students confirm that students are extremely satisfied with the quality of the teachers. Teachers are easily accessible and inspiring. They are up-to-date on developments in work field and use their own experience of the professional field in lessons. In the national student survey NSE teachers scored high on the categories 'expertise', 'engagement with students' and 'knowledge of the professional practice'. The panel was surprised to find out the Faculty body had been involved in the design of their own work space to help open accessibility of Faculty to students.

Quality of study programme-specific facilities

A number of panel members have inspected study programme facilities and confirm that they are adequate for the education offered. Students work with *Blackboard* and *IBSNet*. Students told the panel that they appreciate the facilities, especially the openness to the services of IBS. They also state that necessary information is well-structured and easy to find.

Quality monitoring

In the structure of the curriculum the knowledge subjects are gained through longitudinal lines and are represented by the teachers involved in so-called clusters. From these clusters the content of each longitudinal line (e.g. economics, research, and personal development) is safeguarded to be up to date, consistent, challenging and to avoid overlap.

IBMS systematically investigates educational performance, annually. The results of the research activities (surveys) are discussed with the relevant groups. In addition, specific measures are carried out to improve the educational performance.

For example, IBMS invests in increasing contact time to at least 18 hours per week in year 1 and 2 (this is a minimum requirement set for all programmes at Hanze University) and will expand the duration of the graduation project to one semester.

In the previous assessment for accreditation the quality of the content and structure of the curriculum, its staff, the facilities and the quality assurance system were considered to be good. Some remarks were made regarding the intake and to gain a broader view on the professional field. IBMS states it has been continuously working on the educational performance. The current panel is certain it has and is convinced that IBMS provides its students with an open and safe learning community with excellent staff members, an extensive quality system and an impressive perspective on the international professional field.

Considerations and conclusion

With regard to the teaching learning environment, the panel finds that 'excellent' can be given. The panel strongly feels that the safe and open learning environment is created with great international orientation in which students can adequately develop the intended learning outcomes. The given content of the curriculum, for example on finance, is considered to represent bachelor level convincingly. Moreover, the panel considers the teaching staff to be excellent and finds that students are positive about the programme, facilities, e.g. the accessibility of services in IBS accommodation and teaching staff. Furthermore, the panel is impressed by the students' engagement and positive enthusiastic attitude during the interviews. The panel also recognises the programme can take more steps to enhance the overall quality of the education and is assured by IBS' extensive quality monitoring system that it will keep on developing as planned and reflecting on the quality of the programme, taking any appropriate measures as necessary.

The panel is very impressed with the specific aspects of the teaching-learning environment such as the content of the subjects, the learning lines (specifically for the development of the IC and research skills), the quality and experiences of the teaching staff, the ICLL and IBSNet. The panel finds the staff mobility abroad impressive and considers their link with international business field advanced. Furthermore, the panel strongly feels that the students' 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 in The Netherlands.

Based on the considerations as mentioned above the audit panel comes to the judgement **excellent**.

Standard 3 Assessment and achieved learning outcomes

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

Findings

Assessment system

Within IBS, general guidelines from the Hanze University and specific IBS-guidelines are determined for the assessment system. General guidelines are set for the quality assurance for assessment in the curriculum. These ascertain that assessment procedures are precise and transparent for students and that there are clear assessment criteria published in advance. Lecturers publish these on Blackboard, just like every course outline and other relevant information regarding the curriculum is published. For every assessment IBMS' lecturers also place a mock exam on Blackboard, so a student can get an idea of the test form and the type of questions the test will contain.

The assessment system of IBMS is described in a new assessment policy document which is derived from the guidelines from the Hanze University and which fits IBS' learning principles: 'the assessment system is part of the learning process: assessments direct learning'. In the assessment policy (2011), guidelines are included for teachers regarding, among other things, the validity and reliability of assessments: teachers are requested to make an assessment matrix for every assignment. The policy document also includes the *Ten Golden Rules for Assessment* (2011), which the panel appreciates for guarding the intended learning outcomes.

Quality assurance

Within IBS, the Exam Board, the Assessment Committee and the Education Committee deal with the quality of education and assessments.

The Exam Board is responsible for exam results and the proper conduct of affairs during assessments and exams. Responsibilities of the board are laid down in the WHW and in the Hanze Student Charter. The responsibilities involve, in any case, the quality assurance in holding examinations, upholding the Examination Protocol and (granting) exemptions. The Exam Board incidentally may investigate any appeals related to assessment, whether this is based on fail rates, questionable application of answer keys, contentions of reliability or other issues raised by students or teachers. The Exam Board will receive regular overviews of the fail rates per assessment period: the Exam Board will analyse significantly high pass rates, significantly high fail rates and any pass/fail rates that change significantly over time. The Exam Board meets regularly to discuss daily exam issues and reports annually to the Management Team of IBS.

Minutes of the Exam Board show that the board discusses specific cases submitted by staff or students on issues such as examination regulations and it sees into the comparability of exams. Furthermore, the Exam Board discusses exemption rules, plagiarism and other forms

of cheating. Regarding plagiarism, IBS has set clear rules, which are all included in the Prospectus. In addition, from September 2012, lecturers through *Euphorus*, a data-bank that detects copied work, will check all student work. This includes graduation reports, essays, reports, dissertations, plans, projects or other work presented for assessment. Based on the study of minutes and the interview with representatives of the Exam Board the panel concludes that the board plays an active role in guaranteeing the quality of assessments and exams.

The Exam Board has allocated part of the quality guarantee process of assessments and exams to the Assessment Committee. The Assessment Committee consists of three teachers, an advisor of the educational department of the Hanze University and a secretary. The Assessment Committee is responsible for the implementation and monitoring of the assessment policy. The Assessment Committee makes sure that the development and execution ('assessment-cycle') of exams is done according to the guidelines set in the assessment policy. The committee supervises and checks the assessment guidelines for teachers, the quality of assessments to guarantee the aimed at quality and the organisation of the assessments so that assessment, assessments components and marking schemes are available to all teachers. For example, the Assessment Committee uses a checklist to check the validity and reliability of a proposed assessment beforehand, and it also informs lecturers about procedures, regulations and other matters concerning the quality of assessments and exams on the intranet (Blackboard).

In surveys and panel discussions, students are asked about the congruency between the education and assessments. Outcomes are taken into account by the Assessment Committee and, if applicable, by the Exam Board.

Every study programme at Hanze University has an Education Committee (EC). The IBMS Education Committee (Study Programme Committee as referred to in Article 10.3c of the Higher Education and Research act) is composed of four main phase students and four lecturers representing all the IBMS specialisations. Minutes of the EC show that the EC meets regularly. The EC has specific tasks common to all Hanze's EC. Its members are all appointed by the Dean and appointed for one year. Its duties are:

- to advise the Dean and the Exam Board about Teaching & Examination Regulations before they are adopted;
- to assess, annually, the manner in which the Teaching & Examination Regulations are implemented; and
- to advise, on request or of its own accord, The School Participation Council, the Dean and the Exam Board on any other matters concerning education in the study programme or the School.

Tests, exams and assessments

The lecturers at IBS develop the exams, tests and assessments. They take the rules as set by the Hanze University and IBS into account. Furthermore, a colleague checks every exam developed by a lecturer.

At the end of every block, the modules are assessed. IBMS uses a variety of assessment methods, e.g. written (theory) exams, practical assignments, presentations, business products, placements reports. The panel has inspected different exams of the study programme and concludes that the forms used by IBMS fit the educational principles as well as the aimed at content and learning outcomes. In a period (block) both group and individual performances are assessed.

The responsible teacher assesses exam and assessment results. Knowledge elements are tested individually and mainly by written exams. The gained knowledge is also assessed in the group-work. The aimed at skills are tested in the group work. The individual results are also taken into account. If applicable, the processes are assessed. To assure that all students pull their weight in group work, the recorded rating for group results is based on the individually demonstrated contribution of the student to the team result.

Interviews with students show that gaining credits at the expense of other group members ('freeriding') is unlikely due to weekly meetings between the student group and the supervising lecturer. Accordingly, the panel learned that students feel responsible for the group result and will enter a dialogue with group members who might not contribute satisfactorily to the group result.

Students receive feedback on assessment results from their lecturer based on assessment criteria. Students always receive feedback on their results, verbally or in writing, individually or collectively. According the IBS survey students are satisfied with the assessments. Students can also give feedback during feedback discussions, which are scheduled in the IBS' year planning. As stated above, the Assessment Committee takes feedback regarding assessments into account.

Students develop professional business skills working on assignments or exercises in their placement at an international company. Before the students' placement, the student formulates learning goals, which are approved of by a lecturer before starting. The student's placement is assessed on reports, halfway the placement and at the end, in which he/she reflects on the described learning goals (which are derived from the final qualifications) and in which he/she describes the experiences with the assignments or exercises.

Communication takes place through IBSNet and e-mail.

The panel notes the students at interview see the placements as an important step in preparing them for the world of work, providing them with readily transferable skills. The IBSNet is a particularly important tracking tool for student assessment and the panel was encouraged by the clear commitment to continuous improvement of this system. The panel also notes that the vast majority of the placements are realised in other continents or distant European countries. In order to be successful, assessments should be handled from this distance. While using the IBSNet system, developed by the school itself, IBS can follow the student adequately. The panel sees this methodology as a great example of distance learning.

The Study Abroad takes place at a partner university and is related to the final qualifications of IBMS. During the Study Abroad the intercultural competence is specifically tested on the aimed at bachelor level. Students have to write a reflective report on their intercultural experiences and development.

During the specialisation IBMS competences are also assessed at bachelor level through a variety of forms (written exams and assignments). Assessment forms are used. The lecturer together with a co-teacher does the grading of the assessments.

The last block aimed exclusively to complete 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. In the project, students conduct primary and secondary research related to the problem, making use of appropriate research methods and techniques. Moreover, the student is able, based on his/her research, to make an analysis of the research results, to draw relevant conclusions and to propose recommendations that contribute to the solution of the problem (*Graduation Handbook, 2011-2012*). 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.

Every graduation project is approved of by the Graduation coordinator before the start of the last block of year 4. During the project the student is guided by a selected supervisor and by the use of IBSNet. As described at standard 2, IBMS has developed criteria for the selection of graduation project supervisors. These criteria are included in the assessment of the graduation process, as part of 'working process'. According to the written procedures, every element must have a minimum score of at least sufficient, graden the *Handbook Procedures*.

The graduation project is concluded by a report in which the student presents in what manner the investigation meets the requirements of IBMS as well as the HBO-standards (criteria for professional bachelor level). This report is assessed by the first supervisor (the lecturer who guides the student during the graduation phase) and a co-supervisor (lecturer who acts as independent co-marker). During a final defence the student presents the report, reflects on it and defends the methodology, the process, the results, the conclusions and the recommendations in a well-structured oral presentation. The two supervisors also jointly assess the defence.

The graduation assessment sheets were further improved in 2011 and are part of the *Graduation Handbook (2011-2012)*. The requirements, the process and the assessment criteria of the graduation project are described in the handbook as well. Students receive this handbook beforehand.

Assessment forms were developed for the report, presentation, defence and process and were compared to other national and international business schools. A summary of the assessment elements contains the graduation assessment sheet in which the supervisors fill

in their mark per element (the report 50%, the presentation 15%, the defence 25% and the working process 10%). A company evaluation is done by two supervisors independently.

The panel studied 15 theses and the corresponding assessment forms. First of all, the assessments done by the IBMS supervisors correspond with how the panel would have assessed the students (see 'Realisation of the intended learning outcomes'). But the panel has some remarks regarding the forms. The panel found some evidence of inconsistency in the completion of the forms. At least it became clear that not everything was crystal clear to all people involved. In concrete, some assessment forms were not fully completed by the assessors. The panel even found an assessment form which included an insufficient score. Hence the insufficient score, the thesis ended up receiving a passing (final) grade. When the panel made inquiries about this occurrence, it received conflicting information, which in the end was clarified by the graduation coordinator.

The panel thinks that the forms can be clearer about the scoring, the manner in which it was done independently and especially at levels between insufficient and sufficient. It should be clear that the correct procedures, formalized by IBMS, are used by everyone involved.

Furthermore, the panel finds the procedure for extending or re-sitting the graduation project somewhat unclear. In particular the ability for a student to extend the project appears to be dependent on whether or not a draft is submitted to the supervisor. The panel finds this process needs to be clarified with a formal written process on extensions and re-sits clearly available to students. The panel accepts this situation might change when extending the graduation phase to one semester.

A last remark concerns the fact that just one person accomplishes the task of coordinator. Based on the interviews the panel finds that the coordinator does a good job in guaranteeing a certain quality, but the position is somewhat vulnerable. The panel feels this is quite a responsibility and that it would be safer to spread the tasks involved. It is quite possible that some of the issues with grading documentation arise from only one pair of eyes needing to review documents so that idiosyncratic form filling is more easily tolerated than in a situation where more people need to review the documentation. Concentration of tasks in one role appears at the moment to be a product of limited time and the panel advises a widening of participants in the approval of proposals, third marking and the organisation of the projects when these move to a one semester time frame.

Realisation of the intended learning outcomes

In the fourth and final year of the programme, students work on the development of their competences on the highest level. During the last block students work on their graduation project in which all of the final qualifications need to be addressed. Students must prove they are competent business people who can work in an international business setting.

The panel studied fifteen theses, of which four were selected by IBMS and eleven by the audit panel, based on an overview of graduates over the last two academic years. The panel assesses the fifteen theses as sufficient. It agrees with the marking done by IBMS, although the manner in which the marking is done by the two lecturers needs improving (see above),

the panel is convinced that all the fifteen theses represent the aimed at professional bachelor level. The panel finds the chosen subject to be relevant for IBMS. The panel notes that the studied theses show an extensive use of internet sources and primary data was not always included. Some projects implied theory that could have been more explicitly cited. Although these theses were also assessed lower by IBMS, the panel finds that things like the bibliography and the accountability of the research approach are quality aspects the programme needs to be aware of. In the interviews with management and staff it was clear to the panel that management and staff are aware of these issues. The panel encourages IBMS to devote even more attention to proper own research results. Since the graduation project will be extended to a full semester, the panel urges the programme to make sure that the thesis includes both primary and secondary data. As for the structure, the panel would like to see that the thesis structure is in logical order.

One remark concerns the time frame in which the project needed to be delivered by the graduates. The panel feels that even better results could be reached when students have a semester, instead of one block, for their graduation project. Supervisors were clearly aware that the limited time currently available to students had an impact on both accessibility to primary data and their ability to tighten academic rigor on projects. The panel was assured by both the management team and the co-ordinator that the criteria for assessment would be reviewed when the project is spread over one semester.

Interviews with representatives of the professional field (supervisors of graduating students) show that students are considered to be result oriented, that they know how to cooperate with relevant parties in international business, and that they are able to solve problems in a practical way.

An overview of career perspectives shows that alumni work in different international business settings or go on studying at another university to get a Master degree, for example at Groningen University (RUG).

To remain in contact with alumni IBMS has appointed a graduate as Alumni Officer. This officer is the coordinator of the alumni network (LinkedIn) and regularly visits IBMS to discuss the relationship between IBMS and the alumni.

Considerations and conclusion

IBMS uses a variety of assessment methods. Every module, assignment or project is assessed and rules guaranteeing quality are taken into account and are monitored by the Exam Board and the Assessment Committee. The panel finds the assessment system adequate, fitting the didactical concept of the programme.

Assessment criteria are clearly described in course outlines and published on the intranet. Students receive these criteria up front and find these criteria clear as well.

A serious remark regards the inconsistent use in the assessment forms of the graduation projects the panel studied. This needs improvement. Supervisors need to keep stricter to their own criteria, which in itself are assessed positive by the panel.

The level of the graduates represents bachelor level, according to the panel. Based on the assessment of the fifteen theses, as well as the other material studied, the panel finds that IBMS' final qualifications are realised. In addition, career statistics show that alumni find work in different international businesses or go on studying at the Groningen University (RUG). The representative of the professional field to whom the panel spoke, was also positive about the reached qualifications by the graduates.

Based on the considerations as mentioned above the audit panel comes to the judgement **satisfactory**.

3 Part II Distinctive quality feature Internationalisation

The framework for the assessment of internationalisation as a distinctive quality feature Internationalisation consists of five standards and each of these standards has three criteria. The panel describes the findings and assessment per criterion and per standard. Also an overall assessment is given. The final judgement concerning the distinctive quality feature will be presented in chapter 4.

Standard 1: Vision on internationalisation

Criterion 1a: Shared vision

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

IBS gives a comprehensive account of its vision on internationalisation in the document *Vision on Internationalising, From Diversity towards Inclusion (2011, version 2012)*. In this vision IBS presents statements on top of its *Vision on Education, A Great Place to Learn (2010)* in which the international business takes a central position. The panel sees the vision on internationalisation as fit for the study programme. The added statements in this vision read as follows:

*'We at IBS offer great international business education
...in which understanding and appreciating human diversity leads to new perspectives and innovative (business) solutions;
...in which intercultural competences are actively acquired by both students and teaching staff;
...in which intercultural competences lead to a better understanding of the international business world.'*

Students and staff were involved in developing the vision document. The vision was discussed with staff members during reflection groups and with students in the Educational Committee. In the same way, input by students of the School Participation Council was considered. The vision is also derived from input from lecturers doing research on intercultural competency development, as well as the application of theoretical insights in the Intercultural Learning Lab (ICLL) in which staff members participate to further develop their intercultural competency (see also Standard 3 of the DQF). Stakeholders from outside the programme are represented in the Advisory Board, which consists of representatives of the international business world. IBS' vision on internationalisation (the approach on international education taken by IBS and the ICLL) has been discussed in and supported by the Advisory Board.

Assessment

The study programme has formulated a vision on internationalisation that has been discussed and developed with the help of teachers, students and representatives of the professional international business field. According to the panel the vision is well thought through, it adds a broader and deepening international perspective to an IBMS-curriculum and has broad-based support. The panel judges criterion 1a to be *excellent*.

Criterion 1b: Verifiable objectives

The vision on internationalisation includes verifiable objectives.

According to the Hanze University's Strategic Plan *Road to Excellence*, IBS is already at the targeted international level. In line with its vision on education, IBS is an international school with an international student population, an international staff, English taught programmes and the German taught BBA programme 'Internationale Betriebswirtschaft'. IBS has described further ambitions when it comes to internationalisation in its vision on internationalisation (criterion 1a). Therefore, verifiable objectives are presented in the Critical Reflection of the DQF with regards to students, staff, education, university network, international mobility of staff, research and accreditation. Per target the current value and the ideal value for 2015 are specified.

Assessment

The study programme has further elaborated the vision on internationalisation into objectives and indicators. The panel is positive about the manner in which the study programme has elaborated the vision per different relevant area. The panel found evidence that attention was being given to ensuring assessments were appropriate for an international student body. The panel also finds that students are familiar with the further ambitions of the programme when it comes to internationalisation. Therefore, the panel judges criterion 1b to be *good*.

Criterion 1c: Improvement-oriented evaluations

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

The panel finds that the different targets are evaluated through different evaluation systems. The types of evaluation differ per target and are considered to be appropriate. Quantitative data on internationalisation is being collected at a central level in Hanze University. Qualitative data on internationalisation is included in the Strategic Plan *Invitation to International Success* and in IBS' school year plans which are evaluated annually with the use of regular quality measurements, e.g. student surveys. The panel considers the manner in which the programme monitors the realization of the set goals and by whom this is done, as somewhat unclear. Furthermore, the panel feels that others, besides the management can be included in this process.

Assessment

The study programme has an extensive internal quality monitoring system for evaluating its international education. Goals for further international ambitions are set. These goals are evaluated through different existing ways that are considered to be appropriate. The manner in which IBS monitors whether the specific goals for internationalisation are met is somewhat unclear. Others need to get more involved. The panel judges criterion 1c to be *satisfactory*.

Assessment standard 1

The study programme has developed a *Vision on Internationalisation, From Diversity to Inclusion* (2011) together with internal and external stakeholders. Based on this vision, relevant goals have been formulated with regard to education, students, staff, and other areas. These goals reflect the further ambition of IBS when it comes to internationalisation. The panel finds that the existing quality evaluation system for the evaluation of the vision is appropriate with the remark that it could be made clearer who is responsible for guarding that the goals are met and how this is done. With regard to the evaluation, the panel also finds that the programme can convey the message more to others. The view of the panel is that the study programme complies with the criteria of standard 1. The panel judges standard 1 to be **good**.

Standard 2: Learning outcomes

Criterion 2a: Intended learning outcomes

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

IBMS is an economic, business and management programme with a broad international focus. According to the program, the essential elements of an international education are:

- understanding cultural identities of business across national borders;
- knowledge about global economics issues and the interdependence of nations and businesses; and
- critical thinking skills applied to transnational or cross-border business and management issues.

Therefore, the curriculum focuses on the intercultural component and defines it is part of international entrepreneurship to cooperate in a global and diverse world. In line with its vision on internationalisation, one of the learning outcomes is the *Intercultural Competence* (IC, see also annex 1):

‘Our graduates have a command of at least two languages³ and have the ability to cooperate in an intercultural environment of international business and management.’

³ Students may choose French, German, Spanish or Dutch; depending on their background (they can not choose their native language).

The panel finds that in the structure and execution of the IC in the IBMS curriculum reflect a further and deepening emphasis on the development of international and intercultural competencies and awareness. There is longitudinal learning line on intercultural development: students work on international and intercultural competences from the first module till the graduation phase. In line with further ambitions on internationalisation, this learning line is further developed through the extensive quality monitoring system (see Standard 1 of the DQF).

Furthermore, up to 70% of the student population and IBS staff has non-Dutch origins. This is of great influence on the development and execution of the IC. IBS aims to further improve the mix of nationalities among students and staff. IBS also pays attention to the intercultural competence of staff, which is further developed within the Intercultural Learning Lab (ICLL, see Standard 3 of the DQF).

Assessment

The international and intercultural learning outcomes are merged in the IC which is a clear reflection of the vision on internationalisation and can be traced back explicitly to the curriculum. The learning outcomes are also clearly imbedded in the programme structure: from the first module, students work on their intercultural competence. They do so in an international environment created and maintained by IBS. The panel judges criterion 2a to be *excellent*.

Criterion 2b: Student assessment

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

The programme puts a big emphasis on intercultural competences and awareness in the curriculum. In a curriculum overview IBS has specified the modules in which there is a specific focus on the development of the IC. Students develop the IC on different levels, starting from the first module.

In the first two years students from different backgrounds are put together in working groups. When working on assignments with students from different cultures, and in a specific international context, students need to address their international and intercultural competences. This intercultural awareness, or attitude, is assessed with the assessment of the assignment. Additionally, students assess each other through peer assessment. The individual development of the IC is addressed and assessed in the PRD-modules, and – more implicit – in the development of a second language.

The panel finds that the obtained skills within PRD-modules, as well as in others modules, can be evaluated more explicitly by IBS.

In the third year, students strongly develop the IC through the Study Abroad and Placement. Based on explorative research on placement reports IBS develops the assessment of the IC. To make the development and measurement of the IC in the curriculum more explicit, IBMS uses the *Intercultural Knowledge and Competence Value Rubric* developed by Dr. Deardorff for the development of the IC-line.

The panel finds the evaluation system through reports and through the IBSNet system impressive and fitting for the aimed global approach. Through these methods students are able to work all over the world. Distance or time difference are no handicaps when assessing Study Abroad or Placement.

Assessment

Students develop the IC on different levels. A curriculum overview makes clear that various modules touch upon the issue of international and intercultural competences. Students develop their IC from the first module. Within the PRD-modules, as well as in other modules, there is specific attention for the development of IC. Each module is assessed separately. Students strongly develop their IC during the Study Abroad and Placement in the third year as their performance depends on their ability to act in a competent way in another cultural environment. Although some attention is given to fitting assessments to an intercultural body, specific attention should be given to some types of summative assessment e.g. the use of multiple choice questions - in this regard. Some assessments where language nuance is important may be better employed for formative assessments and the panel would recommend continued consideration of the type of summative assessments used for an international cohort over the programme. The panel judges criterion 2b to be *satisfactory*.

Criterion 2c: Graduate achievement

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

Students show the achieved international and intercultural competences during their Study Abroad, Placement and the graduation project. Interviews with alumni show that graduates have achieved international and intercultural competencies and are aware of this. Before graduation, students work in different cultural settings during Study Abroad and Placement. Reports, specifically of the Placement, show the IC is gained. IBS indicates that they receive very positive feedback from partners about their students. IBS plans to evaluate specific outcomes of the IC-line more systematically and has planned several ways to do so.

Assessment

The panel finds there is sufficient proof that that the intended international and intercultural competencies are achieved by the graduates. The panel finds the programme to be 'qualifiable ongoing'. IBS has planned several evaluations to get a better understanding of the development of IC.

The panel agrees with the planned action to perform some research, to get better insights of how to improve the development of the IC further. Hence, the panel judges criterion 2c to be *satisfactory*.

Assessment standard 2

The panel concludes that there is a further and deepening emphasis on the development of international and intercultural competencies in the structure and execution of the IBMS curriculum in Groningen. Within IBS there is an international teaching and learning environment: the panel finds that IBS breathes internationally. IBS has defined learning goals (international and intercultural learning outcomes) based on its vision, which can be traced back explicitly to the curriculum. Through different modules and on different levels, students work on the IC. Their international and intercultural competence is assessed per module in different ways, which - in some cases - can be done more explicitly. The panel finds there is sufficient proof that the intended international and intercultural learning outcomes are achieved by the graduates. The panel judges standard 2 to be **good**.

Standard 3: Teaching and Learning

Criterion 3a: Curriculum

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

As described at standard 2, the structure of the curriculum has a clear focus on the development of international and intercultural competences and awareness. Furthermore, the panel finds that the content of several modules enables students to achieve the IC: Personal Development, Intercultural Competence in Business, Introduction to the Stock Market, Study Abroad, Marketing Project, Placement and Graduation (see annex 2). With the execution of the study programme students constantly work in an international business environment. In year 1, students meet each other in multicultural groups in several modules and get a taste of what it means to work together with students from other cultures. Lecturers make sure that different nationalities are mixed every time students work in groups. In the second year students complete a 5 credit training Intercultural Competence in Business prior to going abroad. In this course students learn the underlying principles and theories on intercultural competence and international cooperation so that they are prepared for their Study Abroad and Placement in the following year. In addition, training in a second language takes place during year one and two. The entire third year is spent abroad: Study Abroad and Placement, both one semester. First students are studying in one of the partner universities. The panel finds that IBS has an extensive list of partner universities all over world. IBS states that over 95% of the students participated at a partner university. After their Study Abroad, students do a placement at an (international) firm or company abroad. In the fourth year students follow courses on their choice of specialisation. The modules all emphasise the international component of doing business in an international context.

Assessment

The panel finds that the structure and content of the curriculum enables students to achieve the IC. Interviews with students convince the panel that students develop their international and intercultural competences through different modules in a thoughtful way and in a convincing international environment. The panel judges criterion 3a as *good*.

Criterion 3b: Teaching methods

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

As well as the international content, the didactics also focus on the international character. The panel finds this is in line with IBS' vision on international education. IBS presents an overview of the main didactical approaches that are used in the execution of the curriculum. The panel recognises these approaches from the scrutiny of documents and the different interviews it held. Working in multicultural groups is one of the forms in which students from different backgrounds work together on assignments. In the Intercultural Learning Lab a safe environment is created for IBS' teaching staff. In the ICLL teachers are sharing and exploring intercultural (classroom) experiences, for critical reflection on experiences and current intercultural competence models, and for discussing self-development issues related to intercultural competence. E.g. within the ICLL religious influences on cultures are discussed as well how to measure IC development. IBS' academic advisors support students and guide them during their study. In general the academic advisors assist students when necessary and encourage them towards independence. But when it comes to working with different cultures, different aspects come into play as well. The academic advisors pay attention to these specific cultural related aspects. For example, giving personal feedback is done very differently in different cultures. This is something the academic advisors supervise their students in.

Assessment

The panel assesses the working forms and teaching methods positive and appropriate for achieving the aimed at IC. The panel also concludes that the ICLL assures further development of the IC and a proper understanding among all IBS' staff. Furthermore, the panel values the fact that IBS offers appropriate guidance through the academic advisors, which is in line with the vision on international education. The panel judges criterion 3b as *good*.

Criterion 3c: Learning environment

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

As described in its vision internationalisation (and education), the panel finds that the programme shows it is a fully international programme. The panel finds that IBMS in Groningen breathes internationally. According to the panel, the convincing present international environment is of great influence on the development of the international and intercultural competences and is kept international by IBS through different measurements, e.g. the ICLL.

Assessment

The panel is convinced that a true international and intercultural learning environment has been created in which students can achieve the intended learning outcomes. The panel judges criterion 3c as *excellent*.

Assessment standard 3

The panel finds that the structure and content of the curriculum enables students to achieve the IC. They do so in a convincing international learning environment in which appropriate working forms and teaching methods are used. The panel assesses standard 3 as *good*.

Standard 4: Staff**Criterion 4a: Staff composition**

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

An overview of the IBMS staff shows that there is sufficient teaching staff, which is also qualified to adequately take charge of the study programme and the students who follow it. The overview shows that the teaching staff represents a variety of international backgrounds and work experiences as well. Interviews with students verify that teachers are always available for questions. The panel is positive about the teachers. The panel concludes they are well trained and possess sufficient relevant international and intercultural work experience, as shown by their CVs. This international experience is mostly limited to teaching abroad. Some international experience in working in a company abroad might even improve this issue. In addition, the study programme regularly invites guest teachers. There appears to be an active programme to orientate new teachers, especially through the 'buddy system', which is appreciated by new and existing Faculty alike. This is particularly important in an institution that has a stated intent to recruit international faculty.

Assessment

The study programme has enough teachers to ensure a competent presentation of the study programme. Moreover, the panel is positive about the quality of the teachers, they are well trained, represent international backgrounds and have international work experience, more specifically in teaching. The panel judges criterion 4a to be *good*.

Criterion 4b: International experience and competence

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

As mentioned above the overview of the quality and quantity of the IBMS teaching staff shows that IBSM has a diverse staff with multiple experiences. The panel finds the teaching staff represents a big variety of international and intercultural experiences, as well as language skills. The study programme has 19 foreign national teachers on its staff (37%). These teachers represent different nationalities: German, British, Chinese, Spanish, Irish, Taiwanese, American, French and Nicaraguan.

Assessment

The teachers who teach the study programme possess sufficient international experience. The panel judges criterion 4b to be *excellent*.

Criterion 4c: Services provided to staff

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

At Hanze University the theme 'internationalisation' is addressed in various departments such as the Staff Department of Education & Research, the Personnel & Organisation Department, et cetera. The departments each offer specific services to staff. There is no International Student Office for all issues addressing internationalisation. It was reported to the panel that the international staff quite often is confronted with policy documents of Hanze University in Dutch. Therefore, IBS has provided their staff with informal translations on occasion.

Within IBS several facilities are provided for the staff. Each year every staff member has an interview with the management in which wishes for personal development can be addressed. Interviews with teachers show that they receive sufficient opportunity to gain international and intercultural experience: teachers are encouraged to acquire international experience at partner universities and/ or international firms. They can also participate in international projects or international (language) training.

With regards to exchange programs, IBS experiences that universities from abroad knock on IBS' door with requests for a partnership or collaboration.

Furthermore, IBS-lunches are held. Once a month, one of the clusters prepares lunch for the other colleagues with the purpose of sharing insights and having discussions about topics like new didactical approaches or research projects.

Some of the teachers participate in the ICLL (see standard 3 of the DQF) and have used an IBS-lunch to share findings with colleagues.

Recent evaluations showed some concern for the atmosphere and work load of staff. This has been discussed with management and the panel is convinced that the new management took the right measures to address these problems (see standard 2 of the limited programme assessment).

Assessment

The study programme has sufficient facilities available for teachers to gain experience or follow course for which they might identify a need. Therefore, the panel judges this criterion to be *good*. The staff satisfaction has the management's attention and the accessibility of support material from the Hanze University is considered to be a remark that the university should address.

Assessment standard 4

The panel finds the quality of the teachers impressive. Their backgrounds reflect a wide variety of international work experience and know-how. In addition, teachers gain fresh ongoing international experience. The study programme makes sufficient facilities available to teachers who, for example, wish to gain extra experience or follow a course.

The panel judges standard 4 to be *good*.

Standard 5: Students

Criterion 5a: Student group composition

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

IBS counted 1.414 students in 2011 1.053 of them having non Dutch nationalities (74,5%). The composition the student population at IBMS is as follows:

Programme Year/Intake	Enrolment numbers	Foreign students	Number of nationalities
1 st	340	280	25
2 nd	275	136	16
3 rd	74	56	7
4 th	59	42	11
5 th	24	8	6
Overall totals/percentages	772	522	N/A

Composition of student population IBMS (October 2010)

In the first two years the scheduled student groups always consist of different nationalities. Interviews with students from abroad show that the programme puts effort into diversifying group composition. The panel is positive about the large amount of attention devoted to the intercultural composition of groups and classes.

Assessment

The composition of groups corresponds admirably with the vision of the study programme. The panel is positive about the considerable attention devoted by the study programme to the composition of international/intercultural groups, specifically in the first two years. The panel judges criterion 5a as *good*.

Criterion 5b: International experience

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

Students gain international experience in different ways. The first two years students work in groups composed of different nationalities. The assignments they work on reflect international businesses. Part of the IBMS' teaching staff is from abroad: lecturers represent different international business experiences. Students remark that they see this as an added value. Students spend their entire third year abroad. They follow the first semester at a partner school and the second semester they do a placement abroad. The panel is positive about the extensive international network of IBS: 66 partner institutions from 34 countries. The graduation project may also have an international character.

The number of companies abroad with which IBS has an ongoing relationship is impressive. The panel saw evidence of students with placements not only in Germany or other countries of the EU, but also in other continents.

The panel is also positive about how much of the study programme is dedicated to language training. Students choose a modern foreign language and attend language training during the first two years of their study.

The panel applauds the amount of international experience acquired by students and the opportunities they have to do so. Graduates remark that they see this as added value in comparison with other IBMS study programmes.

Assessment

The panel is positive about the student's international experience. It represents an added value in comparison with other graduates. Students become familiar with different cultures and follow modern language training for the first two years of their study. The panel is very positive about the extensive list of partner institutions divided over 34 countries and the number of international companies open to placements. The panel judges criterion 5b as *excellent*.

Criterion 5c: Services provided to students

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

The panel can confirm that there are sufficient facilities for the students to follow the study programme with success.

At the Hanze University there is an International Student Office that assists all foreign students in finding their way at the Hanze University, in Groningen and/ or The Netherlands. ISO offers an extensive support programme: from housing and insurance support to finding supermarkets or training in using a bicycle. The service by ISO was ranked #1 in the *International Student Barometer* (Autumn Wave 2011).

IBMS start their study programme with an Introduction Week. In this week students get acquainted with different aspects of studying at IBS. For example, they get the opportunity to get to know fellow students and meet their academic advisor.

When visiting IBS, the first area one enters is the Student Info Desk. The Info Desk works as a front office for visitors and students and it helps everyone with the questions they might have. Students staff the Info Desk and as a consequence the threshold to ask for advice is very low indeed.

Every student has an academic advisor who he/ she can turn to. The academic advisor provides guidance throughout the programme and supports students with questions they have or problems they experience. If applicable, specific guidance will be given to disabled students.

At IBS, there is IBS-U, a student association that consists of a group of students who annually organise activities to help the international students integrate both with other students and also with businesses as business trips, lecturers from the business world and parties are organised. IBS-U has a well-equipped and permanent office in the I-building. In addition, teachers organise extra (informal) activities for all IBSM students. For example dinner parties to get to know each other and to get to know more about each others' backgrounds and home countries.

In 2010 Hanze University introduced the official EC Diploma supplement Model for all educational programmes. The panel saw one example from IBMS.

In interviews with the panel, (international) students express their satisfaction about the help and supervision they receive from the IBS, teachers and fellow students. Given information is clear and comprehensible. Students with questions can always find a listening ear.

Assessment

The study programme offers students adequate guidance and facilities for them to successfully complete their study. There are different offices geared to helping the student through his study career. The panel judges criterion 5c as *good*.

Assessment standard 5

The composition of the groups is in line with the vision of the study programme. Students gain broad international experience under competent supervision. Furthermore, a range of offices is committed to helping the student progress with his study. Interviews with students confirm that they are well informed of study programme activities. The panel judges Standard 5 as **good**.

Overall assessment

Based on its vision on internationalisation, IBMS has implemented an effective internationalisation strategy, which demonstrably contributes to the quality of the teaching and learning provided to a well mixed student group given ample opportunities for international experiences, supplemented by a good supporting services system. This results in the graduates achieving the intended international and intercultural learning outcomes. The staff supports students in this process by deploying their experiences and competences.

Decision

The panel gives a **good** as overall assessment for the distinctive quality feature Internationalisation.

4 Final judgement

Assessments of the standards

The audit team comes to the following judgements with regard to the standards:

Standard	Assessment
Limited assessment	
<i>1 Intended learning outcomes</i>	Good
<i>2 Teaching-learning environment</i>	Excellent
<i>3 Assessment and achieved learning outcomes</i>	Satisfactory

Assessments of the distinctive quality feature

The audit team comes to the following judgements with regard to the standards:

Distinctive quality feature Internationalisation	
Standard	Assessment
<i>1 Vision on internationalisation</i>	Good
1a Shared vision	Excellent
1b Verifiable objectives	Good
1c Improvement-oriented evaluations	Satisfactory
<i>2 Learning outcomes</i>	Good
2a Intended learning outcomes	Excellent
2b Student assessment	Satisfactory
2c Graduate achievement	Satisfactory
<i>3 Teaching and Learning</i>	Good
3a Curriculum	Good
3b Teaching methods	Good
3c Learning environment	Excellent
<i>4 Staff</i>	Good
4a Staff composition	Good
4b International experience and competence	Excellent
4c Services provided to staff	Good
<i>5 Students</i>	Good
5a Student group composition	Good
5b International experience	Excellent
5c Services provided to students	Good

Consideration and conclusion limited assessment

Weighing of the judgements with regard to the three standards based on the justification for the standards the panel finds that IBS' IBMS programme is a true international business programme that prepares students for a broad range of international management positions. Although the panel has some remarks regarding standard 3, the panel judges the IBMS programme to be well executed, and trusts IBMS to adopt the given recommendations with regards to standard 3.

According to the rules as set by the NVAO the overall conclusion must be satisfactory because Standard 3 is assessed as **satisfactory**.

Consideration and conclusion distinctive quality feature Internationalisation

Based on its vision on internationalisation, the programme has implemented an effective internationalisation strategy, which demonstrably contributes to the quality of the teaching and learning provided.

The panel comes to the overall conclusion that IBMS meets the criteria as set for the distinctive quality feature Internationalisation and assesses the DQF as **good**.

Overall assessment Study programme

The audit panel assesses the quality of the professional bachelor study programme International Business and Management Studies van Hanzehogeschool Groningen as **satisfactory**.

Overall assessment Distinctive quality feature Internationalisation

Weighing of the judgements with regard to the five standards the panel assesses the quality of the distinctive quality feature Internationalisation for IBMS as **good**.

5 Recommendations

Standard 3 Assessment and achieved learning outcomes

'Assessment'

The panel applauds IBS' extension of the duration of the graduation project to one semester (instead of one block) per 2012-2013.

The panel strongly recommends that IBMS uses their correct procedures when marking the graduation project.

Therefore, the panel recommends IBMS to operationalize the grades in such a manner that it is clear what the different marks stand for and that Faculty are briefed on the need to view such documents as evidential components of the quality system

The panel finds that IBMS should clarify the procedure for extending or re-sitting the graduation project.

In addition, the panel recommends that students are notified well in advance whether or not their thesis is defendable. The panel finds a 24 hours notice for thesis defense rather short and finds that this should be longer.

The panel would also like to see that the student is provided written feedback on the draft. Especially when the significant changes/ adjustments are involved.

The panel suggests that the graduation assignments should no longer be approved by just one person (coordinator) given the diversity and complexity of the graduation assignments in terms of subjects.

'Achieved learning outcomes'

The panel urges IBMS to further enhance the thesis process by the use of an implementation plan, prioritizing the recommendations and plans on how and when the recommendations should be executed. E.g. criteria for the structure of the thesis: the programme uses Saunders. The panel does not always recognise the structure Saunders advocates in the scripts of graduation projects.

6 Annexes

Annex 1: Final qualifications of the study programme

Intended Learning outcomes IBMS

The IBMS graduate:

- possess the awareness and understanding of the dynamics of the international economy within which companies operate and have the ability to implement the appropriate management activities in a multicultural and international environment;
- have the knowledge and understanding of the pillars of international management i.e. international business environment, international general management and international key areas (marketing and sales, supply chain management, finance and accounting and human resource management);
- have the ability to prepare, assess and contribute to the implementation of the international strategic policy of the company (visionary and entrepreneurial abilities to contribute to the development of the corporate Internationalisation strategy and the organisational policy, taking into account the goals and constraints of the organisation and having respect for the ethical and moral codes of the graduate's profession);
- have a command of at least two languages and have the ability to cooperate in an intercultural environment of international business and management (intercultural competence);
- are able to contribute to a team or take the lead, with the focus on results, exhibiting proper skills in the area of team work, negotiating, problem solving, planning and organising;
- have the ability to reflect on their own performance and give, as well as receive, feedback, and benefit from this feedback in terms of pro-active self-development, including considerations regarding ethical and corporate responsibility issues;
- have an open and exploring attitude, with the ability to tackle complex issues, to search and identify information from a broad range of resources and to draw conclusions in a methodical and reflective manner.

Annex 2: Survey study programme

IBMS YEAR 1 2011-2012

Block 1.1 The Consultant	EC	Block 1.2 The Practical Consultant	EC	Block 1.3 The Entrepreneur	EC	Block 1.4 The Practical Entrepreneur	EC
Introduction 1	1						
Language* 1	3	Language 2	2	Language 3	3	Language 4	3
Financial Accounting I	3			Marketing	3	Behavior, Management & Organisation	2
Mathematics	2	Descriptive Statistics	3	Management Accounting 1	2		
Economics	2			International Law I	3		
Consultancy Project I	2	Consultancy Project II	5	Business Plan I	2	Business Plan II	5
English Presentation Skills	1	English/ Business Communication 1	4	English Business Report Writing Skills 1	1	English/ Business Communication 2	4
Professional Development	1	Professional Development 2	1	Professional Development 3	1	Professional Development 4	1
Total EC	15		15		15		15

*Language 1-4: Dutch, French, German or Spanish

IBMS YEAR 2 2011-2012

Block 2.1 The Consultant	EC	Block 2.2 The Practical Consultant	EC	Block 2.3 The Entrepreneur	EC	Block 2.4 The Practical Entrepreneur	EC
Introduction 2	1						
Language* 5	3	Language 6	3	Language 7	3	Language 8	2
Business Research Methods	2	Intercultural Competences in Business	5	Career Training & development	5	Management Accounting 2	5
Inductive Statistics	3						
International Marketing Management	5	People Management	5	Customer Relationship Management	5	Supply Chain Management	5
Current Issues in International Business guest lecturers	1	English/ Business Report Writing Skills 2	2	Introduction to the Stock Market	1	Community Credit	2
Personal Development Training 3			1	Personal Development Training 4			1
Total EC	15		15		15		15

*Language 5-8: Dutch, French, German or Spanish

YEAR 3 ABROAD

Block 3.1 Study Abroad	EC	Block 3.2 Study Abroad	EC	Block 3.3 Placement	EC	Block 3.4 Placement	EC
Study Abroad (start up and first period)	15	Study Abroad (continued and finalised)	14	Placement (start up and first period)	15	Placement	14
		Personal Development Training 5	1			Personal Development Training 6	1
Total EC	15		15		15		15

YEAR 4 SPECIALISATION INTERNATIONAL MARKETING (previously Marketing/International Management)

Block 4.1	EC	Block 4.2	EC	Block 4.3	EC	Block 4.4	EC
Introduction 4/ Skills training 4	3			Introduction to and start up of the Graduation Project	5	Graduation Project continued and finalised	15
English/ Business Communication 4	2	English Business Communication 5	3				
International Product Management	5	International Sales Management	5	Marketing Project	5		
		Integrated Marketing Communication	5				
.... Elective*	5	Personal Development Training 7	2	.... Elective*	5		
Total EC	15		15		15		15

* Electives International Marketing:

Corporate Finance

Planning and Control

Conference and Event Management

Corporate Strategy

Human Resource Management

YEAR 4 SPECIALISATION INTERNATIONAL FINANCE AND ACCOUNTING

Block 4.1	EC	Block 4.2	EC	Block 4.3	EC	Block 4.4	EC
Introduction 4/ Skills training 4	3			Introduction to and start up of the Graduation Project	5	Graduation Project continued and finalised	15
English/ Business Communication 4	2	English Business Communication 5	3				
Corporate Finance	5	International Financial Management	5	Planning and Control (integrated business simulation)	5		
		International Accounting	5				
..... Elective*	5	Personal Development Training 7	2	.... Elective*	5		
Total EC	15		15		15		15

* Electives International Finance and Accounting:

International Product Management Finance

Marketing Project

Conference and Event Management

Corporate Strategy

Human Resource Management

YEAR 4 SPECIALISATION INTERNATIONAL TRAVEL & TOURISM

Block 4.1	EC	Block 4.2	EC	Block 4.3	EC	Block 4.4	EC
Introduction 4/ Skills training 4	3			Introduction to and start up of the Graduation Project	5	Graduation Project continued and finalised	15
English/ Business Communication 4	2	English Business Communication 5	3				
Conference and Event Management	5	Hospitality Management	5	Current Issues in Tourism	5		
		Tourism Services Marketing	5				
..... Elective*	5	Personal Development Training 7	2	.... Elective*	5		
Total EC	15		15		15		15

* Electives Travel & Tourism:

Corporate Finance

Planning and Control

International product Management

Marketing Project

Corporate Strategy

Human Resource Management

YEAR 4 SPECIALISATION INTERNATIONAL MANAGEMENT

Block 4.1	EC	Block 4.2	EC	Block 4.3	EC	Block 4.4	EC
Introduction 4/ Skills training 4	3			Introduction to and start up of the Graduation Project	5	Graduation Project continued and finalised	15
English/ Business Communication 4	2	English Business Communication 5	3				
Human Resource Management	5	Corporate Social Responsibility	5	Corporate Strategy	5		
		Entrepreneurship	5				
..... Elective*	5	Personal Development Training 7	2	.... Elective*	5		
Total EC	15		15		15		15

* Electives International Management:

Corporate Finance

Planning and Control

International Product Management

Marketing Project

Conference and Event Management

YEAR 4 SPECIALISATION INTERNATIONALE BETRIEBSWIRTSCHAFT

Block 4.1	EC	Block 4.2	EC	Block 4.3	EC	Block 4.4	EC
Introduction 4/ Skills training 4	3			Einführung zum/ Anfangsphase des Diplomprojekts	5	Diplomprojekt Fortsetzung und Abschluss	15
Wirtschaftsenglisch	2	Wirtschaftsenglisch	3				
Controlling	5	Internationales Recht	5	Planning and Control (integrated business simulation)	5		
		Internationale Rechnungslegung	5				
..... Wahlfach*	5	Studienberatung	2	.... Wahlfach*	5		
Total EC	15		15		15		15

* Wahlfachs Internationale Betriebswirtschaft:

Corporate Finance

International Product Management

Marketing project

Conference and Event Management

Corporate Strategy

Human Resource Management

Annex 3: Expertise members audit panel and secretary

Mr drs. D.W. Righters MBA, chairman

Mr Righters has gained extensive knowledge of and experience with business economical and management issues via various functions and different work situations. As a part time lecturer at an economic administrative school for higher education he has an outstanding ability in this field and affinity with the domain, besides as an independent consultant he has experience in business economic issues and management issues, quality management in particular.

Since 2004 Mr Righters is affiliated with the Rotterdam Business School (part of *Hogeschool Rotterdam*) as a lecturer Organizational Behavior & Marketing. Rotterdam Business School has an international setting: the curriculum is in English and students originate from 45 different nationalities. In addition the school has international connections with several universities (Demi) in Europe, Northern America and Asia. Exchanges take place with these Demi partners and students can choose to follow a part of their studies abroad. Mr Righters is regularly second reviewer for theses of foreign students who want to obtain a double degree (a certificate of their own university as well as a diploma of a foreign university). Mr Righters has attended the NQA auditor training for higher education and has knowledge of the system of accreditation through participation in former audit visits. From education and work experience he has international knowledge of the domain; additionally he is a certified Lead-Auditor ISO-9002.

Education:

- 2009 Didactic competence – VU (*Vrije Universiteit*) Amsterdam
- 2004 – present Erasmus University Rotterdam, faculty Business Administration; PhD study, focussing on the relationship between quality management and strategy
- 2004 MBA certified Lead-Auditor ISO 9002, Lead Auditor INK
- 1989 Master's Degree Business Administration, partly at Michigan Business School, Detroit, USA
- 1982 higher commercial education, *HEAO*
- 1978 Secondary school *VWO*

Work experience:

- 2007 – present University of Lubljana, Slovenia, guest lecturer
- 2005 – present Geely Beijing University, China, guest lecturer
- 2004 – present Lecturer Organizational Behavior & Marketing and lecturer Research, Rotterdam Business School
- 2000 – present Lecturer Business Economics, *Hogeschool Rotterdam*, lecturer Marketing, Finance & Accounting
- 2000 – present Q-minds B.V., consultancy in the domain of economic issues and quality management
- 1997 – 2000 KLM, Coaching and supervision of trainees
- 1993 – 1997 KLM, taking care of training for ground and flying personnel
- 1989 – 1993 KLM, Logistics & Planning (fleet en manpower planning)

Mr drs. R.B.P. de Brouwer

Mr De Brouwer has primarily been asked due to his expertise in the domain of economics, his work experience in business and government, and because of his teaching expertise and audit expertise. He has experience as an economics lecturer at Fontys International School of Economics, where he is a member of the Advisory Board and where he is involved in the research group Innovation

Management in International Perspective. Also Mr De Brouwer is a visiting lecturer and external examiner at Fontys School for Marketing Management. In 2006 and 2007 he participated in a committee improving the curriculum of the three courses at this School. Mr De Brouwer has written several publications (*Volkskrant* about the baby boom generation) and publications for NVOG (National Association of Organizations of Pensioners) and VOHM (Hoogovens Association of Former Employees). In the past two years Mr De Brouwer participated in about ten audit visits. He also has experience as an auditor and has been visiting party in ISO-9000-9004 (quality management and improvement) and ISO-14000 (environmental management) in an international surrounding. He has international expertise through his membership of numerous international organizations. He is familiar and has extensive experience with the accreditation system. Mr De Brouwer has been individually briefed on the audit visit process, accreditation in higher education and NQA's working method.

Education:

1964 Secondary school: HBS-B, St. Franciscuscollege Rotterdam
 1972 *MO-Economie* (higher economic education)
 1977 Master of Economics, Erasmus University Rotterdam

Work experience:

1967 – 1969 Philips Eindhoven, logistics and production planning desk equipment
 1969 – 1971 *Internationale Bouw Compagnie* Best, buyer
 1971 – 1984 Ministry of Economic Affairs, various positions in industrial policy and policy planning. Representative of the Netherlands in numerous international organizations, among others in de ECSC and the UN. From 1978-1979 chairman Steel Committee United Nations
 1984 – 1987 Director of Economic Affairs Province *Noord-Brabant*
 1987 – 2005 Hoogovens/Corus, various positions at board level, as Director of External Relations, Director of Marketing and Sales, Managing Director Tubes, Managing Director Corus Consulting & Technical Services and Managing Director Corus Special Strip
 2005 – 2007 Executive Director Corus Yasan, Turkey
 2005 – present Managing partner Leijdal Consultancy BV. Active as interim manager, consultant and lecturer

Main professional offices and positions:

1985 – 1988 Member of the Advisory Committee of the ECSC (tri-partite representation)
 1978 – 1979 Chairman of the Steel Committee of the United Nations
 1977 – 1982 Member of the Industry Committee of the Organization of Economic Cooperation and Development (OECD)
 1982 – 1984 Member of the jury of the *Koning Willem I Award*
 1978 – 1982 Chairman of the Steel Committee of the Benelux
 1983 – 1984 Secretary of the Elan Industrial Commission (Commission Wagner)
 1984 – 1986 Secretary of the Commission Economic Development *Noord-Brabant* (Commission Bosman)
 1988 – 1993 Member of the European Recovery and Recycling Association
 1988 – 1993 Member of the Packaging Commission of VNO/NCW charged with preparing a Packaging Covenant
 1991 – 1992 Chairman of the Negotiating Delegation for Covenant Base Metal
 1994 – 2000 Member of the jury of the Tilburg Modern Industrial City Award
 1991 – 1999 Chairman *Sportfondsenbad* Beverwijk
 2006 – 2008 Consultant/ project manager/coach Regional Developing Company REWIN Breda

- 2006 – present Visiting lecturer, part-time lecturer and committed *Fontys Hogeschool Eindhoven* and *Venlo*, disciplines IBMS, CE and Small Business; member of Advisory Board IBMS Eindhoven and Venlo
- 2007 – present Assessor for audit visits; specialisation Marketing, Finance, General and Business Economics, Business Administration, Public Administration
- 2007 – present Business Leader Breda Photo, an international photography festival met exhibitions at more than ten locations, both inside and outside; also an extensive side program with a conference, workshops, open studio tour, an amateur program, a youth program and a book fair, participation of about 40 professional photographers from home and abroad.

Key Supervisory and Board Memberships:

- 1993 – present Corporate Communication Center B.V. Rotterdam
- 1986 – 1997 Jongen B.V. Heerlen
- 1995 – 1998 Boa Yi Metal Packaging Shanghai China
- 2001 – 2003 DanieliCorus B.V. Beverwijk (chairman)
- 2001 – 2003 Biostar B.V. Balk
- 2001 – 2004 Laminacion y Derivados, Durango, Spain (chairman)
- 2001 – 2005 Thomas Steel Strip, Warren, Ohio USA (chairman)
- 2001 – 2002 IMD, Paris, France
- 2001 – 2005 Apollo Metals, Bethlehem, Pennsylvania USA (chairman)
- 2001 – 2005 Rafferty Brown, Waterbury, Connecticut USA (chairman)
- 2001 – 2005 Corus Deutschland GmbH (Vorsitzender Geschäftsführung)

Other

- Several additional positions in politics (leader D66 regional council The Hague, chairman D66 department The Hague)
- Currently active as a commissioner at the Corporate Communication Centre of Erasmus University
- Chairman of the Association of Former Employees Hoogovens
- Member of the Advisory Board of Fontys International School of Economics in Venlo

Mrs Dr. M.L. Glanz

Mrs Glanz has primarily been placed due to her expertise in the domain of international business and management studies. She is lecturer, dean of Graduate Studies at Glion Institution of Higher Education (GIHE) and Les Roches-Gruyère (LRG) University of Applied Sciences in Bulle, Switzerland, where she is responsible for delivery and standards of all Masters programs (MBA Campus based and online, Med, MAS). She is recently appointed Chair of Research Degree Committee to advance the PhD program in GIHE. In 2009 she undertook the academic development of the first hospitality based online MBA in the world with Laureate Education partners (LHEG Baltimore). All courses developed on time, fully accredited, and now act as a benchmark for MBA development in this sector with over 200 students enrolled. This initiative required not just the development of a course, but a parallel 'virtual' institution for GIHE. She is also responsible for assembling new global online Faculty team in collaboration with the operational team in Amsterdam.

Arising from the online MBA: 2011 with Dr Z Charlesworth design and delivery of the inaugural MBA Key Lecture series with UAS Yverdon and UAS Neuchatel; 2011 with Dr M Senior designed and initiated Online and Campus MBA Faculty Staff Development conference.

Preparation of focused accreditation visit and request for substantive change reports for the CIHE of New England Association of Schools and Colleges (NEASC) 2007(MBA, MEd), 2009(online MBA) 2008 Presentation to BBT regarding Consulting Strategy of GIHE during UAS accreditation process Standard Chair (Faculty) for NEASC institutional visit in September 2011.

Coordinator of Post Graduate section for Swiss accreditation visit for Les Roches-Gruyère University of Applied Sciences accreditation visit October 2011.

Courses taught and developed include Challenges of Leadership (also online) HRM (also online) Business Research Methods (also online), OB, Education and Ethics: MBA Level. Cross Cultural Interaction, Business Ethics, Principles of Management etc.: Bachelors Level.

Mrs Glanz is familiar with the accreditation system based on previous audit visits, has wide international knowledge of higher education and educational processes based on her qualifications and work experience. She has audit expertise because of her participations in previous audits and has been individually briefed on the audit visit process, accreditation in higher education and NQA's working method.

Education:

- 1997 – 2005 Erasmus University Rotterdam, Department of Organisation and Marketing
PhD 'Sense making in Expatriation – How expatriates make sense of living and working abroad.'
- 1978 – 1979 University of London, London School of Economics, London W.C. 2
MSc Social Work Studies C.Q.S.W.-Certificate of Qualification in Social Work Studies
- 1973 – 1976 University of London, London School of Economics, London W.C. 2
BSc Sociology 2 : 1 (Honours)

Work experience

- 2009 – present Member Business Council for the HES sector (Mitglieder der FWD)
- 2006 – present Lecturer, then Dean of Graduate Studies UAS LRG and GIHE – Glion Institution of Higher Education and Les Roches-Gruyère University of Applied Sciences, Bulle, Switzerland
- 2000 – 2006 Lecturer, then Academic Dean – IHTC Weggis Switzerland
- 2001 – 2006 Programme Consultant (concurrent with above) Netexpat S.A. – Brussels, Belgium
- 1996 – 1999 Expatriate Programmes Consultant – Tomee Consultancy bv, Rotterdam
- 1990 – 1998 Committee Member of the Unilever Expatriate Partner Network – APN, Corporate Centre – Rotterdam, Netherlands
- 1985 – 1986 Resident in Singapore
- 1976 – 1985 UK Probation Service (Probation Officer) – U.K. Home Office – London W.I., United Kingdom

Presentations and conference papers from 2007:

- 2011 Juskiw P. and Glanz L. "Educating evidence based managers: encouraging learning with a hospitality industry partner" 18th EDiNEB International Conference 8 – 10 June 2011 IDRAC International School of Management, Lyon France
- 2010 Underwood J. and Glanz L. 'In pursuit of the Wings of Icarus: Destination as career determinant of mountain lifestyle professionals on the 'Haut Route' 28th EuroCHRIE Conference in Amsterdam October 25th – 28th
- 2010 De Jong J., Rios Morales R. & Glanz L. 'Intense Collaboration in globally distributed teams developing an online program: a conceptual model' Liverpool Online instructors conference 20th – 21st July

- 2008 Chalesworth Z. and Glanz L. 'Sensemaking and educating the international student: what teachers do and how' European Association for Research into Learning and Instructional Special Interest Group meeting Göteborg, Sweden May
- 2008 Chalesworth Z. and Glanz L. 'From teaching to learning: the challenge of the international classroom for hospitality educators?' Council for Hospitality management Education Conference University of Strathclyde June
- 2007 Glanz L. and Brewster C. 'Exploring a Dice model of International Mobility' EIASM conference Brussels April 19th-21st
- 2007 Glanz L. and Brewster C. 'Career Capital Impacts of a Supply Chain Group Move on International Employees' HRM conference Tallin June
- 2007 Fynn P. and Glanz L. 'Creating permanence: Lessons from systems theory in the modelling of expatriate assimilation' EGOS conference Vienna July 5th-7th

Mr R.G.P.M. Kuppens

Mr Kuppens is deployed as student panel member. He is student at the hbo-bachelor study programme International Business and Management Studies (IBMS) at Avans Hogeschool, where he is a member of the Academy Board. Mr Kuppens is familiar with (higher) international education. He represents the students' view on teaching methods, facilities and quality of field work. He has been given additional individual briefing about audit visit procedures and NQA's working method.

Education:

- 2008-2012 hbo bachelor International Business and Management Studies, Avans Hogeschool
- 2004-2008 mbo *Internationale Handel en Groothandel*, De Rooi Pannen

Work experience:

- 2012 – present Internship hbo, OTB Solar
- 2009 Internship hbo, Maxxelli Real Estate (Chengdu, China)
- 2008 Employee Sales Department, Neways
- 2007 Internship mbo, Rimpex BV
- 2006 Internship mbo, Panalpina World Transport

Mrs M. Snel BHRM & BEd

Since 2005, she has gained experience as NQA auditor with the assessments of existing and new study programmes in various sections of higher education in The Netherlands. Thanks to her experience she is also expert in the assessment of distance learning.

She was employed as junior staff advisor with a large care institution for the mentally disabled where she managed the personnel affairs of approximately 200 members of staff. She is a trained NQA auditor for Higher Education in collaboration with Lloyd's Register. Since 2008, she is also assessor for Investors in People.

Education:

- 2010 (hbo) Bachelor of Education: Training and Human Development, *Hogeschool van Arnhem en Nijmegen*
- 2004 (hbo) Bachelor Human Resource Management, *Saxion Hogeschool Enschede*

Work experience:

2010 – present	Senior NQA auditor and consultant, Netherlands Quality Agency
2008 – present	Certified assessor Investors in People, Netherlands Quality Agency
2005 – 2009	NQA auditor, Netherlands Quality Agency
2004 – 2005	Junior staff advisor, <i>de Twentse zorgcentra</i>

Course:

December 2010	Training Expert Investors in People, liP International (Apeldoorn, The Netherlands)
November 2010	Training <i>Secretaris NVAO</i> , Dutch Flemish Accreditation Organisation (The Hague, The Netherlands)
November 2008	Training Assessor Investors in People, liP UK (Kortrijk, Belgium)
March 2004	Training <i>Auditor Hoger Onderwijs</i> , NQA in association with Lloyd's Register

Annex 4: Program for the site visit

Monday July 2nd

Time	Subject	Participants
12.30-13.00	Panel meeting	Panel
13.00-13.30	Lunch and introduction meeting with Management and Board	Panel dr. J.H. (Han) de Ruiters – member Executive Board Hanze University drs. B.A. (Bram) ten Kate – Dean IBS drs. R.L. (Ritva) Laurila – teammanager drs. H. (Henriet) Eilander - teammanager
13.30-18.30	IBS documents	Panel
13.30-15.00	Preparation and study	
15.00-15.30	Tour through IBS Net	R. Gibson Ma – lecturer, coordinator Study abroad H. de Jager – educational support study abroad E. Nijsten Ma – lecturer, coordinator placement L. Penton – educational support GPJ-projects
15.30-16.00	Tour through IBS Facilities	IBS-U students
15.30-16.30	Consulting hour (panel splits up)	

Tuesday July 3rd

Time	Subject	Participants
08.30-9.15	IBMS Lecturers	<u>IBS lecturers:</u> H. Jager Ma H. Matthee PhD N. Ding PhD F. Torrez Ma A. Mehrtens PhD E. Nijsten Ma U. Mathies PhD (and Ma HRM in progress) G. Coughlan Ma (and PhD Organisational behaviour in progress)
09.30-10.15	Block IBMS programme 3: students	<u>P and main phase students</u> P. Noczynski (P) V. Schröder (P) K. Schlachter (2) J.D. Halope (2), B. Braunersreuther (2) J. Oenema (1) K. Jantzen (1) F. Lian (3 Placement student)

Time	Subject	Participants
10.30-11.15	Block IBMS programme 2: Graduation, students 11.05-11.15 (<i>Skype</i>)	<u>GPJ/4th year students and alumni</u> T. Zahel 4 th year student J. Brüggemann 4 th year student C. Fuhrs – 4 th year student L. Erbo – 4 th year student S. Kock – alumnus T. Verburg – alumnus P. Vasilev – alumnus (through <i>skype</i>)
11.30-12.15	Block IBMS programme 1: Graduation 11.15-11.30 (<i>Skype</i>)	<u>Supervisors and (possible) external supervisors of the GPJ's selected by IBS.</u> External company supervisors Start with Mrs Zlata Stoilova – Finta PLC – (with Petar Vasilev through <i>skype</i>) (Mr C. van de Steeg) – Fundament All Media – Internet and Communications Agency Mrs J. Zantinge – Public Express Supervisors C. Dröge-Pott Ma D. Bakker (PhD in progress) A. van Bremen Ma M. Murphy Ma L. Rutgers Ma A. Rodenboog Ma I. Fitzgerald Ma
12.15-13.15	Lunch	Panel
13.15-14.00	First meeting with management	IBS MT drs. B.A. ten Kate drs. H. Eilander drs. R.L. Laurila F.J. de Graaf PhD (<i>professor/lector</i>)
14.15-15.00	Program assurance	<u>Exam Board, Assessment Committee, Educational Board, Coordinators, LE's etc</u> F. Wijma Ma B. Mather Ma (PhD in preparation) L. Rutgers Ma M. Cox Ma Ilse Dollekamp Ma Ros Gibson Ma P. Michel Ma D. Nieborg Ma

Time	Subject	Participants
15.15-15.45	Extra meeting with panel	As proposed by panel, our suggestion: <u>Internationalization</u> M. van der Poel Ma G. Coughlan Ma F.-J. Gellert PhD M. Murphy Ma H. van der Stok Ma C. Dröge-Pott Ma A. Rodenboog Ma
15.45-16.45	Panel assessment meeting	Panel
16.45-17.30	Second meeting with management	IBS management drs. B.A. ten Kate – Dean IBS drs. R.L. Laurila – teammanager drs. H. Eilander – teammanager

Annex 5: Documents examined

Documents examined prior to and during visit IBMS July 2012

Critical Reflection including all 29 appendices:

- 1 *School/StrategischPlan* 2010/11-2014/15 “Invitation to International success”
- 2 IBS Vision on Education Educational philosophy “A Great Place to Learn”
- 3 Vision on Internationalisation “From diversity towards inclusion”
- 4 Research programme Entrepreneurship & Network Governance
- 5 Vision on Organisation “The Learning Community”
- 6 Framework of IBMS Competencies
- 7 7.1 Course outlines IMBS First Year 2011-2012
7.2 Course outlines IMBS Second Year 2011-2012
7.3 Course outlines IMBS Year Abroad 2011-2012
7.4 Course outlines IMBS Fourth Year 2011-2012
7.5 IBMS International semester course outlines
7.6 VORLESUNGSVERZEICHNIS Jahr 1 2011 2012
7.7 VORLESUNGSVERZEICHNIS Jahr 2 2011 2012
- 8 IBMS Prospectus 20112012
- 9 Honours programme
- 10 NVAO accreditation letter 2006
- 11 Final qualifications / overview of the curriculum
- 12 Overview members Advisory Board
- 13 HBO Monitor
- 14 Overview relevant companies
- 15 NIBS Accreditation report
- 16 Matrix horizontal and vertical coherence
- 17 Overview staff
- 18 Staff data
- 19 Ten Golden rules for Quality Assurance of Assessments including Exams in IBS
- 20 Graduation handbook 2011 2012
- 21 Overview Graduation Project Reports
 - list spring 2012
 - list autumn 2011
 - list spring 2011
 - list autumn 2010
- 22 Student population and international mobility
- 23 Intercultural Knowledge and Competence Value Rubric
- 24 International Projects
- 25 Overview Partner Institutions
- 26 Diploma supplements
- 26 Main topics benchmark
- 27 Organisational Structure for Internationalisation in HG
- 28 Student-teacher ratio & contact hours
- 29 Booklists

Critical Reflection distinctive quality feature Internationalisation including all 16 appendices:

- 1 School/Strategic Plan 2010/11-2014/15 "Invitation to International success"
- 2 Vision on Internationalisation "From diversity towards inclusion"
- 3 Student population and international mobility
- 4 Overview of quality measurements and evaluations
- 5 Checklist criteria for selection of partner institutes
- 6 Final qualifications
- 7 Intercultural Knowledge and Competence Value Rubric
- 8 Overview Graduation Project Reports
- 9 International projects
- 10 Overview Partner Institutions
- 11 Overview staff
- 12 Organisational structure for Internationalisation in HG
- 13 Diploma supplements
- 14 Student satisfaction
- 15 Vision overview IBS Groningen
- 16 Main topics benchmark Haaga Helia

15 GPJ project reports including assessment forms

Readers

Intercultural Competence in Business 2010-2011 CUL1
English and Business Communication Oral Exam WEN3 2011-2012
BW English Year 2 Commercial Correspondence written exam 2011-2012
Dutch 9&10 2009-2010
International Law 2
Ethics in Business 2012 EIB1
English Reporting Skills 3 ERS3
Modules ENG 1&2 Business English Communication
Statistics year 1 2011-2012
Statistics for management 2010-2011
Work Placement Handbook

Other relevant documents

Overview Advisory Board Members 2011-2012
Minutes Advisory Board meetings 2009-2010-2011-2012
Placement evaluations Students 2011-2012
Framework Competencies IBMS (blauwe boekje)
Quality Assurance 07-02-2012 by Ritva Laurila
Quality framed, IBS committees and quality procedures
Recruitment Strategy 2011-2015
IBS Organization and HR development agenda 2012-2013 07-06-2012 by Ritva Laurila
Start document Academic Advice 21-09-10 by Desiree Nieborg
Minutes of AA meeting 2011, 2012
Professional Development Training Denktank improving PDT/AA/Skills 01-02-2011 by Desiree Nieborg
PRD Assessment sheet
Year report Exam Board 2010-2011
Master programs followed by IBMS alumni, LinkedIn Alumni group

Report Rendementen IBS june 2012 by Jorien van de Belt
Plan of improvement Rendementen SIBS 2012-2013 June 2012 by Henriët Eilander & Jorien van de Belt
Memo Analyse exitformulieren 15 maart 2010 by Niels Strolenberg
Memo Rendementcijfers 13 september 2010 by Niels Strolenberg
Memo SIBS Rendement 3 januari 2011 by Margreet Riemersma & Niels Strolenberg
Rendementen 2008-2009 september 2009 by Niels Strolenberg
HBO-Monitor 2009 Management summary
Evaluatie MES Rapporten 2008-2011 Samenwerkingsverband Noord Nederland
VSB fonds Beurzen 2012 Verslagformulier
Manual IBS Alumni Network Team
Professional Life after IBS (research among members of IBS LinkedIn Group)
Leaflet Wim Oostindier 21st Century Language Teaching – A 24/7 Multilingual Learning Experience
Minutes Education Committee 2011 – 2012
Minutes Exam Board meetings January 2012- June 2012

Several assessments among others:

Exam Corporate Strategy COS1 IBVH7COS1a
PRD1 Year 1 Assignment
PRD2 year 1 assignment
PRD3 year 1 assignment
PRD4 year 1 assignment
PDT3 year 2 Assignment
PDT4 Assignment
PDT5 year 3 reports
PDT6 year 3 reports
PDT7 year 4
Assessments from specializations
Assessments from Financial Accounting, BMO, Marketing from year 1.
Assessments from CRM, SCM, Languages from year 2.

Annex 6: Summary theses

Below a summary of the students whose theses have been examined by the panel. According to NVAO's rules only student numbers are included.

309170: PublicExpress
311084: Bloemfontein
343842: Accenture Dienstleistungen GmbH
313207: Price Waterhouse Coopers
310328: Exxon Mobil
313554: Hanze University
309619: Wenau Transport and Cleaning
313000: Finta PLC
307147: T.G.I. Fridays
239042: Volkswagen
310038: Marcrew Schifffahrt GmbH
311548: Lectorate
311936: Fundament All Media
293368: Bruker AXS GmbH
294840: Kasulu Foundation

Annex 7: Declaration of Comprehensiveness and Accuracy

Netherlands Quality Agency



Bladnummer 3

Verklaring van volledigheid en correctheid van de informatie

Betreffende de visitatie van de

Opleiding: International Business and Management Studies

Instelling: Hanzehogeschool Groningen

Visitatiedatum: 3 juli 2012

Ondergetekende: *Bran ten Kate*

vertegenwoordigend het management van de genoemde opleiding,

in de functie van: *Dean*

verklaart hierbij dat alle informatie ten behoeve van de visitatie van de genoemde opleiding in volledigheid en correctheid ter beschikking wordt gesteld, *waaronder informatie over alternatieve afstudeerroutes die momenteel en/of gedurende de afgelopen 6 jaar (hebben) bestaan*, zodat het visitatiepanel tot een op juiste feiten gebaseerde oordeelsvorming kan komen.

Handtekening:

A handwritten signature in black ink, appearing to read 'Bran ten Kate', enclosed within a large, loopy oval shape.

Datum:

11 / 6 / 2012