

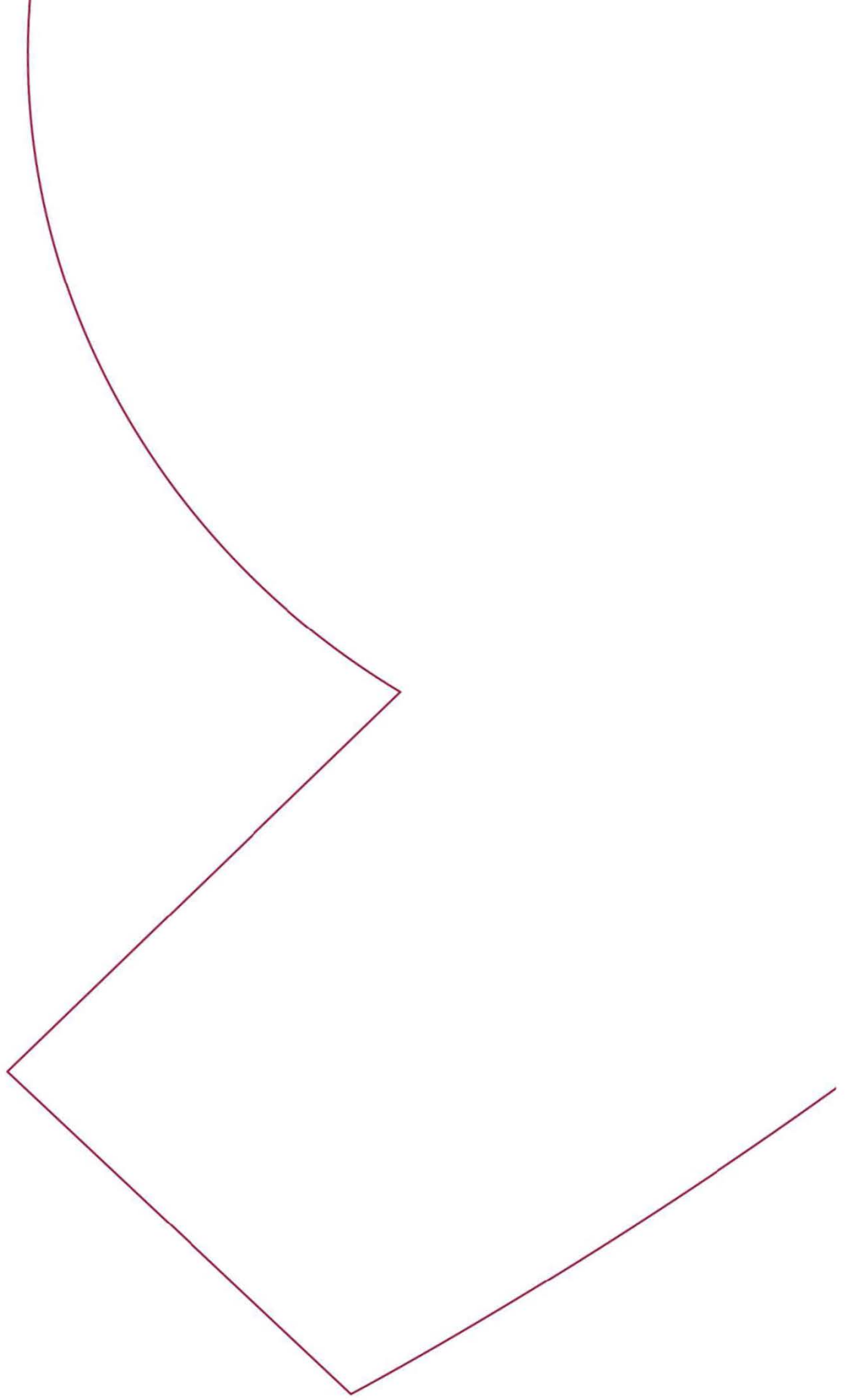
ASSESSMENT REPORT

Limited program assessment

Master in International Business and Management

Full time

Hanzehogeschool Groningen



ASSESSMENT REPORT

Limited program assessment

Master in International Business and Management

Full time

Hanzehogeschool Groningen

Croho registration: 45289

Hobéon Certificering & Accreditatie
April 17, 2023

Audit Panel

N. Rijnders (chair)
J.M. Berntsen-Wiltink
C.R. Pereboom
T. La (student)

Secretary

P. Shapiro

TABLE OF CONTENTS

1.	GENERAL INFORMATION	1
2.	EXECUTIVE SUMMARY	2
	2.1. Introduction and Program Profile	2
	2.2. Findings	2
	2.3. Commendations	3
	2.4. Recommendations	3
	2.5. Conclusion	3
3.	FINDINGS	4
	3.1. Intended learning outcomes	4
	3.2. Teaching-learning environment	6
	3.3. Student assessment	8
	3.4. Achieved learning outcomes	9
4.	OVERALL JUDGMENT	10
5.	APPENDICIES	11
	Appendix I Overview of judgements	11
	Appendix II Agenda of the site-visit	12
	Appendix III List of documents examined	14
	Appendix IV Composition of the audit panel	15

1. GENERAL INFORMATION

Institution	Hanzehogeschool Groningen
Status	Funded
Outcome of Institutional Quality Assessment	Positive, February 2018
Name of program in the Central Register of Higher Education (CROHO)	Master in International Business and Management
ISAT-code CROHO	45289
Domain / Sector CROHO	Economics
Orientation and level	HBO master
Degree	Master of Business Administration (MBA)
Number of credits	90 ECTS
Specializations	n/a
Location	Groningen
Variant	Full time
Joint program	Double degree program with Anglia Ruskin University in Cambridge (UK), students attend one semester (exchange)
Language	English
Date site visit	December 5, 2022

2. EXECUTIVE SUMMARY

2.1. Introduction and Program Profile

The Master in International Business and Management (MIBM) is a one and a half year professional MBA program that aims to produce innovative and evidence-driven business managers who can address complex transnational social issues. MIBM is part of the International Business School (IBS) at the Hanze University of Applied Sciences in Groningen (Hanze UAS).

MIBM incorporates the classic pillars of an MBA program while also incorporating its own non-classical five-pillar framework that addresses business epistemological perspectives, a sustainable and responsible global mindset, and scientific rigor into its core curriculum. Students are taught to navigate and make evidence-based decisions about complex business questions from a holistic perspective, including non-market oriented considerations. The program utilizes a hands-on educational approach, giving students the opportunity to work with real world business cases. MIBM is designed as an MBA program that teaches students how to work in international and intercultural settings and aims to graduate students who are cognizant of socially responsible business practices and sustainability in the private sector.

Although MIBM has existed since 2011, it was first subsidized by the ministry of education and culture (ministerie OCW) in 2020. Because of the transition towards becoming a funded program and as a consequence of the pandemic, MIBM did not have a student intake in 2020 and the cohort that started in 2021 was the first group under the new model. This report focuses on the time period since the program became subsidized. MIBM was last accredited by the NVAO in 2017. MIBM is a part of the HBO Master Management visitation cluster along with the Master Interdisciplinary Business Professional, which is also offered by IBS.

2.2. Findings

The program meets the requirements of standard 1. The program's eight intended learning outcomes (ILOs) are calibrated to industry expectations and aligned with the accreditation criteria of the Association of MBA's (AMBA). The ILOs are appropriate for the master level (EQF 7). The panel finds the frameworks utilized by MIBM to be appropriate and adequate. The panel recognizes the unique profile of the program in its ILOs. The resulting graduate profile aligns with industry expectations.

MIBM also meets the requirements of standard 2. The program adequately translates the ILOs of the program into module learning outcomes for each component of the curriculum. The panel is satisfied with the structure of the curriculum, which is spread across 90 ECTS, including a 30 credit thesis. The double degree program with Anglia Ruskin University (ARU) is appropriate and the quality of education and examination of double degree students is assured. The qualified teaching staff is diverse in both their national and disciplinary backgrounds. Lecturers complete mandatory training to facilitate MIBMs intercultural classroom concept and are given wide latitude in the design of their courses. MIBM uses a selective application procedure. Students appreciate their autonomy within the program and the real-world business cases they address in class.

MIBM meets the requirements of standard 3. Students' achievement of learning outcomes is assessed by summative module exams and the thesis. Assessment formats range from oral exams to written sit exams, and group or individual assignments are based on the content of the curriculum. The exam board appoints all teaching staff as examiners, and an assessment committee checks the validity and appropriateness of exam formats. Students are satisfied with the rubrics used to grade their work and the formative feedback they receive from lecturers. Some students need more guidance on academic integrity. The applied research thesis format is appropriate for the profile of MIBM. The four eyes principle, and calibration sessions ensure the quality and level of the theses.

The panel reviewed a representative sample of 15 theses and found their master's level evident, and the grading transparent. The panel found that the working field is satisfied with the work produced and that graduates from MIBM fit well in a variety of organizations. Graduates demonstrate the achievement of the ILOs and MIBM meets the requirements of standard 4.

2.3. Commendations

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

- The profile of MIBM is unique and necessary in the current market and given the trajectory of socio economic developments.
- The independence given to students within the curriculum enables them to direct their own educational journey and demonstrate the master level.
- The applied research program allows the program to maintain its professional orientation while also mandating academic rigor from students.

2.4. Recommendations

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

- Refocus the ILOs on the sustainable and responsible global mindset that already forms an intended pillar of the program. By more fully integrating the vision on sustainability and responsible corporate citizenship into the ILOs, MIBM can more explicitly differentiate itself and its graduates.
- Develop and implement a shared didactic concept which is more formalized than the vision that is already shared by the teaching staff.
- Ensure that the projects brought into class by lecturers and the thesis projects pursued by students reflect the sustainable global mindset that MIBM profiles itself with. The program would benefit by being selective here.
- Incorporate requirements for specific and implementable recommendations in the thesis project. Involve the working field in the evaluation of student work, not directly in the grading, but qualitatively.

2.5. Conclusion

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

In agreement with the panel members, the chair adopted this report on April 17, 2023.

3. FINDINGS

3.1. Intended learning outcomes

Standard 1: The intended learning outcomes tie in with the level and orientation of the program; they are geared to the expectations of the professional field, the discipline, and international requirements.

Explanation: The intended learning outcomes demonstrably describe the level of the program (Associate Degree, Bachelor's, or Master's) as defined in the Dutch Qualifications Framework, as well as its orientation (professional or academic). In addition, they tie in with the regional, national or international perspective of the requirements currently set by the professional field and the discipline with regard to the contents of the program. Insofar as is applicable, the intended learning outcomes are in accordance with relevant legislation and regulations.

The Master in International Business and Management (MIBM) aims to graduate students who are innovative and evidence driven business managers. Graduates are competent in the classic pillars of an MBA program, namely, finance, management, human resources, and marketing. In addition to the basis of any MBA, graduates from MIBM profile themselves in their ability to address complex transnational social issues within a business context. The panel appreciates that the profile of the program sets it apart from both other professional MBA programs and academic business research programs. MIBM occupies the small space between an MBA with professional application and a classic business research program.

The panel was interested by the framework of five pillars that MIBM utilizes to frame their didactic approach and the profile of their graduates. These five pillars build on the traditional profile of an MBA by incorporating business epistemological perspectives, a sustainable and responsible global mindset, and scientific rigor into the core of the program. Graduates from MIBM are practice oriented professionals capable of a certain degree of academic rigor. This profile allows them to navigate and make evidence-based decisions about complex business questions.

MIBM has formulated eight intended learning outcomes for the program (referred to within the program as program learning outcomes, or PLOs) based on the framework of the five pillars. The ILOs are calibrated to industry expectations in consultation with the program's advisory board. In addition, in preparation for the *macrodoelmatigheidsaanvraag* in 2020, interviews were held with industry stakeholders to qualitatively validate the graduate profile and ILOs of the program. The ILOs are aligned with the accreditation criteria of the Association of MBA's (AMBA) which serves as the international benchmark for MBA programs. Finally, the panel finds that the program is aware of, and adequately calibrates its ILOs with those of Anglia Ruskin University in the UK, with which it has a double degree program.

The eight ILOs are described below in brief ¹:

1. Understand current business and economic challenges and stay updated on international research and practice.
2. Use theories, research techniques, and creative thinking to generate knowledge about international business and management.
3. Make informed judgements about complex issues in international business, even in uncertain and unpredictable conditions.
4. Evaluate and advise on strategic, tactical, and operational management issues in international organizations.
5. Proactively and creatively solve business problems.
6. Critically evaluate social and ethical responsibilities in international business.
7. Communicate effectively with stakeholders in multicultural settings.
8. Reflect, improve, and engage in personal and team development in diverse and dynamic environments.

¹ This is not a word for word replication of the ILOs used by the program, but a summary of them.

The panel finds the internal frameworks utilized by MIBM appropriate and adequate. The resulting graduate profile aligns with industry expectations and appeals to a new sustainable and global mindset. The ILOs align with the graduate profile of the program and the requirements of EQF 7.

The panel recommends that MIBM refocus the ILOs on the sustainable and responsible global mindset that already forms an intended pillar of the program. To accomplish this, the panel suggests that MIBM reconsider some of the externally sourced frameworks it now uses, in order to narrow and clarify the scope of the vision. This will make it integrable. By more fully integrating the vision on sustainability and responsible corporate citizenship into the ILOs, MIBM can more explicitly differentiate itself and its graduates.

The panel finds that the program **fulfills the requirements** of standard 1.

3.2. Teaching-learning environment

Standard 2: The curriculum, the teaching-learning environment and the quality of the teaching staff enable the incoming students to achieve the intended learning outcomes.

Explanation: The intended learning outcomes have been adequately translated into educational objectives of (components of) the curriculum. The diversity of the students admitted is taken into account in this respect. The teachers have sufficient expertise in terms of both subject matter and teaching methods to teach the curriculum, and provide appropriate guidance. The teaching-learning environment encourages students to play an active role in the design of their own learning process (student-centred approach). If the program is taught in a language other than Dutch, the program must justify its choice. This also applies if the program bears a foreign language name. The teaching staff must have a sufficient command of the language in which they are teaching. Services and facilities are not assessed, unless they have been set up specifically for the program concerned.

The panel finds that the program adequately translates the ILOs of the program into module learning outcomes (MLOs) for each component of the curriculum. The panel inspected matrices used by the program to calibrate MLOs to specific ILOs. It is clear that the ILOs are integrated throughout the curriculum. Realization of the MLOs of the individual curriculum components enables students to realize the ILOs of the program by graduation. The assessment committee works with lecturers and supervisors to align the MLOs of their courses with the ILOs of the program as a whole. MIBM maintains an overview of each module, its MLOs and their relationship to the ILOs, its didactic approach, and its exam format. This ensures the coherence of the entire program.

The curriculum of MIBM is spread across 90 ECTS. The first year – 60 ECTS – of the program is split into four periods of three modules, each comprising 5 ECTS. The third semester and final 30 ECTS of the program is dedicated to the thesis. Students have the option of pursuing a double degree at the Cambridge campus of the Anglia Ruskin University (ARU) in their second semester, replacing that semester at MIBM. The panel considers this curriculum structure appropriate for the program.

Graduates of the double degree receive both an MBA from Hanze UAS and an MSc in International Business from ARU. It is clear to the panel that the curricula of the two programs align in their ILOs and MLOs so as to ensure that both students from MIBM who go to the UK, as well as ARU students who come to Groningen, realize the ILOs of MIBM. Calibration occurs, and there is an annual teacher exchange to check student work and ensure continuity and alignment between the two programs. Brexit has been a challenge for the double degree program, and MIBM is considering the viability of the program going forward.

MIBM does not enforce a particular didactic vision on course design beyond the five pillars discussed in standard 1 and the alignment with the ILOs. Central to all the course work at MIBM is students learning by doing. In particular, and in line with the five pillars, coordinators are expected to integrate real-world examples into their courses. Beyond this, the panel finds that course coordinators have broad latitude to design their curriculum within the frameworks established by the program. Lecturers informed the panel that they do share ideas with one another on didactic approaches, and that the general vision is geared toward experiential and engaged learning – however, this is not formalized. The team at MIBM have quarterly team discussion and calibration sessions on a specific theme relevant to the development of the program at that moment. Lecturers are expected to understand where the modules that they develop and teach fit within the broader curriculum. The panel is satisfied that MIBM maintains appropriate oversight over the coherence of the content of the curriculum; however, the panel does recommend that the program consider developing and implementing a shared didactic vision across all courses. This could help assure continuity, both for students across different modules, and in the event that teaching staff leave the program or the UAS.

The teaching staff of the program is diverse in both their national and disciplinary backgrounds. The different areas of expertise of the team members complement one another well. The team consists of 19 lecturers, of which 12 have PhDs, two are PhD candidates, and five hold master's degrees in a relevant area. Half of the team has experience working in an international business setting similar to that which MIBM aims to prepare students for. Lecturers complete mandatory training in

intercultural competency awareness and learning, as well as international classroom didactics. This training serves to facilitate the international classroom concept pivotal to MIBM's immersive curriculum. The panel finds that all the lecturers have sufficient command of the English language to teach in the language. Finally, lecturers are expected to keep apprised of developments in the field through, for example: their own research, conferences, working with companies to develop assignments for students, or working in the field themselves. The teaching staff of the program is qualified, and MIBM demonstrated to the panel that staff are continually professionalized.

MIBM utilizes a selective application procedure. In addition to the prerequisite of holding a bachelor of business administration (BBA) or other relevant qualifying bachelor degree in economics or business, applicants must submit a motivational video. Applicants are required to demonstrate sufficient command of the English language and can also be interviewed by teaching staff. MIBM informed the panel that they reject applicants who don't meet the requirements, and encourage applicants who seem more interested in a traditional MBA to look elsewhere. In the past year, the program received 176 applications, of which 42 students matriculated. The panel sees that the program does its best to ensure that matriculating students are a good match for this unique MBA.

Students appreciate that courses in the first year of the program include real world business cases. The involvement of staff members in the professorships attached to MIBM is clear to students, and they reap the benefit of being close to ongoing research. Students feel that MIBM accommodates the needs of students with diverse backgrounds, especially those returning to education after working in the field for a number of years. Students appreciate their autonomy within the program. They are given the latitude to address real problems in a professional setting in their first year and pursue independent applicable research relevant to their area of interest during their thesis. The panel compliments the program on the independence given to students in pursuing their educational interests. Students did inform the panel that there are times when the workload is heavy at the end of a period. Students would like to see the program spread the deadlines more across the year.

Students informed the panel that their supervision in the thesis is supportive. The thesis required by MIBM consists of an applied research project either in a professional setting or within the research project of one of Hanze UAS' professorships. Students have a commissioner who supplies them with a business or other related research problem and a supervisor from the program with expertise in the area of research. Students are encouraged to find business in the region with a real business question that they can address in their research. Students informed the panel that this can be difficult for foreign students, especially if they don't speak Dutch. That said, all students find a project relevant to their interests, and the panel is satisfied that the program enables all students to demonstrate their achievement of the ILOs in their thesis.

The panel found that, while sustainability is clearly integrated throughout the curriculum, it is not clear that all staff members have the same understanding of what sustainability is nor how sustainability should be discussed in an educational setting. The panel believes that the program has done well in the past few years to work on refining the profile of graduates, but is concerned that the definition of terms core to the pillars of the program as well as the development and reinforcement of a shared vision has not been adequately addressed. The panel appreciates the autonomy students are given in finding companies to work with for their thesis project, but is concerned that some of the projects pursued do not align with the *sustainable global mindset* that MIBM profiles itself with. The panel thinks that MIBM could reinforce its profile by being more selective in the real-world examples lecturers bring into the classroom, and the projects which students are allowed to use for their thesis. In keeping with its previous recommendation, the panel suggests that MIBM work to define a shared vision on words and concepts which are core to the educational vision of the program.

It is clear to the panel that the international composition of both the teaching team and the student body make this program possible. MIBM clearly intends to address transnational issues within a multinational context. MIBM adequately ensures that both staff and students have sufficient command of English. Therefore, the panel finds that the choice of English as the language of instruction is appropriate for this program.

The panel finds that the program **fulfills the requirements** of standard 2.

3.3. Student assessment

Standard 3: The program has an adequate system of student assessment in place.

Explanation: The student assessments are valid, reliable and sufficiently independent. The requirements are transparent to the students. The quality of interim and final examinations is sufficiently safeguarded and meets the statutory quality standards. The tests support the students' own learning processes.

Students at MIBM are assessed on their achievement of the MLOs on the basis of summative module exams. Lecturers develop their exams in conjunction with the module and in accordance with Hanze UAS exam policy. All members of the teaching staff hold a BKE and are appointed as examiners by the exam board. The exam board has mandated an assessment committee, which is responsible for checking the validity of exams, as well as checking the appropriateness of the chosen exam format. Assessments are subject to internal peer review by other lecturers and calibration within the institution. The panel is satisfied that MIBM and the exam board have appropriate quality assurance checks in place to ensure the validity, transparency, and independence of module exams.

The exam formats utilized for module assessments range from oral exams to business cases, to written sit exams. Lecturers select the assessment format depending on the content of their curriculum and the real-world problems discussed in class. MIBM aims to assess its students based on their ability to engage with the material and come up with implementable solutions to real-world problems. Assessments are either group-based or individual depending on the assignment.

Students informed the panel that the rubrics used to grade their work are clear to them. There are complaints that, in group work settings, it can sometimes be too easy for students to freeload off others. Students would like to see more flexibility in the rubrics for independent assessment of each student's contribution to group projects. Students are satisfied with the formative feedback they get from lecturers in the course of completing their assignments.

The applied research format of the thesis is appropriate for the profile of MIBM and the ILOs. The independence which is expected of students, and the level of theoretical application, convinces the panel that students are working on a master level (equal to EQF 7). The professional context and/or applied nature of the thesis research ground the students in the professional field, maintaining the professional, not academic, nature of the degree. The panel finds that the thesis requirements are clear and realizable for students.

An assessor evaluates each thesis proposal for its connection to the master level and the methodology of the proposed research. Students are assigned two assessors for their thesis in keeping with the four eyes principle, at least one of whom holds a PhD or equivalent research experience. The rubrics used to assess theses are approved by the assessment committee and included in the thesis handbook available to students. In the event that the assessors diverge in their assessment of the thesis, a third assessor can be required. Calibration sessions are conducted with the program management, thesis coordinator, exam board, supervisors, and assessors. External calibration is also conducted with other universities of applied science and the advisory board.

The panel wonders how useful the presented research outcomes are to the business with which students conduct their research (both for modules but especially for the thesis). It would be interesting, and reinforce the connection to the field, for the commissioner of projects to be involved in the assessment of the work provided to them. That does not imply that they should be involved in the grading of the work, but that the impact of the work on a company could be taken into account. This is an area MIBM could reflect on.

The panel noticed that, given the diversity of the student body and the fact that not all students are familiar with standards of academic integrity, some students, whether intentionally or not, commit plagiarism or other academic fraud. The exam board is aware of this issue, and informed the panel that most cases involve incomplete or inaccurate citations and are cleared up in conversation with the student. MIBM is aware of the issue, and the panel encourages the program to integrate a lecture or other briefing on academic integrity to ensure that all students complete their assignments in full knowledge of the standards to which they are held. The panel is pleased that the program appears to be proactive in addressing the needs of all its students and that past cases of academic dishonesty were handled appropriately.

The panel finds that the program **fulfills the requirements** of standard 3.

3.4. Achieved learning outcomes

Standard 4: The program demonstrates that the intended learning outcomes are achieved.

Explanation: The achievement of the intended learning outcomes is demonstrated by the results of tests, the final projects, and the performance of graduates in actual practice or in postgraduate programs.

In the opinion of the panel, students who complete the qualifying course work and thesis at MIBM demonstrate the realization of the ILOs of the program, and the ability to work at the master level of an MBA. The panel reviewed a representative sample of 15 theses, including the filled in rubrics, and found that they reflect the master level. The grades given to the theses are appropriate for the work presented. The advisory board has recommended, and the panel agrees, that MIBM should encourage students to give more specific recommendations in their theses. The transferability of the recommendations into business practice could be improved. The panel would like to reiterate its recommendation from standard 2 that students be directed to choose a company for their thesis project that aligns with the profile of the program.

The panel found that the working field is satisfied with the work produced and that graduates from MIBM fit well in a variety of organizations. Graduates find work as managers and consultants in both multinational and regional businesses.

The panel finds that the program **fulfills the requirements** of standard 4.

4. OVERALL JUDGMENT

The panel finds that the professional MBA International Business and Management offered by the Hanze University of Applied Sciences meets the requirements of standards one, two, three, and four. Therefore, the panel advises that the NVAO re-accredit the program on the basis of the limited program assessment.

5. APPENDICIES

Appendix I Overview of judgements

Overview of the panels judgements Hanze University of Applied Sciences hbo-master International Business & Management	
Standard	Judgment
Standard 1. Intended learning outcomes	Meets the standard
Standard 2. Teaching-learning environment	Meets the standard
Standard 3. Student assessment	Meets the standard
Standard 4. Achieved learning outcomes	Meets the standard
Overall judgement	Positive

Appendix II Agenda of the site-visit

Master International Business and Management The site visit took place on December 5th, 2022

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

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

Working methods

Selection of the auditees and open consultation opportunity

In compliance with NVAO regulations the audit panel decided on the composition of the auditee delegations in consultation with the program management and on the basis of the points of attention that arose from the panel's analysis of the provided documentation. An 'open consultation session' was scheduled as part of the site-visit program. The panel verified that the scheduled times of the consultation session had been made public to all parties involved in the school community in a correct and timely manner. No students or staff members attended the open consultation session.

Auditing process

The following procedure was adopted. The panel studied the documents regarding the program (see appendix iii) and a number of theses. The panel secretary organised input from the auditors and distributed the preliminary findings among the panel members prior to the audit. A preparatory meeting of the panel was held before the site visit took place at the institute on December 4th.

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

A first version of the assessment report was drafted by the secretary and circulated among the members of the panel for review and comments. The final draft was forwarded to the institution to correct factual inaccuracies. The panel finalized the report on April 17, 2023.

Assessment rules

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

List of documents examined

HANZE IBS MIBM Self Evaluation Report V1.0 Oct 2022.pdf
HAN3039 BRO StrategischBeleidsplan-EN-Digi A4 fc 05 KJ.pdf
Hanze International Business Office (HIBO) the IBS Interface with Industry.pdf
IBS Governance Jan 2022 v1.0 final.pdf
2017 NQA visitatierapport M IBM.pdf
IBS Policy Documents May 2021 v1.0.pdf
MIBM Thesis Handbook 2020-2021.pdf
MIBM Thesis Handbook 2021-2022.pdf
Thesis Assessment Form 3rd Assessor.xlsx
Thesis Assessment Form Assessor.xlsx
Thesis Assessment Form CoAssessor.xlsx
Annual Report EB 2020-2021 IBS 1.0.pdf
Annual Report EB 2021-2022 IBS 1.0.pdf
AMBA MBA-criteria-for-accreditation.pdf
PLO MLO AMBA MIBM 2022 23.xlsx
Guidelines for the Appointment of IBS Examiners 2021-22.pdf
List examiners 2021-2022.xlsx
MIBM Living room schedule.pdf
MIBM Assessment Teaching plan.pdf
Co-Teacher checklist.xlsx
IBS statement master Thesis assessment.pdf
IBS model master Thesis Supervision.pdf
B SYP SIBS 2022-2023 IBS V1.0.pdf
B SYP SSP IBS 2020-2021, FINAL, 8th July 2020.pdf
B SYP SSP IBS 2021-2022, final version 1.0 9th June 2021.pdf
Calibration 3.pptx
Calibration assessors March 03, 2020.pptx
Calibration for Midterm Review MBA and MIBM 8 April.pdf
Calibration session 2.pptx
HANZE220654 MIBM video v3.mp4
Meeting Minutes calibration 1 Sept 2020.docx
Meeting Minutes calibration 5 Nov 2020.docx
Meeting Minutes calibration 6 March 2021.docx
Meeting Minutes calibration 7 March 2021.docx
Research day 2022.docx
Strategic Staff Plan SIBS V1.1 16 05 2022 - staff.pdf
TER MIBM 2020-2021 DEF.pdf
TER MIBM 2021-2022 final.pdf
TER MIBM 2022-2023 final.pdf
UNIVERSITY APPLIED RESEARCH vs COMPANY IMPACT RESEARCH meeting 1 2.docx

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

Appendix IV Composition of the audit panel

The Master of International Business and Management belongs to the visitation group: HBO Master Management

Succinct resumes of the panel members:

Name	Succinct CVs
N. Rijnders	Chairperson of the panel. Former research director at Avans UAS and trained audit chair.
J.M. Berntsen-Wiltink	Director of the Academy of Financial and Economic Management at HAN UAS
C.R. Pereboom	Teacher and researcher in international business at Avans UAS
T. La	Student Master of Digital Marketing and Communication
P. Shapiro	NVAO certified secretary, consultant at Hobeon

Prior to the audit all panel members undersigned declarations of independence and confidentiality which are in possession of the NVAO. This declaration certifies, among other things, that panel members do not maintain, nor have they maintained in the past five years, any (family) connections or ties of a personal nature or as a researcher/teacher, professional or consultant with the program in question, which could affect their ability to independently judge the quality of the program in either a positive or negative sense.

The planned chairperson of the panel. Dr. E. van de Luijtgaarden was unable to attend the audit due to unforeseen circumstances. N. Rijnders was kind enough to step in and fulfill the role of chairperson. Dr. Luijtgaarden provided the panel his findings on the three theses that he reviewed for the audit as well as a summary of discussion points based on the provided documentation. Mr. Rijnders was able to review documentation in advance of the audit. The NVAO was informed of and agreed to the change.

In its decision dated January 10th, 2023 with reference PA-1223 the NVAO assented to the (adjusted) composition of the panel.

Hobéon 

Lange Voorhout 14
2514 ED Den Haag
+31 (0)70 30 66 800
info@hobéon.nl
www.hobéon.nl