

Hanze University of Applied Sciences Groningen

Master in International Business and Management

Limited Study Programme Assessment

Summary

In February 2017 the professional master programme Master in International Business and Management (MIBM) of the International Business School (IBS) was reviewed by an audit panel from NQA. The MIBM programme is an 18 month full time programme that is fully international and offered in English at the Zernike Campus of Hanze University of Applied Sciences in Groningen.

The audit panel assessed the overall quality of the MIBM degree programme as **satisfactory**.

The panel noticed that the MIBM programme has made considerable changes since the last audit visit in 2008. The programme was further developed in line with the ambition of the IBS, and with a specific focus on Dynamic Decision Making. In the process of continuous alignment with developments in the professional practice, the MIBM programme was restructured with New Economic Realities as the overall theme.

Standard 1: Intended learning outcomes

The MIBM degree is a direct entry master: students with a bachelor degree in business can directly enroll into the professional master programme. The MIBM programme has recently realigned their profile with professional practice focusing on Dynamic Decision Making in international business in the context of New Economic Realities. With this the MIBM aims to prepare students for decision making at the top level of internationally operating companies by exposing them to the ambiguity of decision making at the top-level of a company. In order to do so, the MIBM has developed eight programme learning outcomes each specifying their concrete intended learning outcomes. The learning outcomes are relevant to the domain and the professional field and are in line with the required master's level and international criteria (AMBA criteria). The panel is of the opinion that the meaning of and focus on Dynamic Decision Making could be further explicated. Furthermore, theoretical knowledge and understanding could receive more emphasis in the PLOs. The programme receives the assessment **satisfactory** on standard 1 Intended learning outcomes.

Standard 2: Teaching-learning environment

The intended learning outcomes have been translated into course level learning (and thesis) outcomes. The 'New Economic Realities' approach is taken as a starting point and is integrated in almost all the courses offered. During the programme students are offered in-depth knowledge and they learn professional business and research skills. They do so by means of an applied approach which entails full involvement in education, professional practice and applied research (didactical approach). According to the panel, the full involvement of the professional practice could be more direct in the first two semesters.

The integration of education, professional practice and applied research is combined with a powerful faculty which creates a professional learning community. The faculty is internationally diverse, is active in research projects, and has extensive business experience. The panel finds that an international learning environment is offered to students to enhance their competences. Also, the panel is of the opinion that the meaning of Dynamic Decision Making could be further explicated across the curriculum. Another point of attention regards the small contracts of everyone involved. The team represents a wide scope of expertise, but at the same time, the panel finds that the programme could benefit from a more concise core team. Such a team would make it easier to maintain an overall view of the programme, to oversee red threats.

Finally, the study programme facilities are adequate for the education offered. Specific facilities for students from abroad are provided by the international office. Students appreciate the short communication lines with faculty members.

Based on the overall quality of the content of the curriculum, the manner in which the profile is imbedded in the curriculum, and the immense quality of staff, the programme receives the assessment **satisfactory** on standard 2 Teaching-learning environment.

Standard 3: Assessment

The MIBM has a sufficient system of assessment. The programme uses a sufficient variety of different types of assessments. Criteria are derived from the PLOs (and course learning outcomes) and are transparent to students. Overall, course material describes relevant criteria. In general, the quality of assessments and exams is sufficient. The panel finds the programme management should reevaluate the amount of group assignments, and could pay attention to the validity of some tests.

The MIBM programme has proper guidelines and regulations for lecturers and transparent criteria for students. Because of the diversity in feedback that is given based on the theses criteria some students struggle with the understanding of what is expected of them. Fortunately, the Master team was already aware of this and is already taking steps to address this issue.

The Exam Board and the Assessment Committee monitor the quality of assessments. Members are well-trained do to so. The Assessment Committee made clear it puts emphasis on the end level as a whole and the Thesis Project by training examiners, and organizing calibration sessions with faculty members, specifically to gain more uniformity among faculty members involved with the thesis process and with regard to criteria formulated by the team.

The programme receives the assessment **satisfactory** on standard 3 Assessment.

Standard 4: Achieved learning outcomes

In order to determine if students reach the intended learning outcomes, they write a Master Thesis Proposal, a Master Thesis and a Reflection Paper based on a research project (25 EC). The panel studied a sample of seventeen of the MIBM theses. The majority of the theses show enough depth, and the panel finds that some of the theses show good quality. Furthermore, graduates and the international working field are satisfied about the graduates' qualifications. In general the panel finds that the quality of research methodology shown in the theses can be strengthened specifically the translation of the management problem into underlying theoretical concepts that drive the research questions and research methodology. In three out of seventeen theses the panel concluded that the lack of valid research led insufficient master level. It was made clear to the panel that for the IBS master programmes, the faculty members work very hard to make it more transparent and explicit what is expected at masters level. A review of the most recent batch of graduates of the beginning of 2017 and an extra in-depth discussion with lecturers (supervisors and assessors) made clear that progress is being made continuously. The panel notes improvement in depth (master level) and can conclude that overall the master level is sufficient and well safeguarded by faculty members. The panel also notes that safeguarding the master level, making it more explicit, is an ongoing process that needs proper facilitating and support from management and the wider organisation.

Overall, the programme receives the assessment **satisfactory** on standard 4 Achieved learning outcomes.

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Introduction

This is the assessment report of the Master in International Business Management *hbo*-master degree programme offered by Hanze University of Applied Sciences at Groningen (Hanze UAS). The assessment was conducted by an audit panel compiled by Netherlands Quality Agency (NQA) commissioned by Hanze UAS. Prior to the assessment process the audit panel has been approved by the NVAO.

In this report NQA gives account of its findings, considerations and conclusions. The assessment was undertaken according to the Assessment framework for the higher education system of NVAO (19 December 2014) and the NQA Protocol 2016 for limited programme assessment.

The site visit took place on 1 February 2017.

The audit panel consisted of:

Mr. prof.dr. P.G.W. Jansen (chairperson, representative profession/discipline)

Mr. dr.ir. W. van Vuuren (representative profession/discipline)

Mr. dr. W.R. Snippe (representative profession/discipline)

Mr. R.F.M. Jansen (student member)

Ms. Merijn Snel BHRM & BEd, NQA lead 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 2016*.

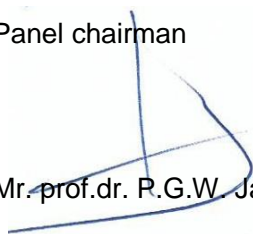
The audit panel studied the critical reflection and visited the study programme. On 20 March 2017 additional interviews took place with faculty members and management concerning the theses the panel assessed unsatisfactory, and to get a clear insight in the more recent developments before and since the MBA assessment. Also, the panel studied some extra theses from the most recent batch of graduates. The 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, 18 April 2017

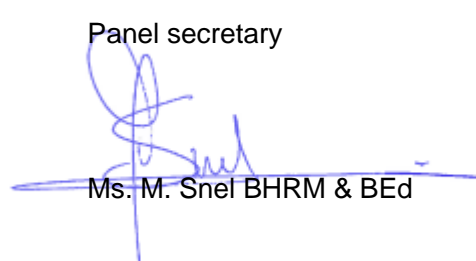
Panel chairman

Mr. prof.dr. P.G.W. Jansen



Panel secretary

Ms. M. Snel BHRM & BEd



Basic data of the study programme

Administrative data

Administrative data of the study programme	
Name study programme as in CROHO	M Master in International Business and Management
Orientation and level study programme	Professional Master (<i>hbo</i> -master)
Grade	MBA
Number of study credits	90
Graduation courses / 'tracks'	-
Location	Groningen
Variant	Full time
Joint programme	-
Language used	English
Registration number in CROHO	25BE – 70151

Administrative institutional data	
Name institute	Hanze University of Applied Sciences Groningen
Contact person during accreditation process	Brigitte Hofstee
E-mail address for copy of application	Brigitte Hofstee b.hofstee@pl.hanze.nl
Status institute	Funded
Result institute audit	Positive (26 th April 2013)

Short outline of the study programme

The Hanze UAS provides the MIBM programme at the International Business School (IBS). Hanze UAS offers 53 bachelor, 8 associate and 19 master degree programmes in the domains of social, economic, technical, health care, and the arts, and focuses on strategic themes that are closely linked to the Northern region: Energy, Healthy Ageing, and Entrepreneurship. Hanze UAS offers its educational programmes at 17 schools. The IBS is one of them, and the oldest international business school in the Netherlands. Since its founding, in 1988, IBS has had a major focus on internationalisation. With 1.500 students in bachelor and master programmes, IBS offers education to students from over more than 70 different countries and faculty members of 17 nationalities. IBS was awarded the title 'Most International Business School' within the 'Network of International Business Schools' (NIBS) in 2009. To further strengthen its international standing, it is IBS' ambition to obtain the AACSB¹ accreditation. The strength of the AACSB lies in its mission driven approach. This approach helps faculty members to align their activities, education as well as applied research, with the mission of the school.

¹ AACSB: Association for Advancement of Collegial Schools in Business

Besides the MIBM, IBS offers a bachelor programme in International Business and Management Studies, a bachelor programme International Betriebswirtschaft (offered in German), and a Master in Business Administration (MBA).

IBS has re-profiled the two master degree programmes (MBA and MIBM) with Dynamic Decision Making as an overall profile focus; a focus on decision making at the higher level on internationally operating companies, and by exposing students to the ambiguity of the problems companies face in rapidly changing business environments.

The current MIBM programme is a three semesters, 90 credits, full time post graduate programme for graduates of business bachelors (BBA's) and business related bachelors. With this MIBM programme IBS prepares students for advisory and management careers in international business. The programme takes into account the complexity and dynamics of current and future business environments, and the challenges these features pose, and will pose, in international business. Since 2013 the MIBM is a direct entry master degree programme. Before that, the MIBM was a MBA in IBM. With the re-profiling of MIBM, IBS offers two distinguished master programmes.

The total number of students currently enrolled in the MIBM is 88, of which 36 students started in September 2016. The programme attracts students from all over the world. The current student population represents eleven countries.

The MIBM has 2.27 fte staff, in total 25 faculty members are employed.

Last accreditation

The MIBM programme was positively assessed by NQA in 2008. At the previous accreditation in 2008 a number of points were addressed, e.g. about *hbo* requirements, assessments and examinations, quality of staff, and level achieved. The MIBM presented the current panel with the developments since then, for example the MIBM has converted from a MBA IBM profile to a MIBM, and a direct entry master. Further, 'New Economic Realities' warranted the faculty restructuring the programme, and the programme duration was extended to three semesters. Also, some rigorous investments and improvements have been made regarding the quality of assessment and safeguarding the final level. Since 2011 the Exam Board and Assessment Committee are imbedded more firmly in IBS, and since 2016 the roles of supervisors and assessors have been separated. Finally, MIBM has strengthened the programme and course learning objectives (final qualifications and learning goals, see Standard 1) to make the end levels of course modules and the programme as a whole more explicit (2013 & 2016).

More recent developments

Well before the assessment of the MBA programme in May 2016 the Master team started organizing calibration sessions more frequently to further develop a shared view on the end level of both the MBA and the MIBM programmes. The audit panel that assessed the MBA degree programme in 2016 was convinced that the improvements that were already underway should lead to a sufficient end level. E.g. the regulations as set in the new Master Thesis Handbook 2015-2016 were stricter, and showed improvements by means of ensuring validity, reliability and transparency of the assessment procedures. After the assessment of the MBA programme the Master team developed an Improvement Plan for the MBA to further improve and develop the thesis process for safeguarding the final master level.

The measures for improvement at the MBA programme were also directly implemented in the MIBM programme. Assessment forms and procedures were improved. Calibration sessions with these assessors were held more frequently (this is recurring) and extra calibrations by experts from outside of the team were held (2016). On 20 March 2017 the audit panel that assessed the MIBM programme held extra meetings with faculty members and management and recognized that faculty members are going through a transformation process with regards to safeguarding the master level in a more uniform and consistent way (see also Standard 4) fully in line with the MBA Improvement Plan.

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.

In this chapter the audit panel describes the findings, considerations and conclusions on the intended learning outcomes. The study programme receives the assessment **satisfactory** for this standard.

Professional profile

The Master in International Business and Management is a professional master degree. Since 2013 students with a bachelor degree in business can directly enrol into the professional master programme (see also Short outline of the study programme).

The MIBM has recently positioned its ambitious programme profile as 'Dynamic Decision Making in International Business'. The MIBM prepares students for decision making at the top level of internationally operating companies by exposing them to ambiguity and the types of problems facing a top manager on a daily basis. This is in line with the IBS' vision preparing business professionals with a global mind-set who are ready to add value to international business and society.

Graduates of MIBM are expected to work in organisations that operate internationally, in which they will be involved in activities such as cross-border buying and selling, off-shoring, fragmented manufacturing etc. and have the capability to understand and cooperate with managers in relevant fields, and know at which points (their) specialist input or action is valuable or needed. Being educated as analysts and advisors with an investigative and entrepreneurial mind-set, programme graduates will be capable to analyse and advise on opportunities in the present and future global business context. As such they are at their best in organisations that will be challenged by future developments in their business environments (Programme Profile MIBM).

The panel noticed the MIBM profile as a strong ambitious profile especially for a direct entry master degree of 90 credits, and with an internationally divers student population. It is the panel's opinion that the meaning of and focus on Dynamic Decision Making could be further clarified in a more consistent way, and be strengthened by focussing, e.g. on specific themes, for instance the HUAS themes.

Programme Learning Outcomes

In order to prepare students for advisory and management careers in international business, the MIBM programme has developed eight programme learning outcomes, the so-called PLO's. The PLOs are the intended learning outcomes for the curriculum and represent the professional profile and the final level that the MIBM stands for. See Appendix 1 for an overview of the PLOs.

The eight PLOs also address IBS' New Economic Realities. The panel is positive about the PLOs and the content these outcomes represent. The panel also recognizes that the PLOs are linked directly and indirectly to the competence categories of AMBA (knowledge, understanding and skills), and include criteria that are associated with the Dublin descriptors, and the standards for master programmes of the *HBO-raad*². According to the panel, in some PLOs the knowledge and understanding could be strengthened. E.g. the first PLO has a focus on the external environment, but the descriptor has a more internal focus (on knowledge).

To guarantee close association with the professional field and academic world, IBS reflects on the PLOs with its international contacts, for instance the MIBM has benchmarked the PLOs with the double degree programme (MSc) from the Anglia Ruskin University (see also at Distinctive profile MIBM: double degree). More formally the profile and the PLOs are discussed with IBS' Advisory Board and during end-level sessions with Hanze professors and MIBM lecturers.

Vision on research

IBS has developed a vision on research specific for the master programmes, in order to determine what type of research suits to the programme, and how it is translated into course content and assessment criteria (Vision on Research, version November 2016).

The MIBM has incorporated the development of research skills (and doing research) in the PLOs (PLO 1 and 2, see Appendix 1). The panel notes that the MIBM distinguishes different types of research in the curriculum and has put emphasis on the applied research component. It has a learning track on business research methodology that runs through the three semesters and forms the basis of the integrated projects ('research assignments' see also Standard 2).

To further develop the research in the curriculum the MIBM programme is associated via multiple associate professors (in Dutch: *lectoren*) and research strand leaders within IBS. E.g. on the topics Asian business strategies, international energy business, and new business models and circular economy.

Distinctive profile MIBM: double degree

The MIBM offers a double degree programme with Anglia Ruskin University (ARU) in Cambridge. Students from MIBM, who want to gain the double degree, follow one trimester at ARU.

In addition, the MIBM intends to set up second double degree programme with a Swiss partner, Fachhochschule Nordwestschweiz (FHNW), which is already a double degree partner with ARU. The ambition is to align the three programmes, including the research being conducted, and create a strong joint profile that is linked to the international professional partners of each programme. As such increasing structural relations of the programmes with the professional field. The panel notes that the MIBM programme offers students, with the double degree and the upcoming double degree, great opportunities to distinguish themselves, but could do more to promote the take-up of this opportunity.

Considerations and conclusion

The panel notes that the MIBM has clearly positioned its programme; it aims to deliver students with a global mind-set who are ready to add value to international business and society.

² *Standaard HBO Masters – HBO-raad, april 2012*

According to the panel the adoption of the New Economics Realities in the MIBM-profile gives the programme a distinctive character. The panel finds that the framework of Dynamic Decision Making needs further development with respect to its translation into functional domains such as marketing or finance. The panel noted that the lecturers could enhance their shared understanding of the meaning of the new profile “Dynamic Decisions Making” and how it, from different knowledge perspectives, is to be implemented in the programme. A similar uncertainty about the meaning was noted in the discussions with students.

The MIBM has developed eight programme learning outcomes each specifying their concrete intended learning outcomes. The learning outcomes are relevant to the domain and the professional field and are in line with the required master’s level and international AMBA criteria. The panel is of the opinion that the emphasis on theoretical knowledge and understanding could be strengthened in the PLOs.

The panel is positive about IBS’ connections with the professional international field and associations with the different centres of expertise at Hanze UAS. The panel is very positive about the double degree with Anglia Ruskin University and the upcoming double degree with FHNW. This gives lecturers and students great opportunities.

All in all, the panel concludes that the MIBM programme offers a powerful profile that reflects sound ambitions, but which could be strengthened further by more clearly defining the meaning of and focus on Dynamic Decision Making in both disciplinary course contexts (such as marketing) or business processes (such as finance or HR). Next to that the MIBM has developed a clear set of learning outcomes (PLOs) that reflect a master’s level and meets the AMBA criteria.

Based on these conclusions, the audit panel assesses standard 1 Intended learning outcomes as **satisfactory**.

Standard 2

Teaching-learning environment

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

In this chapter the audit panel describes the findings, considerations and conclusions on the learning-learning environment. The study programme receives the assessment **satisfactory** for this standard.

Curriculum

Curriculum content, knowledge and (professional) skills

The PLOs reflect the content of the curriculum (the knowledge, understanding and skills). The MIBM has translated its PLOs into course learning outcomes. In contrast to the PLOs that are more rigorous and sustainable, the course outlines can be adjusted based on new developments or evaluations. This offers lecturers the opportunity to implement new trends, e.g. regarding Dynamic Decision Making. Lecturers are responsible for the current state of the course content.

The MIBM prepares students for Dynamic Decision Making at internationally operating companies by exposing the students to the ambiguity of the problems a manager faces. This profile acts as a central theme during the programme, in cases and assignments addressed by students.

During the first two semesters students acquire knowledge and understanding by following courses and applying knowledge in integrative projects. For example, students acquire knowledge of human resource management and leadership and intercultural competences during the first semester at a master's level, and apply this knowledge in the Integrative Business Project 1. See appendix 2 for an overview of the curriculum.

The panel evaluated the content of several courses. In general, the panel is positive about the content and finds that the courses reflect current and suitable knowledge at a master's level. The panel got an adequate impression of compulsory and recommended literature, and finds the overall quality up to date. The panel recognizes that the MIBM focusses on strategic leadership and management in an international context. The panel also noted overlap in subjects across modules, in particular involving strategic management, and urges the team to remain focused on the subject matter to be included and assessed in the respected modules. The way that and the extent to which Dynamic Decision Making as a theme is still diverse. Students also do not seem to recognize this theme as a golden thread in the curriculum yet. All in all, the panel advises MIBM to keep developing the profile Dynamic Decision Making in the curriculum content and make it an even more central theme in the MIBM profile (see Standard 1).

In general, students are satisfied with the content of the programme. This became clear to the panel in the National Student Survey 2016 (in Dutch: *NSE*), and was confirmed by students to the audit panel. Students are positive about the match between the content and current developments.

Business and research skills

Students develop business skills in smaller workshops and - so called - intensive programmes, such as: personal development, advisory skills, leadership, intercultural competences, and Dynamic Decision Making. Each course is assessed at the end of the semester by means of a boardroom simulation game whereby students get the opportunity to show their professional behavior through simulated Dynamic Decision Making.

The programme has put emphasis on the applied research component. Students develop research skills in the modules Business Research Methodology (BRM1 and BRM2) and several (group) assignments, for instance in the HRM course. Throughout these modules students gain knowledge and understanding about applying research methodologies that they need to apply by themselves in the final Thesis Project. Based on the review of theses the panel concludes that more attention should be paid to the implementation of proper research methodology, in particular the problem analysis. The panel encourages the team to continue their calibration towards a shared understanding of what a research project at master's level entails.

The starting point of research (group) assignments or the Thesis Project is a 'real-life' case. Cases are often taken from the professional field by the lecturers. Cases are also derived from research projects from research strands (from associate professors). Students gain their own case for their Thesis Project.

Structure of the curriculum

The curriculum of MIBM consists of three semesters, each of 30 credits. During the first and second period students follow programme specific courses (15 EC), a business research module (5 EC), business skills (5 EC), and an integrative project (5 EC). At the end of the first and second semester students participate in a boardroom simulation where they apply gained knowledge and understanding in an interactive way and show their professional attitude through simulated executive decision making by handling a case at boardroom level. In the final semester students work on the Thesis Project.

According to Hanze UAS' new didactical concept the three domains (professional practice, education, and applied research) should be clearly linked in the programme so that students, researchers/lecturers and partners in the professional fields can realize their highest potential. Per semester these three domains are addressed.

The content of the programme is further structured by four learning tracks: Programme specific courses (35 EC), BRM courses (10 EC), Integrative projects (10 EC) and Business skills (10 EC). Together these learning tracks prepare students for their final thesis project (25 EC). This is also according to the educational concept of Hanze UAS. All PLOs are offered at a master's level, the learning tracks support the development of the PLOs.

The panel finds that the curriculum is designed to create a stimulating and productive study environment. It recognizes a clear applied approach. The integrative projects play an important leading role in realizing that. These projects offer a platform where professional practice, education, and applied research meet. The panel finds that students benefit from current knowledge and insights by working on a project together. The panel finds the integration of the professional field is strongest during the last semester and is more indirect during the first two semesters.

The teaching and learning strategy is explained in the course outlines. Besides the projects, lecturers include a variety of methods that facilitate student learning. For example, presentations, seminars and guest lecturers.

During the interview students showed their overall satisfaction about the study programme. They motivate each other during their studies, for example in group work. Students mention that working in such an international environment is very valuable to them, and allows them to experience different cultures and visions. At the same time students expressed a desire of less group work. In the documents the panel studied, the panel also recognizes a rather large amount of group work. Instead, the panel is of the opinion that students could benefit from more individual (writing) (thesis-like) assignments.

Tutoring

The MIBM programme is rather small in terms of student quantity. Therefore, the supervision is intense and personal. Every student has an academic advisor who is the contact person for study related and personal issues. Furthermore, lecturers support students whenever they have questions about the course. Although students experience some differences between lecturers, in general, students are satisfied about the quality of guidance and support provided during their study.

Involvement of students

The faculty is serious about involving students in the programme. It approaches students as partners in learning, and their opinion is highly appreciated. Students and faculty members are encouraged to discuss feedback regarding the learning environment with each other in order to create an effective learning environment together.

In addition, students participate in panel feedback sessions (reports or oral evaluations), focus groups, the School Participation Counsel, and Educational Committee from IBS. Students can also evaluate the programme content at the end of each period. Students appreciate the way in which suggestions and complaints are handled, as shown in the student evaluations (NSE 2016).

Involvement of professional field

IBS regularly involves and consults their Advisory Board in the development of the programmes. The panel notes, based on the evaluation of the minutes and talks with some representatives of the professional field that the Advisory Board addresses various issues, such as the new structure of the curriculum. In addition, the IBS has a strong network of contacts that benefit the programme for acquiring research projects, real life cases and guest lecturers.

The MIBM seeks to further strengthen the structural relations with companies by linking business contacts and input directly with the content of the programme. For those long term relationships an action plan is currently being written (Draft Vision on Business Engagement and involvement of IBS' Master Programmes).

The panel finds the MIBM programme benefits from their networks and collaborations with their partners, such as the Anglia Ruskin University (Cambridge).

Admission requirements

Students can enrol into the programme when they have a bachelor's degree in business. Like a BBA, and meet the language requirements (www.hanze.nl, and MIBM Prospectus 2016-20173). The panel finds that the MIBM programme has clearly described the admission requirements, and has set an adequate procedure for candidates who want to be admitted to the programme.

Internationalisation

Internationalisation is strongly embedded in the MIBM programme. Students working together have different nationalities. In 2016-2017 students from over eleven countries started the programme. In the learning environment the programme benefits from the different nationalities by making sure that students are exposed to different culture-based perspectives from peers as well as from faculty members. Basically, the programme does so in the intensive programmes and group discussions. The aim of the programme is to embrace the diversity and acknowledge that it enhances cultural synergy. IBS provides faculty members with specific insights to do so. The panel notes that the learning environment at the MIBM is an international one.

Staff

IBS expects faculty members to be qualified holders of knowledge and expertise in their professional field, and to be capable of transferring this to IBS' programmes, curricula, projects and research. The inventory of the qualifications of MIBM staff shows they meet the requirements for knowledge and experience, lecturing skills, relevance of current or recent professional roles and professional networks (Overview MIBM staff). Faculty of the MIBM programme consists of 25 lecturers, who represent relevant international backgrounds from different disciplines, expertise, and working experience(s). IBS also challenges staff to continuously develop their knowledge and skills, and offers a variety of staff development opportunities to the faculty members. Additionally, faculty members are required to build relationships and networks in the professional field, and act as role models for students.

The panel is very positive about the quality that the faculty represents and the academic background of the lecturers, which is as follows: 28 percent of the lecturers represent master's level, 44 percent has a Ph.D., and 28 percent are Ph.D candidates. Also, insights and experiences of faculty members and associate professors are integrated into the PLOs and educational methodology. An outstanding obvious result is the educational book about the influences of 'New Economic Realities' on the field of international business, written by MBA/MIBM lecturers.

In the interviews students mentioned that they are very positive about the quality of the lecturers. They find lecturers to have a good understanding of the professional business. E.g. they give real business examples during classes. In addition, lecturers are easily accessible to students if students have questions. The evaluations are also positive on the items relating to the quality of faculty members (staff). These evaluations also show some points for improvement regarding educational skills and student supervision. Students mention they experience inconsistencies in feedback on their results from their lecturers, and prefer more uniformity.

After having spoken with several lecturers the panel is positive about the skills of the lecturing staff, their expertise, ability and commitment. The panel finds that the lecturers' backgrounds,

³ The MIBM Prospectus contains the Teaching and Examination Regulations

both in education and professional experience, ensure they have the necessary expertise to further develop the programme. The panel is critical about the small contracts/appointments (2,27 fte with 25 lecturers is 0,09 fte per lecturer on average) and finds this not beneficial for gaining a uniform and consistent quality. It does, however, acknowledge that staff are employed with the institution on other programmes as well and have the opportunity to coordinate efforts outside the scope of the MIBM programme. Further, management has stated that it wants to develop to a core team for MIBM to safeguard quality and consistent delivery of the programme.

Services and facilities

The MIBM is located in the IBS that is housed in the building “Van Olsttoren” at the Zernike Campus. There the IBS has work spaces, staff rooms and a support desk for students. Students can use the various workstations. There is a social room where students and lecturers can meet. The classrooms are equipped with relevant facilities.

The digital learning environment Blackboard is used for communication between lecturers and students. It contains the course descriptions, study materials and provides a discussion platform for students and lecturers. IBS has an International Student Office to support students from abroad, and to assist them with questions about a range of matters e.g. housing, immigration paper issues, insurance, residence permits et cetera. Students are positive about these facilities.

Students and lecturers (supervisors) also work with OnStage, a digital system to support the guidance process, and that gives supervisors insight in the students working abroad and their progress. This programme offers relevant information for students when graduating, such as the handbook and the various assessments forms. The system helps lecturers keeping track of their students.

Considerations and conclusion

The panel is positive about the course content and finds this relevant and up to date. Also the literature is up to date. The ‘New Economic Realities’ approach is taken as a starting point and integrated in almost all the courses. In general, the panel finds that Dynamic Decision Making concept could be strengthened by making it more explicit in a consistent way.

During the curriculum students are offered in-depth knowledge and they learn professional business and research skills. They do so by means of an applied approach which entails full involvement in education, professional practice and applied research. Student acquire further knowledge and practise their research skills in the projects (and research assignments). The panel is positive about the educational tracks in the programme, e.g. for HRM and the development of business and research skills. At the same time, the panel finds that the full involvement of the professional practice could be more direct in the first two semesters. Also, the panel finds that within the development of research skills more attention to research questions and validity could be given. The panel is of the opinion that MIBM could also strengthen uniformity on this in student supervision. This is also considered a point of attention according to the students. To gain more uniformity in Dynamic Decision Making and student supervision, the panel finds the amount of small contracts/appointments of staff a risk. The panel was positive to

hear from the management that it wants to develop to a core team for MIBM. Such a team should benefit uniformity in student supervision and shaping the profile of Dynamic Decision Making. Despite the small contracts, the staff is internationally diverse, active in research projects, and has extensive business experience. The panel finds that faculty members clearly create an international learning environment to students.

The panel is positive about the student involvement and finds the way in which the MIBM benefits IBS' international networks adequate. Very positive is the panel about the MIBM partnerships. Furthermore, students appreciate the short lines of communication with lecturers, and find student information sufficient.

The panel confirms that the study programme facilities are adequate for the education offered. Specific facilities for students from abroad are provided by the international office.

In short, the panel finds the quality of the content of the curriculum, as well as the structure of the curriculum of sufficient quality. The panel is impressed by the quality of the faculty, and facilities are in order. The panel also addresses some points of attention.

Overall, the audit panel assesses standard 2 as **satisfactory**.

Standard 3 Assessment

The programme has an adequate assessment system in place.

In this chapter the audit panel describes the findings, considerations and conclusions on the assessment system. The study programme receives the assessment **satisfactory** for this standard.

Assessment system

The MIBM programme has put a great deal of emphasis on using applicable assessments. This is in line with the applied approach that the programme stands for (see Standard 2). Since the last accreditation, changes took place in the programme structure. These changes have been reflected in the assessment structure. The programme structure is now based on courses of 5 credits, instead of smaller courses; this means fewer assessments moments, a better distribution of the study load for students, and a more integrated way of assessing the learning outcomes. The amount of written exams was decreased and replaced by more applicable assessments types such as assignments, case study reports, reflection papers and essays.

Assessment policy

The guidelines, rules and regulations for assessment development and execution are laid down in several documents. The IBS has written down its assessment policy in the IBS Assessment Policy (last version November 2016). This policy was recently updated in line with the new Hanze Assessment Policy (January 2016), and offers guidelines on assessment practices for IBS' bachelor and master programmes. The IBS Assessment Policy is written in addition to the MIBM Prospectus 2016-2017. The policies lay down rules and regulations to ensure quality standards, such as issues of validity and reliability, and offer frameworks for examiners who develop exams. To ensure the master's level, the PLOs and course learning outcomes are described on higher level thinking skills based on the taxonomy of Bloom. The MIBM Prospectus describes rules and regulations regarding the organisation of assessments and exams. Students can find these documents on the intranet of Hanze UAS.

The panel is positive about the documents and the clear way in which the documents describe the rules and regulations. For example, the MIBM Prospectus states very clearly for everyone involved what type of tests and exams are offered, and what procedures and agreements currently apply. For example, a student will be offered two exam opportunities for each exam. Furthermore, students need a minimum grade of 5.5 for each exam to gain credits. Finally, rules regarding plagiarism and fraud are laid down. Lecturers of IBS use the detection program Ephorus to detect plagiarism in any written work that is handed in.

Assessments: assignments and exams

Every course concludes with one or two exams (MIBM Prospectus 2016-2017). The main assessments methods within the programme are reports, presentations and reflection papers, and in some cases combined in a portfolio. The assessments (assignments) take place on an individual and/or group level, based on the character and size of the intended learning goals. The

Thesis Project contains three assignments: the thesis proposal, the thesis report and the presentation/defense.

The panel studied several tests. In general, the panel is positive about the composition of the tests, and finds that the assessment types correspond with the PLOs and programme structure. The panel saw some good examples of HRM exams. The content of financial exams it studied contained an amount of strategic managerial orientated questions, rather than financial questions. The panel finds that the programme may pay attention to the validity of these tests, and that the programme could do with less essay writing in groups. The panel finds the transparency of the assessment criteria sufficient. E.g. students can find the assessment criteria and the ratio between individual and group assessments on Blackboard. During the interview with the panel, students confirmed that this is very clear to them.

Assessment of master level

In order to determine if students reach the intended learning outcomes, they write a master thesis based on a research project (30 EC: 5 Proposal and 25 Thesis). The project is an individual assignment that is linked to a practical issue in an existing organisation.

The MIBM Thesis Handbook describes the rules, regulations and procedures concerning the requirements and grading. All eight PLOs are tested within the Thesis Project.

The student starts developing a thesis proposal in BRM2 (a preliminary proposal). During this period the BRM lecturer and a supervisor provide the student with feedback on draft versions. When the proposal is final it is submitted on OnStage. After a sufficient grade for the proposal (BRM 2) the student may start his or her Thesis Project, and the Thesis supervisor is appointed.

The thesis report used to be graded by the thesis supervisor and a co-marker, but as part of the improvements made over the past years each thesis is graded by two independent markers since 2016. At least one of them is a Ph.D. The thesis reports are graded independently. Also an external advisor evaluates the thesis and his advice is taken into account by the assessors. Before the assessment every thesis is checked on plagiarism.

For the student to pass both MIBM assessors need to grade the report on all six criteria sufficient (at least 5.5). In case grades differ more than one point, a third assessor is consulted, and when one marker grades below 5.5, the Master Thesis failed. If this is the case, the student receives feedback and has the opportunity to repair (rewrite) the report. If the student fails again, s/he will have to start a completely new Thesis Project. This runs through the Exam Board, because this leads to extension of the study and to extra payment.

Besides the thesis report students need to hand in a reflection paper. In this paper the student reflects on four areas: content of the thesis report, the research process, the research methodology used and personal development. Since 2017 this paper is assessed separately from the thesis project, with 'pass' or 'fail', and not influencing the end score of the thesis itself.

Students are eligible for doing the thesis presentation and defense only if the student has a pass for both the thesis report and the reflection paper. The student gives a presentation and answers questions of the two assessors. The panel finds that all guidelines are described in the MIBM Thesis Handbook 2016-2017, and is positive about the change that the supervisor is not the first assessor, which was the case till 2016. All assessment forms are included in this handbook.

When students work on their thesis, they receive tutoring and guidance from their supervisor. Students can find information concerning the requirements of the thesis procedure on Blackboard, and all relevant documents, assessment forms and email communication on OnStage.

The panel finds the procedure for assessing the end level sufficient but also notes that, although all thesis assessors use the same standard forms (Thesis Manual), there is diversity in the quality of feedback given to students, varying from a few notes to elaborate qualifications. The panel believes that further calibration on what constitutes a master's level may help in reducing this diversity. Students also confirm to the panel that they receive different feedback, and experience this as very confusing. Lecturers confirm to the panel that they acknowledge this issue and have been organizing additional calibration sessions to discuss the end level requirements. Lecturers, as well as members of the Assessment Committee, stated that the discussion relating to the end level is a continuous process. A new Thesis Manual 2017-2018 is already in development with a more rigorous procedure to further assure the end level. The panel is positive about this development and the teachers continuous effort. This new manual for example describes that every student deals with one supervisor and not with multiple ones, and so with one feedback channel.

Quality assurance

Lecturers (examiners) are in the first place responsible for the quality of the assessments. They develop the exam, and assure that each course has a Blackboard site with clear descriptions of the course contents, assessment criteria and re-sit opportunities, plus an upload option for assignments. In addition, the examiners are always responsible for the final grade of an individual student (also in the case of peer assessment). In case of a group assignment, the examiner has to provide each student with an individual grade.

The IBS' Exam Board and the Assessment Committee play an important role in assuring the quality of assessments. They work for the four IBS programmes. The Exam Board and management deal with the execution and enforcement of the 'Education and Examination Regulations' as described in the MIBM Prospectus. The Assessment Committee works on the mandate of the Exam Board.

The very active Exam Board has, for instance, appointed examiners and assessors for the thesis. When the board does so, at least one of the assessors has a Ph.D. or is a Ph.D. candidate. The other assessor has at least a master's degree. The Exam Board has also validated the MIBM Thesis Handbook, and attends thesis defenses. The panel finds the Exam Board performs her role well.

The Assessment Committee has provided lecturers with tools for developing tests and with checklists. In addition, the committee checks the quality of tests regularly. The panel notes these tools and checklists have been structured according to the phase of the test development cycle, and that the members of this committee have sufficient knowledge and experience to execute their mandated task from the Exam Board.

The panel also notes, in line with IBS' and Hanze UAS' policy, that the MIBM faculty members have started the four-eye-principle and will continue this procedure of co-checking on all of the exams.

In addition, staff has been strengthened with regards to assessment qualifications. For example, by gaining a *BKE*-certification⁴; 60 percent of all examiners hold a *BKE*-certification. Furthermore, they are being involved in several calibration sessions. Based on the interviews the panel notes that these sessions have taken place more frequently since last year after the MBA assessment in May 2016 and specifically to strengthen the safeguarding of the thesis process and end level. The panel finds these sessions to be helpful in further developing a shared understanding of assessment procedures, criteria, and end level requirements.

Consideration and conclusion

The panel is convinced the MIBM has an adequate system of assessment. The programme uses a sufficient variety of different types of assessments; criteria are derived from the PLOs (and course learning outcomes) and are transparent to students. Course material clearly describes criteria. In general, the quality of exams is sufficient. More attention could be paid to the validity of some tests (finance) and the amount of essays (group tests). The panel recommends more individual exams. The rules and guidelines set by the organisation are self-explanatory.

Besides proper guidelines for lecturers and transparent criteria for students, the panel notes that the faculty as well as the members of the Exam Board and the Assessment Committee are well trained and sufficiently qualified to assure quality of assessments.

Despite these qualities, the panel finds that examiners involved with the Thesis Project should continue their efforts in calibrating about the end level of this master programme, and the assessment of this. The panel notes that faculty members are active in this and sees that progression is being made.

To summarize, the system of assessment assures that the PLOs are adequately assessed, through an adequate variety of tests of sufficient quality. The rules and regulations as set per 2016-2017, as well as the intensified calibration sessions and attention for the end level assure the master's level sufficiently. The audit panel assesses standard 3 as **satisfactory**.

⁴ *BKE*: a Dutch qualification for developing exams

Standard 4 Achieved learning outcomes

The programme demonstrates that the intended learning outcomes are achieved.

In this chapter the audit panel describes the findings, considerations and conclusions on the achieved learning outcomes. The study programme receives the assessment **satisfactory** for this standard.

Performance graduates

The alumni mention in the interview with the panel that their studies helped them to obtain a more professional managerial level of competence. Therefore, they feel better equipped to start managerial positions in the professional field. The programme states that MIBM graduates end up in a variety of positions ranging from Consultancy to Sales, HRM and Supply Chain managers. Next to that MIBM graduates work internationally; they have found jobs all over the world.

Graduation products

In order to determine if students reach the intended learning outcomes, they write a master's thesis proposal (BRM2), and a master's thesis and reflection paper (see Standard 3). The panel examined and evaluated sixteen sets of final products of MIBM graduates. The panel selected fifteen sets of final products from a list of graduates of the past two years. All theses from January 2017, nine in total, were studied. This batch was completed with six theses from 2016, and during the site visit with a tenth thesis from January 2017. An overview of the complete selection is included in Appendix 7.

In general, the panel found the subjects professionally relevant and the majority sufficient. Some theses were considered to be good. Also, the panel already saw some good examples of theses reflecting the new specific MIBM profile on Dynamic Decision Making in the most recent batch (March 2017). In general, the panel had a problem with the quality of the research methodology. Overall the panel finds the theses are foremost design assignments in the sense of: How can company X...? Such a problem-solving orientation fits applied research for a professional degree. In a master's thesis the initial 'management question' can be elevated, through a theoretical analysis, to a theory-laden research question. In this sense the manner in which managerial problems were translated to research questions could be brought to a higher level according to the panel. Because of this, external validity was in some theses an issue and in three cases it led to a lack of depth. Two of these three theses were from 2015-2016.

During an additional meeting on 20 March 2017 the Master team made clear that since the audit of the MBA programme additional developments and measures to improve the master quality took place and is still ongoing. The measures lead to a better quality of the end level. To gain a proper view on this, the panel studied the latest two theses (seventeen in total, see Appendix 7), and held extra interviews with management and lecturers. This gave the panel sufficient prove of the work in progress leading to a sufficient end level and the manner in which this is safeguarded.

In conclusion, in three out of seventeen theses the panel concluded that the weakness in the research design led to a lack of academic depth. However, the panel notes a positive

development in these quality. Two theses that were considered to show insufficient end level were from 2015-2016. Further, the panel is positively impressed about the overall quality of faculty members and their vision on quality of research. This gave the panel great confidence in the quality and the work in progress. The panel also finds that the investments made should be continued to further safeguard the master's level in making it more explicit. This is an ongoing process in which the panel has great confidence, and that needs proper facilitation from the management/organisation. E.g. calibration sessions that are held continuously are considered to be important and successful, but these also take time.

Consideration and conclusion

Overall the panel finds sufficient quality of achieved learning outcomes in the results of the Master Thesis Project. After the first study of theses and interviews with examiners and supervisors the panel was not immediately convinced of a sufficient end level. After studying extra theses and the extra interviews, and getting a clear insight in the more recent developments since the MBA assessment, the panel is convinced that the MIBM programme overall shows sufficient quality. Adequate attention is given to further improve the quality of the programme, in particular safeguarding the master's level.

Also, alumni perform well in the international working field.

Furthermore, the panel finds the faculty members are working very well to get more grip on proper research in a master's thesis. Calibration sessions are considered to be successful. The panel recognizes a good development and supports the MIBM to continue these developments. Finally, the panel has great confidence in the quality of staff.

To conclude, the majority of theses were considered to be sufficient, and alumni perform well in the working field. The concerns the panel had about a lack of academic depth in some theses mainly concerned an older batch. Next to that, the panel has great confidence in the quality of faculty members and the way they develop quality continuously. The panel assesses standard 4 as **satisfactory**.

General conclusion of the study programme

Assessments of the standards

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

Standard	Assessment
<i>Standard 1 Intended learning outcomes</i>	Satisfactory
<i>Standard 2 Teaching-learning environment</i>	Satisfactory
<i>Standard 3 Assessment</i>	Satisfactory
<i>Standard 4 Achieved learning outcomes</i>	Satisfactory

Considerations and conclusion

The panel noticed that the MIBM programme has made considerable changes, since the last audit and more recently. The programme was further developed in line with the ambition of the IBS, and with a specific focus on Dynamic Decision Making. The quality of the team is outstanding. This team provides students with an international learning environment in which they develop their business and research skills. Adequate attention is given to further improve the quality of the programme, in particular safeguarding the master's level.

The weighing of the overall judgement is based on the assessment rules of the NVAO. The four standards are assessed satisfactory. Therefore, the audit panel assesses the overall quality of the MIBM study programme of the International Business School of the Hanze University of Applied Sciences as **satisfactory**.

Recommendations

The audit panel has the following recommendations for the study programme:

Standard 1

- The audit panel recommends the MIBM degree programme to explain and justify the meaning of and focus on Dynamic Decision Making to its students more clearly, and make this more explicit in the courses (standard 2).
- In addition, the panel suggests developing a more explicit link to the Hanze UAS themes. A stronger focus on these themes could help students from a diverse backgrounds settle in the programme more quickly.
- According to the panel, in some PLOs the knowledge and understanding could be strengthened. E.g. the first PLO has a focus on the external environment, but the descriptor has a more internal focus (on knowledge). Also, the panel noted that International HRM was not linked to a number of major PLOs.

Standard 2

- The didactical approach is very powerful due to full involvement of the professional practice, education and applied research. The panel suggests to reflect on the 'full involvement' of the professional practice and to see where this involvement could be made more direct in the first two semesters.
- The panel recommends the programme to reflect on the amount of group work. From an educational point of view, the panel is of the opinion that the programme could benefit from more individual (writing) (thesis-like) assignments. These could give students more opportunity to develop specific research skills like developing research questions and attention to validity. Also, students find the amount of group work rather large. The panel does not suggest that there should be no group work at all. But it could be re-balanced. In addition, MIBM could reflect on the amount of group assignments (exams, Standard 3).
- The panel has expressed its concern about the amount of small contracts. Therefore, the panel advises the organisation to provide proper support in order to allow discussions about content to take place. Therefore the panel supports the suggestion made by the management to organize a central core MIBM team.

Standard 3

- The panel finds the MIBM degree programme works with an impressive thesis control system (Handbooks, forms, OnStage). According to the panel, there is a risk that extensive forms and procedures can lead to overregulation and diverts attention away from the content. Therefore, the panel stresses that the points of attention made by the panel for Standard 4 (quality of some theses) should not lead to more procedures and/or forms. The panel supports the approach of lecturers calibrating with each other. The panel is convinced that the content and vision as discussed in these sessions is just right and should be continued. The organization should facilitate this process, focusing on content.

Appendices

Appendix 1: Final qualifications of the study programme

MIM Themes	MIBM Programme learning outcomes	Dublin descriptors	AMBA Criteria*
Comprehensive Understanding of Economic Realities and Research	1. Demonstrates a critical awareness in assessing current business and economic challenges in the context of new insights which are at the forefront of international business, research and practice	Knowledge and understanding	D: 1,2,3 ID: 1,7,10
Doing research	2. Systematically interpret and apply theories, skills and research techniques from multiple perspectives to create sound academic data in the context of international business	Applying knowledge and understanding	D: 1,2,3 ID: 1,2,5,7,10
Dealing with complexity & ambiguity	3. Make defensible judgements about complex issues in international business in the absence of complete data, taking into account institutional settings and cognitive biases in contexts of uncertainty and unpredictability	Making judgement	D: - ID: 2,3,6,9
Advising higher management	4. Critically evaluates the validity and relevance of published research on business strategy and based on that formulates implementable and effective interventions and possibly extrapolates these into new approaches to management practice	Applying knowledge and understanding	D: 2 ID: 1,4,6,9
Handling organisational dynamics	5. Demonstrates pro-activeness and appropriate approaches to tackling and effectively solving problems within international business context	Applying knowledge and understanding	D: - ID: 1,4,5,8,9
Acting Social & Ethical	6. Critically evaluates and reflects upon social and ethical responsibilities within internationally operating business	Applying knowledge and understanding	D: - ID: 5,6
Communicating and acting with intercultural awareness	7. Communicate effectively with stakeholders as a professional in multidisciplinary and multicultural settings within an international business environment	Communication	D: 2 ID: 3,8
Reflecting and developing self	8. Critically reflects and improves upon personal and team development, and learns from own professional performance within a diverse and dynamic environment	Learning skills	D: - ID: 5,8,9,10

*D=directly related, ID=indirectly related

Appendix 2: Study programme structure

Curriculum structure Master in International Business and Management

Curriculum Scheme for Osiris 2016-2017

Curriculum Scheme for Osiris

* W = Exam organized by the Exam bureau; O = other form of exam, organized by IBS
grade = 5,5

** Min.grade: L stands for "letter" i.e. Pass/Fail; C stands for "cijfer" i.e. min.

Master in International Business & Management

For Hanze students who stay in Groningen

Study Programme: Master in IBM	Semester 1	Codes^ ZTVM ...	Academic Year 2016-17				Nature of changes / Remarks
			EC	Min. grade**	O/W*	Elective	
Block 1.1	Period 1 HG						
DDM1 Dynamic Decision making	▪ Assignment	▪ ...15DDM1C	5	C	O		Assignment = individual report
SCM1 International Supply Chain Management	▪ Assignment 1 ▪ Assignment 2	▪ ...15SCM1C ▪ ...15SCM1D	5: 4 1	C C	O O		Assignment 1 = report Assignment 2 = company assignment
Block 1.2	Period 2 HG						
STM1 International Strategic Management	▪ Written exam ▪ Assignment	▪ ...15STM1A ▪ ...15STM1C	5: 3 2	C C	W O		The assignment = group assignment.
Block 1.1 & 1.2	Period 1 & 2 HG						
BRM1 Business Research Methods 1	▪ Written exam ▪ Assignment	▪ ...15BRM1A ▪ ...15BRM1C	5 2 3	C C	W O		SPSS exam (computer exam) Individual report
ICL1 Intercultural Competences and Leadership	▪ Assignment 1 ▪ Assignment 2	▪ ...15ICL1C ▪ ...15ICL1D	5: 2 3	C C	O O		(Including simulation) Assignment 1 = reflection paper Assignment 2 = portfolio, including personal development report
INB1 International Business Project	▪ Assignment 1 ▪ Assignment 2	▪ ...15INB1C ▪ ...15INB1D	5: 4 1	C C	O O		Assignment 1 = group report with individual part Assignment 2 = presentation
Total Credits Semester 1			30				

For Hanze students who stay in Groningen (cont.)

Study Programme: Master in IBM	Semester 2		Academic Year 2016-17				
Module^	Assessment^	Codes^ ZTVM ...	EC	Min. grade**	O/W*	Elective	Nature of changes / Remarks
Block 1.3	Period 3 HG						
FMA1 International Financial Management & Accounting	▪ Assignment	▪ ...15FMA1C	5	C	O		Assignment = group assignment
IMA1 International Marketing Management	▪ Written exam ▪ Assignment	▪ ...15IMA1A ▪ ...15IMA1C	5: ▪ 3 ▪ 2	C C	W O		Assignment = individual assignment
Block 1.4	Period 4 HG						
HRM1 International Human Resource Management	▪ Written exam ▪ Assignment	▪ ...15HRM1A ▪ ...15HRM1C	5: ▪ 3 ▪ 2	C C	W O		Individual assignment
CBO1 Creating Business Opportunities	▪ Assignment	▪ ...15CBO1C	5	C	O		Assignment = report
Block 1.3 & 1.4	Period 3 & 4 HG						
IBR1 Invitation to the Boardroom	▪ Assignment 1 ▪ Assignment 2	▪ ...15IBR1C ▪ ...15IBR1D	5: ▪ 2 ▪ 3	C C	O O		(Including Board Room Game) Assignment 1 = reflection paper Assignment 2 = portfolio
EBE1 Economies and Business in the EU Project	▪ Assignment 1 ▪ Assignment 2	▪ ...15EBE1C ▪ ...15EBE1D	5: ▪ 4 ▪ 1	C C	O O		Assignment 1 = report Assignment 2 = presentation
Total Credits Semester 2			30				

For Hanze students who stay in Groningen (cont.)

Study Programme: Master in IBM	Semester 3		Academic Year 2016-17				
Module^	Assessment^	Codes^ ZTVM ...	EC	Min. grade**	O/W*	Elective	Nature of changes / Remarks
Block 2.1 & 2.2	Period 1 & 2 HG						
BRM2 Business Research Methods 2	<ul style="list-style-type: none"> ▪ Assignment 1 ▪ Assignment 2 	<ul style="list-style-type: none"> ▪ ...15BRM2C ▪ ...16BRM2D 	5: ▪ 1 ▪ 4	C L	O O		Assignment 1 = poster presentation Assignment 2 = thesis proposal
THE1 Master thesis	<ul style="list-style-type: none"> ▪ Assignment 	<ul style="list-style-type: none"> ▪ ...14THE1C 	25	C	O		
Total Credits Semester 3			30				
Total amount of credits Master in IBM programme			90				

For Hanze students who go to Cambridge

Study Programme: Master in IBM	Semester 1		Academic Year 2016-17				
Module^	Assessment^	Codes^ ZTVM ...	EC	Min. grade**	O/W*	Elective	Nature of changes / Remarks
Block 1.1	Period 1 HG						
DDM1 Dynamic Decision making	<ul style="list-style-type: none"> ▪ Assignment 	<ul style="list-style-type: none"> ▪ ...15DDM1C 	5	C	O		Assignment = report
SCM1 International Supply Chain Management	<ul style="list-style-type: none"> ▪ Assignment 1 ▪ Assignment 2 	<ul style="list-style-type: none"> ▪ ...15SCM1C ▪ ...15SCM1D 	5: ▪ 4 ▪ 1	C C	O O		Assignment 1 = report Assignment 2 = company assignment
Block 1.2	Period 2 HG						
STM1 International Strategic Management	<ul style="list-style-type: none"> ▪ Written exam ▪ Assignment 	<ul style="list-style-type: none"> ▪ ...15STM1A ▪ ...15STM1C 	5: ▪ 3 ▪ 2	C C	W O		The assignment = group assignment.
Block 1.1 & 1.2	Period 1 & 2 HG						
BRM1 Business Research Methods 1	<ul style="list-style-type: none"> ▪ Written exam ▪ Assignment 	<ul style="list-style-type: none"> ▪ ...15BRM1A ▪ ...15BRM1C 	5 ▪ 2 ▪ 3	C C	W O		SPSS exam (computer exam) Individual report
ICL1 Intercultural Competences and Leadership	<ul style="list-style-type: none"> ▪ Assignment 1 ▪ Assignment 2 	<ul style="list-style-type: none"> ▪ ...15ICL1C ▪ ...15ICL1D 	5: ▪ 2 ▪ 3	C C	O O		(Including simulation) Assignment 1 = reflection paper Assignment 2 = portfolio, including personal development report
INB1 International Business Project	<ul style="list-style-type: none"> ▪ Assignment 1 ▪ Assignment 2 	<ul style="list-style-type: none"> ▪ ...15INB1C ▪ ...15INB1D 	5: ▪ 4 ▪ 1	C C	O O		Assignment 1 = group report with individual part Assignment 2 = presentation
Total Credits Semester 1			30				

For Hanze students who go to Cambridge (cont.)

Study Programme: Master in IBM		Semester 2	Academic Year 2016-17				
Module^	Assessment^	Codes^ ZTVM ...	EC	Min. Gr.	O/W	E	Nature of changes / Remarks
Block 1.3 & 1.4		Period 3 & 4 ARU					
Courses attended at Anglia Ruskin University in Cambridge, UK							Credits obtained at ARU (28 in total)
<ul style="list-style-type: none"> ▪ Financial Decision Making ▪ Digital Marketing Communications ▪ HRM in the global context ▪ Optional Module , choose one from: <ul style="list-style-type: none"> ○ Entrepreneurship & Innovation ○ Sustainable sourcing and supply chain ○ Leading, Managing and Developing People 	<ul style="list-style-type: none"> ▪ ...15ARF1 ▪ ...15ARD1 ▪ ...15ARH1 ▪ ...15ARE1 ▪ ...15ARS1 ▪ ...15ARL1 	7	7	7	7	7	7
						X	
						X	
						X	
IBR1 Invitation to the Boardroom	▪ Assignment 1	▪ ...15IBR1C	2	C	O		(Including Board Room Game) Assignment 1 = reflection paper
Total Credits Semester 2			30	Cambridge semester			

Study Programme: Master in IBM		Semester 3	Academic Year 2016-17				
Module^	Assessment^	Codes^ ZTVM ...	EC	Min. grade**	O/W*	Elective	Nature of changes / Remarks
Block 2.1 & 2.2		Period 1 & 2 HG					
BRM2 Business Research Methods 2	<ul style="list-style-type: none"> ▪ Assignment 1 ▪ Assignment 2 	<ul style="list-style-type: none"> ▪ ...15BRM2C ▪ ...16BRM2D 	5: ▪ 1	C	O		Assignment 1 = poster presentation Assignment 2 = thesis proposal
THE1 Master thesis	▪ Assignment	▪ ...14THE1C	25	C	O		
Total Credits Semester 3			30				
Total amount of credits Master in IBM programme			90				

For Anglia Ruskin University (ARU) students who come to Groningen

Study Programme: Master in IBM	Semester 1		Academic Year 2016-17				
Module^	Assessment^	Codes^ ZTVM ...	EC	Min.Gr.	O/W	E	Nature of changes / Remarks
Block 1.1 & 1.2	Period 1 & 2 ARU						
Courses attended at Anglia Ruskin University in Cambridge, UK <ul style="list-style-type: none"> Supply Chain Strategy and Operations Contemporary Issues in International Management Research Methods for Business and Management 		▪ ...13CAM1	30	VR			Exemption for credits obtained elsewhere
Total Credits Semester 1			30	Cambridge semester			

Study Programme: Master in IBM	Semester 2		Academic Year 2016-17				
Module^	Assessment^	Codes^ ZTVM ...	EC	Min. grade**	O/W*	Elective	Nature of changes / Remarks
Block 1.3	Period 3 HG						
FMA1 International Financial Management & Accounting	▪ Assignment	▪ ...15FMA1C	5	C	O		Assignment = group assignment
IMA1 International Marketing Management	▪ Written exam ▪ Assignment	▪ ...15IMA1A ▪ ...15IMA1C	5: ▪ 3 ▪ 2	C C	W O		Assignment = Individual assignment
Block 1.4	Period 4 HG						
HRM1 International Human Resource Management	▪ Written exam ▪ Assignment	▪ ...15HRM1A ▪ ...15HRM1C	5: ▪ 3 ▪ 2	C C	W O		Individual assignment
CBO1 Creating Business Opportunities	▪ Assignment	▪ ...15CBO1C	5	C	O		Assignment = report
Block 1.3 & 1.4	Period 3 & 4 HG						
IBR1 Invitation to the Boardroom	▪ Assignment 1 ▪ Assignment 2	▪ ...15IBR1C ▪ ...15IBR1D	5: ▪ 2 ▪ 3	C C	O O		(Including Board Room Game) Assignment 1 = reflection paper Assignment 2 = portfolio
EBE1 Economies and Business in the EU Project	▪ Assignment 1 ▪ Assignment 2	▪ ...15EBE1C ▪ ...15EBE1D	5: ▪ 4 ▪ 1	C C	O O		Assignment 1 = report Assignment 2 = presentation
Total Credits Semester 2			30				

For Anglia Ruskin University (ARU) students who come to Groningen (cont.)

Study Programme: Master in IBM	Semester 3		Academic Year 2016-17				
Module^	Assessment^	Codes^ ZTVM ...	EC	Min.Gr.	O/W	E	Nature of changes / Remarks
Block 2.1 & 2.2	Period 1 & 2 ARU						
Thesis done at Anglia Ruskin University in Cambridge, UK		▪ ...03TRU1	30	VR			Exemption for credits obtained elsewhere
Total Credits Semester 3			30	Cambridge semester			
Total amount of credits Master in IBM programme			90				

Appendix 3: Quantitative data regarding the study programme

Diploma yield (full time MIBM)

	2008	2009	2010	2011	2012	2013	2014	2015	2016
Nr of enrolled students	38	47	36	13	12	22	32	40	40
Drop out first year (%)						5	10	2,5	2,5
Drop out whole programme (%)				15	7	10	3,5		
Diploma yield (%)				85	93	50	5		

Lecturers

Lecturers	Numbers	Fte		
Full time	25	2,27		
Level of education (%)	Bachelor	Master	PhD	PhD candidate
Full time	0%	28%	44%	28%

Lecturer / student ratio

Lecturer / student ratio	
Full time MIBM	3,36 [^]
25 lecturers / 84 students	13,48

Contact hours

Contact hours (number / week)	Year 1	Year 2*
Full time	18,29	X ⁵

⁵ It is impossible to provide a general indication of number of teaching hours per week in year 2 (the third semester). Students are supervised on an individual basis and are offered a number of intensive weeks. It is up to the student to decide how to use this time.

Appendix 4: Expertise members audit panel and secretary

Panel members

Name	Short description of expertise
Mr. prof.dr. P.G.W. Jansen	Mr. Jansen is professor HRM at the Vrije Universiteit in Amsterdam.
Mr. dr.ir. W. van Vuuren	Mr. Van Vuuren is principal lecturer at Canterbury Christ Church University Business School and director and consultant at Vision in Motion Consultancy Ltd. Canterbury U.K.
Mr. dr. W.R. Snippe	Mr. Snippe is research lecturer (lector) Strategic Development in Creative Business and strategic consultant at Inholland University of Applied Sciences.
Mr. R.F.M. Jansen	Mr. Jansen studies Information Management & Business Intelligence at Maastricht University

Secretary (lead auditor)

Name	Certified	E-mail
Ms. M. Snel BHRM & BEd	17 November 2010	snel@nqa.nl

Appendix 5: Programme for the site visit

Time + room	Subject	Participants
08.45-09.00 I018	Arrival panel	Panel Welcome by Brigitte Hofstee
09.00-09.30 I018	Presentation (max 20 minutes) by programme. Opportunity for panel to ask questions.	Bram ten Kate, Dean IBS, in presence of all faculty
10.00-11.15 I018	Study materials and preparation	Panel
11.15-11.45 I018	Introduction On Stage by thesis coordinator (system for supervising thesis registration) 15 min. Check Blackboard courses. 15 min.	Paul Wabike (Ph.D cand.) <i>Thesis coordinator</i> Bram ten Kate (Ph.D cand.)
11.45-12.15 I018	Session management	Bram ten Kate (Ph.D. cand.), Dean IBS Rob Verhofstad MSc, member Executive Board Diederich Bakker Ph.D., Professor International Business (lector)
12.15-13.15 I018	MIBM students and alumni	<u>Students & alumni</u> Anjum Naveed Khokhar – Student 16-17 Saif Al Riyami – Student 16-17 Dennis Timmermans – Student 16-17 Elena Zhidkikh – Student 16-17 Mustafa Al Khalaf – Student 16-17 Harissa Bourges student 15-16 Marrit Nijmeijer student 15-16 Francia Solorzano – Alumna Laura Noord – Alumna
13.15-14.00 I018	Consult + lunch	Panel Skype session Ferry Szovan, Eurochoice (Professional Field)
14.00-15.00 I018	Session lecturers and supervisors, co-markers	<u>Lecturers</u> Anu Manickam (Ph.D. cand.) Jaan Kets (Ph.D. cand.) Hein Matthee Ph.D. Marcel van der Poel (Ph.D. cand.) Arnd Mehrstens Ph.D. Paul Wabike, (Ph.D. cand.) Maurice Cox LL.M.
15.00-15.15	Pause	Panel
15.15-15.45 I018 + I028	Session committees (assurance) & professional field (parallel session) Panel divides	<u>Education committee (EC), Exam board (EB), Assessment committee (AC)</u> Mariusz Soltanifar (Ph.D. cand.) (AC) Uli Mathies Ph.D. (AC) Froukje Wijma MSc (EB)

Time + room	Subject	Participants
		Jan Liefers MSc (EB) Monica Blaga Ph.D. (EB) Arnd Mehrrens Ph.D. (EC) Maurice Cox LL.M. (EC) <u>Advisory board (AB) and professional field (PF).</u> Jaap Bos (AB) Anja Hulshof, Energy Delta (AB) Marco Smit, Economic Board Groningen (PF) Rieks Timmerman, Holland Trading Group (PF)
16.00-16.30 I018	Consulting hour + any additional calls	16.00-16.15 Skype session with alumnus Jorrit Swaneveld
16.30-17.15 I018	Review consultation	Panel
17.15-17.30 I018	Final session management team and all faculty for feedback	Panel, management team and faculty

Appendix 6: Documents examined

Send with Critical Reflection (November 2016)

Professional profile MIBM 4-11-2016
Curriculum Scheme 2016-2017
Prospectus 2016-2017
Overview MBA faculty
Vision on research
MIBM PLO-CLO structure
Information Booklet MIBM 2016-2017
Quality Assurance of IBM Education
Vision Internationalisation IBS
IBS Assessment policy
Master MIBM Thesis Handbook cohort 2015-2016
Towards determining Master Level1

Reviewed during site visit on 1 February 2017

Selection course and exam material

Reviewed in addition

Improvement plan MBA
Selection of theses delivered in 2017

Appendix 7: 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.

1	335879
2	337038
3	331064
4	246904
5	336222
6	335962
7	350966
8	303805
9	346258
10	344865
11	283485
12	271860
13	351197
14	340288
15	326873
16	349329
17	272717

Appendix 8: Declaration of Comprehensiveness and Accuracy

Netherlands Quality Agency



Bladnummer 3

Declaration of completeness and accuracy of the information

concerning the assessment of study programme: Master in International Business and Management

Organisation: Hanze University of Applied Sciences

Date of visit: 1 February 2017

Undersigned: . . . **Bram ten Kate**

representing the management of the above mentioned study programme,

in the position of: . . . **Dean**

declares that all information on behalf of the accreditation of the above mentioned study programme has been made available completely and accurately, *including information on alternative graduation routes that exist currently and/or have existed in the past 6 years*, so the visitation panel can form a properly fact-based judgement.

Signature:

A handwritten signature in blue ink, appearing to be 'Bram ten Kate', written over a horizontal line.

Date: **21 December 2016**

© NQA validation letter vs 1.1

IBAN: NL29ABNA0240031679
Handelsregister 27262870