

Besluit

Besluit strekkende tot het verlenen van accreditatie aan de opleiding hbo-bachelor International Business and Languages van de Hogeschool van Amsterdam

Gegevens

datum	Naam instelling	: Hogeschool van Amsterdam
30 september 2016	Naam opleiding	: hbo-bachelor
onderwerp		International Business and Languages (240 EC)
Besluit	Datum aanvraag	: 2 mei 2016
accreditatie hbo-bachelor	Graad opleiding	: Bachelor of Arts
International Business and	Variant opleiding	: voltijd
Languages van de	Locatie opleiding	: Amsterdam
Hogeschool van Amsterdam	Datum goedkeuren	
(004838)	panel	: 7 september 2015
uw kenmerk	Datum locatiebezoek	: 8 oktober 2015
hcu160070	Datum visitatierapport	: 7 april 2016
ons kenmerk	Instellingstoets kwaliteitszorg	: ja, positief besluit van 5 november 2013
NVAO/20162059/AH		
bijlagen		

2 Beoordelingskader

Beoordelingskader voor de beperkte opleidingsbeoordeling van de NVAO (Stcrt. 2014, nr 36791).

Bevindingen

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

Advies van het visitatiepanel

Samenvatting bevindingen en overwegingen van het panel.

The International Business and Languages programme of Amsterdam University of Applied Sciences (AUAS) educates students to become professionals who are able to help organisations to be successful in an arena that is becoming more and more international, by using their broad business abilities and their intercultural communicative skills. IBL graduates work for a broad collection of commercial organisations, ranging from SMEs that (want to) operate globally to big multinational companies. They also work for smaller and larger multinational organisations from the non-profit sector that have a need for international business trained staff. An IBL graduate can be employed in almost all sectors, on a permanent basis or as an independent contractor.

Pagina 2 van 6 *Standard 1: Intended learning outcomes*

The programme has based its competencies on IBL's National Professional and Competency Profile named, 'IBL shows its colours'⁵. The programme has regular contact about its profile with (international) colleagues and professionals from the sphere of action. The aims of the programme tie in with the professional bachelor level (HBO). The development of the three core competencies of 'IBL shows its colours' play a pivotal role in the programme.

Like any other IBL programme the acquisition of international knowledge and skills is a key element of the course. In addition, the audit panel considers the specific attention for intercultural awareness a valuable complement. As nationally agreed upon the programme attaches sufficient importance to developing students' research skills.

Furthermore, the intended learning outcomes meet the (inter)national quality requirements set for an IBL programme. Therefore, the panel judges standard 1 as 'satisfactory'.

Standard 2: Teaching-learning environment

The IBL programme has a solid base. The elements of theory, practice and research are adequately incorporated into four learning lines and students have to apply their knowledge and skills during projects, by doing their internships and writing their theses. The programme deals significantly with the development of students' research skills and, as a result of the Curriculum Redesign (CuRe) project, the attention for research will even be expanded. Foreign languages are key to the programme. This is clearly reflected in students' oral language skills as perceived by the panel during the audit. Also, the panel ascertained that the learning objectives of the combined courses cover all of the intended learning outcomes. Furthermore, the panel is favourable to the excellence and honours programme offered to the students.

The curriculum is based upon four learning lines: international business, language, research and personal development, and shows horizontal and vertical coherence. This will even be strengthened further by the CuRe project. Together with the numerus fixus and the decentralized selection, the CuRe project is also supposed to reduce the number of dropouts by spreading the study load equally over the modules. The panel established that the staff is making considerable efforts to bring down the dropout rates.

The programme is up-to-date and maintained well by adjusting the curriculum regularly on the basis of feedback from its own International Business Advisory Board, by inviting guest speakers from the professional field and lecturers from other universities, by discussing topical subjects in the classroom and by following the (inter)national developments through the National Platform of IBL programmes.

The IBL programme of the Amsterdam University of Applied Sciences is conducted in a truly international setting. The presence of foreign students, the various nationalities among the faculty, the connections with vast number of foreign universities, the choice of literature, the cases and assignments, the mandatory 'going abroad' experience and - last but not least – the study itself which is taught entirely in English. This all demonstrates the international characteristics of the programme.

The lecturers are well-qualified, enthusiastic and eager to continually professionalize themselves. The facilities are adequate and, among other things, comprise two well-equipped language labs that have special software for language teaching.

Pagina 3 van 6 Weighing up the above features of the learning-teaching environment of the course the panel rates this standard as 'good'.

Standard 3: Assessment

The programme applies a suitable mix of testing instruments to evaluate students' knowledge and skills. The tests are linked to the learning objectives and, hence, the intended learning outcomes and show an increasing complexity in level. By using various appropriate mechanisms the programme ensures that the exams are valid, reliable and transparent.

All tests are checked according to the four-eyes principle and assessments take place on the basis of clear criteria. The panel would recommend clarifying the relationship between the grammar tests and the CEFR language levels.

The Examination Board and the Test Assessment Committee take on a proactive attitude. They check tests, were involved in improving the graduation assessment form and are aware of the aspects that need their attention.

All in all the panel rates standard 3 'satisfactory'.

Standard 4: Achieved learning outcomes

Out of the initial stratified selection of fifteen theses the panel graded two of these insufficient.

Both theses showed inadequate key-questions and/or sub questions. Also, one of them had linguistic inaccuracies. Recent improvements implemented by the programme enabled the panel to conduct an upscale from a new batch of theses.

From this additional selection of six theses the panel concluded that the improvements had clearly rendered fruitful results, in particular with regard to the phrasing of the research questions. Although one of the six theses was still showing some linguistic errors, the panel thought the most recent ones clearly reflected the professional Bachelors level. The alumni and field representatives also expressed their satisfaction with the level of the graduates of AUAS' IBL programme.

Therefore, the panel's balanced judgement about the attained level of the programme reads 'satisfactory'.

Overall conclusion

The audit panel concludes that the AUAS offers an educational programme at Bachelors level.

It prepares students adequately to execute relevant positions in the broad field of international business, as was confirmed by the alumni and by the field representatives.

The programme is offered in a distinct international ambience, it is up-to-date and provides students with ample opportunities to challenge themselves. The faculty members are wellqualified, committed to the programme and contribute to its international learning environment. The building and facilities are of a fine quality and significant attention is being paid to improving student performance.

Recently implemented improvements regarding the graduation phase have already rendered positive results.

Het panel komt tot de volgende overwegingen:

- i) Een zekere mate van externe bescherming van het vereiste CEFR-niveau te overwegen.
- ii) Meer elementen van intercultureel bewustzijn in de theses van de studenten.

De NVAO onderschrijft de aanbevelingen van het panel.

Besluit

Ingevolge het bepaalde in artikel 5a.10, derde lid, van de WHW heeft de NVAO het college van bestuur van de Hogeschool van Amsterdam te Amsterdam in de gelegenheid gesteld zijn zienswijze op het voornemen tot besluit van 16 augustus 2016 naar voren te brengen. Bij brief van 7 september 2016 heeft het college van bestuur ingestemd met het voornemen tot besluit.

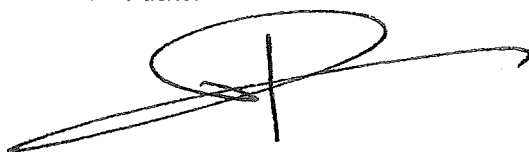
De NVAO besluit accreditatie te verlenen aan de hbo-bachelor International Business and Languages (240 EC; variant: voltijd; locatie: Amsterdam) van de Hogeschool van Amsterdam te Amsterdam. De NVAO beoordeelt de kwaliteit van de opleiding als voldoende.

Dit besluit treedt in werking op 30 september 2016 en is van kracht tot en met 29 september 2022.

De toevoeging 'of Arts' wordt aan de graad bachelor toegevoegd indien ten minste 70% van de opleidingen binnen een cluster is geaccrediteerd na 1 januari 2012¹.

Den Haag, 30 september 2016

De NVAO
Voor deze:



R.P. Zevenbergen
(bestuurder)

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

¹ Stcrt. 2013, 35337 en Stcrt. 2015, 27438. De NVAO publiceert maandelijks een overzicht van deze clusters op haar website.

Onderwerp	Standaard	Beoordeling door het panel
1. Beoogde eindkwalificaties	De beoogde eindkwalificaties van de opleiding zijn wat betreft inhoud, niveau en oriëntatie geconcretiseerd en voldoen aan internationale eisen.	Voldoende
2. Onderwijsleeromgeving	Het programma, het personeel en de opleidingsspecifieke voorzieningen maken het voor de instromende studenten mogelijk de beoogde eindkwalificaties te realiseren.	Goed
3. Toetsing	De opleiding beschikt over een adequaat systeem van toetsing.	Voldoende
4. Gerealiseerde eindkwalificaties	De opleiding toont aan dat de beoogde eindkwalificaties worden gerealiseerd.	Voldoende
Eindoordeel		Voldoende

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

Pagina 6 van 6 **Bijlage 2: panelsamenstelling**

- Dr. J.W. Wierda, (voorzitter) former Professor Media Business at Inholland. He is currently working as a senior consultant at Hobéon;
- Prof. Dr. G.J. Westhoff, (lid) professor emeritus in didactics of foreign languages;
- Mr. M.G.G. Le Roux, (lid) consultant in the area of cross-cultural marketing communication;
- K. van Zwet, (student-lid) third year IBL student at Windesheim University of Applied Sciences.

Het panel werd ondersteund door I.A.M. van der Hoorn, MSc, secretaris (gecertificeerd).