

ASSESSMENT REPORT

Extensive programme assessment

**HBO-Bachelor International
Business & Management Studies**

Full time

De Haagse Hogeschool

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Business & Management Studies**
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De Haagse Hogeschool

Croho registration: 34936

Hobéon Certificering BV

Date

28 January 2013

Audit panel

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1. GENERAL AND QUANTITATIVE DATA

General data

NAAM INSTELLING	De Haagse Hogeschool
status instelling (bekostigd of rechtspersoon voor hoger onderwijs)	bekostigd
resultaat instellingstoets kwaliteitszorg	n.v.t.
NAAM OPLEIDING (zoals in croho)	International Business and Management Studies (IBMS)
registratienummer croho	34936
domein/sector croho	Economie
oriëntatie opleiding (hbo – wo)	Hbo
niveau opleiding (associate degree – bachelor – master)	Bachelor
graad en titel	Bachelor of Business Administration
aantal studiepunten (ec's)	240 ECTS
afstudeerrichtingen	Specialisation via minors
onderwijsvorm(en) ¹	Competentiegericht onderwijs
locatie(s)	Den Haag
variant(en)	Full-time: 4-years programme and accelerated 3-years programme
relevante lectoraten	Lectoraat Burgerschap en Diversiteit Lectoraat Ondernemen en Innoveren Lector Environment Education
datum audit / opleidingsbeoordeling	9 & 10 October 2012

¹ Hieronder worden bijvoorbeeld verstaan: afstandsonderwijs, werkplek-gerelateerd onderwijs, flexibel onderwijs, competentiegericht onderwijs of onderwijs voor excellente studenten.

Quantitative data

Instream (aantal)	2006	2007	2008	2009	2010	2011
▪ voltijd	190	252	285	305	317	364
uitval (percentage)						
uit het eerste jaar	2006	2007	2008	2009	2010	2011
▪ voltijd ²		44,4	34,7	48,9	54,3	57,7
uit de hoofdfase				2006	2007	2008
▪ voltijd ³				17,7	15,7	15,1

rendement (percentage) ⁴	2004	2005	2006	2007
▪ voltijd	70,6	74,5	63,8	62,9

docenten (aantal + fte)	aantal	fte	
▪ voltijd	52	40.71	
▪ deeltijd			
▪ duaal			
opleidingsniveau docenten (aantal) ⁵	hbo	PhD	master
▪ voltijd	2	5	50
▪ deeltijd			
▪ duaal			

docent-student ratio ⁶	
▪ voltijd	1:26,6
▪ deeltijd	
▪ duaal	

contacturen (aantal) ⁷	1 ^e jaar	2 ^e jaar	3 ^e jaar	4 ^e jaar
▪ voltijd	16,7	13,8	11,9	4,3
▪ deeltijd				
▪ duaal				

² Het aandeel van het totaal aantal bachelorstudenten (eerstejaars ho) dat na één jaar niet meer bij de opleiding staat ingeschreven, voor de laatste zes cohorten.

³ Het aandeel van de bachelorstudenten die zich na het eerste studiejaar opnieuw bij de opleiding inschrijven (her-inschrijvers) dat in de nominale studieduur zonder het diploma te hebben behaald alsnog uitvalt uit de opleiding, voor de laatste drie cohorten.

⁴ Het aandeel van de bachelorstudenten die zich na het eerste studiejaar opnieuw bij de opleiding inschrijven (her-inschrijvers) dat het bachelordiploma haalt in de nominale studieduur + één jaar, voor de laatste drie cohorten.

⁵ Het aandeel docenten (onderwijzend personeel) met een hbo, master en PhD in het totaal aantal docenten (onderwijzend personeel).

⁶ De verhouding tussen het totaal aantal ingeschreven studenten en het totaal aantal fte's aan onderwijzend personeel van de opleiding in het meest recente studiejaar.

⁷ Het gemiddeld aantal klokuren per week aan geprogrammeerde contacttijd, voor ieder jaar van de opleiding.

2. SUMMARY JUDGEMENT

Intended learning outcomes

The IBMS course of the Haagse Hogeschool has fully adopted the set of final qualification statements as developed and validated in 2011 by the National Platform IBMS. The course therefore complies with the Dutch national framework for courses in International Business and Management Studies. The intended learning outcomes of the course have been aligned with the Dublin Descriptors and the Body of Knowledge Skills for the so-called HEO sector. The profile has a distinct focus on internationalisation. To IBMS this is not considered an add-on, but an integral and overarching element in all of the final competencies that students are supposed to acquire. Also *business research methods* have been firmly incorporated into the course profile.

On Academy level a substantiated vision on the aspect of internationalisation has been set out for all programmes within the school. It considers 'learning from an international perspective' as one of the curricular pillars for all courses, including IBMS. This target is taken further in the three notions, also derived from the National Profile, of 'international perspective', 'international knowledge' and 'international experience' and form the cornerstones of the international dimension of the course. Culturally, this explicitly aims at reinforcing students' international awareness as a key-part of the intended learning outcomes of the course. Content wise, finance and marketing are considered distinct features of the course.

The final competencies of the programme were broadly validated in 2011 by work field representatives of all 13 IBMS programmes in the Netherlands. As part of the national validation process the course's own Business Advisory Council contributed to the discourse on the profile. However, the panel noticed, with all due respect, a rather disappointing attendance of Council meetings and would like to see some reinforcement, e.g. with some of the experienced alumni of the course to cover the entire scope of IBMS at a truly higher management and an even more international business level.

The panel believes that the course should seek ways to emphasize their *specific focus* on internationalisation, finance and marketing more in the intended learning outcomes, so as to distinguish their programme from all other IBMS courses in the Netherlands. Such a distinctive set of final qualifications would definitely have rendered an 'excellent' for Standard 1. As it stands, the panel awards it a 'good'.

Curriculum

The course offers an up-to-date programme that is continually fuelled by expertise from the professional field. Latest developments are integrated into the programme in different ways, such as internships, appointments of new lecturers, conferences, research staff and an open culture among staff to exchange and share knowledge and experiences.

The transfer of the intended learning outcomes into the learning goals of all units of study has been carried out properly, as all of the learning goals nicely cover all of the final qualifications. In general, the programme is well-structured and students experience the curriculum as a coherent one, with exact links between projects, knowledge based modules, internships, research and graduation. Only point of criticism with regard of the programme structure is that it leaves only little room for personalization and tailoring.

It is noticeable that finance and marketing are key-subjects of the course, at the same time students are offered ample opportunities to develop general professional competencies, such as a critical attitude, problem-solving abilities, communicative and collaborative skills and the ability to underpin conclusions and recommendations.

It is the panel's observation that, at times, students could be given more understanding of the significance and interrelation of competencies such as Business Ethics competency. In addition, some foreign students might need more initial guidance in coming to grips with 'competency-based learning', as students from Asian countries in particular are used to a more traditional approach of teaching.

In general the panel appreciates the way the course deals with the intake of students: all groups are well-mixed, with nationalities from all over the world, so as to create a real international environment. This ties in very well with the notion of 'international awareness' as denoted by the final statements of the course. On entry, the staff also considers the differences in prior education and, even before enrolment, provides the appropriate kick-off information, which is generally very much appreciated by the students.

Students following the accelerated programme, however, said to need more structure, particularly at the start of the course.

The study load indicates a tough programme, with no room for side-lines, particularly not for the accelerated students. However, all of the students consider the programme doable.

In weighing up all of the above, the panel rates the curriculum as 'good'.

Staff

The teaching staff members are generally highly appreciated by the student population. They receive high ratings on their professional knowledge, their didactical skills, their commitment, their coaching abilities, the relevance of their feedback and the knowledge of the professional field in particular. Although one of the students in the audit said that, 'there is an inspiring teacher in every module,' the average NSE 2012 score on this item does not entirely tally with this view and still leaves room for improvement. Also, the accessibility of staff members outside lectures is slightly criticized by students.

By and large, the panel established that the course has an effective staff policy in place and it commends the management in particular with the introduction of so-called 'trial-lectures' for teacher applicants, in advance of any potential appointment. The course applies a firm job appraisal and evaluation cycle, that features all required elements of proper HR management.

The panel considers the teaching staff above-averagely qualified. They bring along solid academic knowledge of their subjects, maintain intensive and relevant contacts with the professional field, have an open attitude towards exchange of views between colleagues, practice further professionalization, and – together – form an impressive and substantial body of different nationalities, backgrounds and expertise.

The programme deploys a range of guest lecturers to enhance the direct input from the professional field into the curriculum. The panel was impressed by the overview of guest-lecturers who all originate from relevant companies and operate at higher management level. This course feature is highly valued by students.

The teacher to student ratio is quite acceptable, but still the work load needs attention.

Considering all of the findings the panel's overall judgement on the staff reads 'good'.

Services and facilities

The panel concludes that, by and large, the facilities, which comprise building, classrooms, project rooms, audio-visual provisions, comply with the general standards that may be expected of a University of Applied Sciences and are suitable for the execution of an IBMS programme.

The library offers online accessibility to relevant online resources and contains a substantial number of applicable English books; it has all main book titles from the course, but also a wide range of additional titles. Also, the panel observed the presence of key English magazines on Business Management.

The course provides all the course details in a timely manner and in an accessible form. Both panel discussions and results of questionnaires show that the students are content about the quality of the tutoring, which at present is transferred into an even more sophisticated system of mentoring, and the provision of information.

Therefore, the panel's judgement on 'Services and Facilities' reads 'good'.

Quality Assurance

The programme has set clear QA policy targets, that are leading in taking measures for improvement. Evaluations are scheduled on a regular basis. The course management has presented a transparent overview of improvement actions, based upon thorough analyses of evaluation outcomes, that are linked to clear deadlines and persons responsible. Moreover, the improvements that were implemented in the recent past, particularly in the field of the graduation process, have proved to be highly effective.

All relevant stakeholders are involved in the quality assurance process, be it that the input from the Business Advisory Council should be strengthened, particularly when it comes to their formal position as validators of the course profile, as already mentioned under Standard 1.

Considering the course's overall Quality Assurance, the panel rates it as 'good'.

Assessment and learning outcomes achieved

In general the programme has an adequate system of tests and exams in place that assesses all achievements of curriculum outcomes. The elaborate improvement scheme carried out over the past years, to enhance the quality of the assessment system appears to have really paid off. The staff, and the Examination Board in particular, should be commended for this.

Testing criteria and requirements are clear to the students. The teaching staff is conscious of and applies safeguards to manage the risk of so-called free-riding practices in project assessments. Also, the work field is, and will increasingly be involved in the assessment of students' professional skills.

A wide variety of test formats, that tally well with competency-based learning, render valid and reliable results. The overview of tests and assessments shows a nice balance between knowledge testing and integral competency assessments. All interim-exams, tests and assessments that the panel inspected in the audit complied with the required format and level. In year three slightly more attention could be paid to student's individual performance, as opposed to group work assessment.

The Examination Board, as part of the assessment system, does a good job. It is positioned where it should be and it has taken up the central role it should play in the safeguarding of the quality of assessments and the final level of the course. The tight collaboration between the Examination Board, the Assessment Committee and the so-called IP-8 committee turns the control and command over the quality assurance in this field into a sound one.

From this angle, it was not surprising that the panel showed its contentment with the quality of the final papers. All 15 inspected theses had been marked properly and transparently. The panel's judgement on any of the papers did not deviate more than 0.5 and the caesura was always closely observed.

The panel also appreciates the diversity and topicality of their content, as well as the fact that students place their thesis subjects habitually and naturally in an international perspective, which shows that the kind of international awareness the course is aiming at, is in fact materialized. The command of written English is mostly up to par, but needs some extra attention when assessing theses drawn up by Asian students.

The panel commends the staff on the elaborate assessment forms, that are very transparent and give detailed substantiation of the judgements. These forms are excellent and top the ones the panel has seen elsewhere.

In weighing up all of the applicable criteria of this Standard, the panel's overall judgement on the Achieved learning outcomes and the Assessment system reads 'good'.

Overall conclusion: good

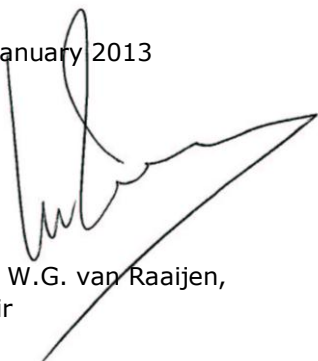
At IBMS programme of De Haagse Hogeschool the panel has seen (i) a nationally validated range of qualifications directing appropriate standards for the entire programme; (ii) a thoroughly structured and demanding curriculum that offers students ample opportunities to acquire the final qualifications of the course within a highly international environment; (iii) a above-averagely qualified teaching staff that are eager to collaborate and exchange knowledge and who are very committed to programme and their students; (iv) a well-equipped teaching and learning environment that offers sufficient facilities and provides students with appropriate information; and (v) a well-designed assessment system that uses appropriate test formats and delivers both reliable and valid results. The Examination Board is fully in charge of the quality of the assessments and the final level of the course. The grades awarded for students' theses neatly reflect the levels achieved and the transparency of the examiners' judgements is exceptionally good.

Taking into account all of the findings as they are, the auditors have concluded that the Bachelor of Business Administration IBMS of De Haagse Hogeschool shows a quality that is noticeably good, both from a Dutch and international perspective.


Considering that NVAO assessment rules prescribe that the final conclusion regarding a programme can only be 'good' if at least standards 1, 3, 6, 9, 13, 14, 15 and 16 are judged 'good', and considering the fact that this is the case, the panel rates the overall IBMS programme of De Haagse Hogeschool as 'good'.

Subsequently the panel recommends the NVAO to award re-accreditation to the Bachelor of Business Administration IBMS of The Hague University of Applied Science.

28 January 2013



Drs. W.G. van Raaijen,
Chair



H.R. van der Made,
Co-ordinator/Secretary

3. INTRODUCTION

The IBMS programme of The Hague University of Applied Sciences is offered in The Hague.

The intake numbers of the course have grown continually over the past years and their numbers are still rising, as is shown in the following table:

	2008	2009	2010	2011	2012
Intake numbers ⁸	340	376	387	457	417

With the intake numbers as they are, the IBMS programme of De Haagse Hogeschool comes in fourth place on the list of the thirteen IBMS programmes that collaborate in the National IBMS Platform, which, among other things, resulted in the Framework Competencies IBMS, adopted by all members to base their course profile on (see Standard 1).

Position within the De Haagse Hogeschool

The programme is part of the Academy of Marketing and Commerce, which besides IBMS offers professional bachelor courses in Marketing (CE) and Small Business & Retail Management (SBRM).

International Business & Management Studies is – with more than 1000 students – one of the largest programmes of De Haagse Hogeschool.

Features

The staff of the IBMS course believes that the programme's most salient features are: (i) a strong international grounding, made explicit through subject-matter and staff and student population, that comprises more than 50 nationalities and is taught entirely in English, (ii) the coverage of a broad spectrum of business areas, based on a combination of marketing, sales, finance and management, (iii) a focus on international trade and commerce, (iv) practical and international experience gained in international enterprises.

Prior to the audit, the course delivered a Critical Reflection, that was highly appreciated by the panel, because it was critical as well as reflective and it was easy to read. Also, it had a SWOT analysis to begin with, which is something one does not commonly see in Critical Reflection Reports. As such, the programme's Critical Reflection served as a solid document to prepare for the verification audit on location.

Relevant results of the previous internal audit

The previous accreditation of the IBMS programme was issued in May 2007. In their report, the auditors were positive on all aspects of the then existing curriculum (of 1999) as well as the then newly developed programme that had been put into place on the basis of the National Profile of 2004. The panel made the following remarks, suggestions or recommendations:

- Improve the coherence between theoretical modules in the conceptual learning track in particular;
- Bring down the lecturer-student ratio which was considered relatively high (1 : 31);
- Staff tended to have relatively little teaching experience. The panel recommended to introduce a 'forward player' and a 'reserve' player among the faculty;
- The possibility for teachers to access the school's network from home should be communicated better;

⁸ Total intake, including switchers.

- With regard to the final papers a more structured approach should be adopted towards theoretical framing and the phrasing of the central question/problem.

The internal audit of 16 November 2010 revealed the following comments:

- The Academy's Strategic Staffing Plan, which also includes the staff policy, describes developments in the staff complement from a quantitative and qualitative perspective. However, there is no direct link between the points of departure and the structure of the study programme and the associated required staff competencies.
- The lecturer-student ratio is a persistent risk, caused in part by the growth in student numbers and the filling of vacancies.
- The internal audit by IBMS revealed several areas where the quality assurance policy could be tightened, for instance with regard to the description of targets in relation to the vision, the clarity of and communication on improvement actions and the description of the formal role of the Examination Board.
- The basic structure of final reports meets the level that may be required from students at higher professional education level, but there is scope for improvement in the assessment form to offer more insight into the way the final papers are assessed.

The panel has incorporated all of the above in its present investigation into and evaluation of the programme and, if applicable, refers to them in this report. In general, the panel established that the course has taken most of the issues to heart and has implemented the appropriate improvement measures.

4. JUDGEMENT PER STANDARD

4.1. Intended learning outcomes

Standard 1: The intended learning outcomes of the programme have been concretised with regard to content, level and orientation; they meet international requirements.

Explanation: As for level (bachelor or master) and orientation (professional or academic), the intended learning outcomes fit into the Dutch qualifications framework. In addition, they tie in with the international perspective of the requirements currently set by the professional field and the discipline with regard to the contents of the programme.

Findings

National IBMS professional profile

The IBMS programme of De Haagse Hogeschool educates students to become professionals in the international business sector. The learning outcomes that IBMS graduates must achieve are described in the National IBMS professional profile that was developed by the National Platform IBMS in 2011. The nine professional and seven generic competencies are:

Professional competencies	Generic competencies
PC1 International Business Awareness	GC1 Leadership
PC2 Intercultural Competence	GC2 Cooperation
PC3 International Strategic Vision Development	GC3 Communication
PC4 Business Processes & Change Management	GC4 Business Research Methods
PC5 Entrepreneurial Management	GC5 Planning & Organising
PC6 International Marketing & Sales Management	GC6 Learning & Self-development
PC7 International Supply Chain Management	GC7 Ethical & Corporate Responsibility
PC8 International Finance & Accounting	
PC9 International Human Resource Management	

In their 'Educational Framework Report' the course management describes how the IBMS competencies were furnished by the Dublin Descriptors and based on the Body of Knowledge Skills sector HEO, thus ensuring that the final qualifications of the course span the level of higher professional education and firmly relate to the content of the IBMS domain.

The competencies are described at three levels. All IBMS programmes must include these competencies in their course profiles, and at least 70% of the competencies must be attained at level 3. These attainment levels provide a strong vertical cohesion of the curriculum (see Standard 3), gradually increasing the level for each competency through the years. Appendix II of this report contains an overview of the competencies obtained at level 3 within IBMS-The Hague.

International career prospects

The IBMS programme aims at educating students to become international business professionals. In most cases, IBMS graduates start at entry-level positions and then develop into specialists, or move on to more generic management positions. From a 2010-analysis of their alumni, emerge the following examples of their current positions in the professional field: Project Coordinator, Coca-Cola Ltd., Canada, Treasury Analyst, NIBC Bank, Netherlands, Recruitment Coordinator, Shell, Netherlands, Policy officer, Ministry of Foreign Affairs, Vietnam, Equity Manager, IMC Trading, Switzerland, Consultant, Logica, Netherlands, Pricing Analyst, Avery Dennison, Netherlands, Brand Manager, Friesland Campina, Vietnam, Senior Brand Manager, Nestlé, Netherlands.

Internationalisation

The intended learning outcomes of the course have a distinct focus on internationalisation, merely because internationalisation is not considered an add-on, but an integral and overarching element in all of the final competencies that students are supposed to acquire.

The international orientation has been nicely transferred into the phrasing of the competencies: the international business competencies denote, by their very nature, an international focus, and also the general management competencies are clearly framed within an international context, as are all functional key-areas competencies. In addition, a solid command of English and, optionally, a basic command of a second foreign language form an integral part of graduate's interpersonal competencies.

Both on the institutional and faculty level 'Internationalisation policy plans' are supporting and governing the course strategy to further strengthen its internationalisation features through three cornerstones: (i) *International perspective*, which focusses on gaining understanding of the impact of cultural differences and to develop the capacity to continually adapt to both changing circumstances and changing environments, (ii) *International knowledge*, which aims at the acquisition of broad knowledge of international markets and international management, to be able to offer added value to companies that operate globally, and (iii) *International experience*, which is all about IBMS graduates being able to apply international knowledge and intercultural skills, to learn by doing, and to think and reflect on their own conduct.

Considering the weight of the international element as part of the intended learning outcomes of the IBMS course, the panel is extremely positive.

Research

One of the adaptations made to the new national profile as opposed to the previous one (2004), is the explicit focus on business research methods. In this field, among other things, graduates are expected 'to apply relevant scientific insights, theories and concepts, to combine several subjects, to gather information and draw conclusions in a methodical and reflective manner'. The panel is in favour of the way the intended learning outcomes of the course deal with research.

Validation

The programme safeguards the topicality of its final qualification statements and the IBMS programme by (i) participating in the Dutch National platform of sector colleagues, (ii) by maintaining contacts with a large number of partner universities abroad, and (iii) by receiving input from the international professional field.

National Platform

Through the National Platform, all IBMS courses aim to continually evaluate competencies, and to move with the trends and developments that take place within the field of the IBMS professional. Therefore, the competency profile was modified in the 2010-2011 academic year based on feedback from the professional field. In February 2011, the Netherlands Association of Universities of Applied Sciences (HBO-raad) officially finalised and approved the revised profile. For IBMS The Hague, this led to small changes within the curriculum, such as the introduction of a sales training in the second year.

Partner universities

The course produced a list of over 80 nationally accredited partner universities worldwide and their contact persons, to demonstrate that it maintains very close ties with international higher professional and academic education. Examples of partner-universities are: FH Wiener-Neustadt (Wiener-Neustadt; Austria), Haaga Helia (Helsinki; Finland), ESCE (Paris; France), FH Augsburg (Augsburg; Germany), Konkuk University (Seoul; Korea), University Francisco de

Vitoria (Madrid; Spain), Feng Chia University (Taichung; Taiwan), Mahidol University (Pathom; Thailand), University of Louisville (Kentucky/Louisville; USA) and the University of Northwood (Florida/Michigan/Texas; USA). Just like IBMS, each partner university has its own profile within the various economic specialisations, e.g. in logistics, marketing or finance). From the panel discussions, the panel gathered that teaching staff regularly visit international colleagues at partner universities or exchange views with them during conferences. The panel commends the staff on their efforts to keep the programme up-to-date through their extensive international network (also see Standard 9), but at the same time noticed that many international professional contacts of staff appear to be more personally based, than driven by a well-structured course policy. All the same, the audit discussions made it clear to the panel that the regular exchange of views with partner universities abroad clearly contributes to the staff's current reference framework of international practice.

Business Advisory Council

IBMS has a 6-strong Business Advisory Council that issues recommendations on the curriculum and, in particular, its relevance to professional practice. The panel reviewed the Council's minutes of meetings and established that members' attendance could be improved, but that meetings are valuable content-wise. The main focus areas concern curriculum and module content, projects, and minors.

Also, its members possess international work experience and have professional backgrounds covering both marketing and finance. All the same, the panel would recommend to enhance the Council, e.g. by appointing some of their talented alumni.

The panel has established that the Business Advisory Council was actively involved in the implementation of the current curriculum and that it has provided suggestions for new topics and modules such as Risk Management, Business in Asia, and the minor in Supply Chain Management.

Students' assessment

A university-wide satisfaction study (*De Reflector*, 2011) shows that IBMS students are satisfied with the level of the programme (3.9⁹). Students also indicate that the programme motivates them to start working in the field. This component scores a 3.8. Students are also satisfied with the picture they are presented with regard to professional situations that they may find themselves in later (3.6). Relative to the entire institution, IBMS scores are consistently higher on these facets. The results of the 2011 *Reflector* demonstrated an improvement on the previous year (+0.13 on average).

Considerations and Judgement

The intended learning outcomes of the programme have been very well concretised with regard to content, level and orientation. They meet international requirements and express a clear focus on internationalisation and practice oriented research.

The topicality of the programme is safeguarded through the contacts maintained by the faculty with the international professional field and sector colleagues. The competencies have been worked out into concrete learning objectives in module descriptions.

A more refined and distinctive set of final qualifications with regard to the programme's focus on *finance* and *marketing*, to distinguish it from other IBMS courses in the Netherlands, together with a slightly more enhanced Business Advisory Council, would definitely have rendered an 'excellent' for Standard 1. As it stands, the panel awards a 'good'.

⁹ Ratings are on a scale of 1 to 5 (1= completely disagree; 5 = completely agree)

4.2. Curriculum

Standard 2: The orientation of the curriculum assures the development of skills in the field of scientific research and/or the professional practice.

Explanation: The curriculum has demonstrable links with current developments in the professional field and with the discipline.

Findings

With regard to the assessment of this Standard, prior to the audit the panel extensively studied the Module descriptions which provide details on contents and topics, learning objectives, and teaching and test formats. Additionally, in the audit the panel members inspected a diversity of course materials, including practical in-class assignments, project assignments and research studies.

Brief outline of the curriculum: an international professional orientation

In its curriculum, IBMS focuses on a combination of theory and practice, which is reflected in the didactical approach in both modules and projects. An overview of the programme is incorporated in the Annex II to this report.

Students first garner theoretical knowledge, after or alongside which they are given the opportunity to apply it. The course achieves this as follows: in addition to the regular subjects, an integrated project is run each semester involving issues that simulate an international business/research setting. Over the course of the project, students learn to integrate their knowledge and apply it as a whole. Examples of such integrated projects include: a supermarket project in the first year, in which students select a foreign product and create a marketing plan for the Dutch market in project groups. During the second semester, students create a business plan for the wholesale import of a foreign product. The third-semester project is aimed at enhancing students' quantitative and qualitative research skills, with an emphasis on carrying out a valid study. In the third year, students conduct research at a company, aimed at combining the acquired theory and research methods in a realistic environment. This study is conducted in groups, and serves as preparation for their bachelor thesis.

In their fourth year, students are given the opportunity to apply their knowledge in practice by means of an internship. From the Internship Guide the panel reviewed it becomes clear that the students are placed within international companies in the Netherlands or abroad, depending on whether one is a Dutch or a foreign student. As preparation for their internships, an information session is held and students attend personal interviews with the Internship Coordinator. The Internship Guide defines strict criteria for the internship, such as (i) an entry requirement of at least 70EC obtained from the main phase of the study programme, (ii) the international character of the host company, its size and the level and content of the internship, the latter indicating that the activities and duties within the company must be related to either marketing, finance & business analysis, or the business environment. Students must also formulate three work-related competencies themselves at the start of the internship, in consultation with their Internship Coordinator.

Students will receive supervision from both the host company and the faculty. The company's internship supervisor will assess the student at the half-way point and at the end of the internship. The student must submit his/her interim internship report to his internship supervisor, who will assess the final report and award a final grade at the end of the internship period.

Research

Students carry out an independent research project during the last semester of the programme (Final Integrated Project, FIP-8). In this final project the acquired knowledge and competencies converge, and students demonstrate that they have the capacity to carry out independent research. The final project is set up in conjunction with a company and performed under the supervision of the IBMS programme. The members of the Business Advisory Council are involved in the final integrated projects as an external expert, as well as additional external experts from the international business field.

For new academic input three staff members, with whom the panel spoke in the audit, are also employed by a research group within the HHS. In the audit, the panel learned that from September 2012 a new research group on Risk Management will start, with the help of an experienced lecturer of IBMS within this area. The idea is to establish a strong tie with the minor Finance of the course. The Haagse Hogeschool intends to set up more new research groups in the near future, particularly in the area of economy and business, as this has become one of the profile domains of the HHS. The course management will participate and invest in the development of the new research groups.

Literature

All literature being used is in English. The panel inspected the book lists of all years and most of the literature on display in the audit. The panel members concluded that the literature covers all of the IBMS domains well and presents information from an international perspective. Their content is up-to-date and relevant.

The panel is happy to see that the reading list contains standard works intended for use in higher education, from publishers like Pearson and McGraw-Hill. Every year in May the Curriculum Committee will update the reading list. Staff may suggest changes to it and these are subsequently discussed within the module group and presented to the Curriculum Committee for approval.

The panel is highly positive about the quality and topicality of the reading list. Students on the panel, however, claimed that not all books on the list were actually used by their teachers. The panel therefore recommends a screening of the reading list.

Professional orientation of staff

IBMS lecturers are actively involved with the business field and (international) colleagues within their area of expertise. They use these peer checks as inspiration for updating and delivering their modules. In the audit lecturers indicate to regularly bring current affairs related to such issues as the financial crisis and the recession. Students with whom the panel members spoke confirm this topical approach of their teachers.

Also, it appeared that lecturers use the knowledge from the networks they maintain and the knowledge they acquire through training, seminars, visits, social media and/or current employment or freelance work within the business field. 'Connected to current global developments, risk management is a new line now,' said one of the lecturers, while students on the panel illustrated how their finance lecturer had presented quite a few topical examples of his own professional practice.

Students' and alumni assessment

The institution's satisfaction survey (*De Reflector*) includes a question on responding to current developments within the professional field. On a five-point-scale IBMS scored a 3,6 on this question in both 2010 and 2011. Also, the NSE 2012 indicates relatively high scores on the professional topicality and level of the programme (3,46 – 3,61).

In a 2010 inquiry among course alumni that had then recently graduated on the basis of the previous curriculum, they express their satisfaction with the link between theory and practice within the programme and said to be very satisfied with their internships, which had really helped them to develop their professional skills.

Furthermore, alumni consider the international character of IBMS as one of the programme's major strengths, which was confirmed in the audit discussions.

The panel appreciates the fact that a new study will be carried out amongst prospective alumni next year, in order to evaluate the new curriculum, of which the first students graduate in July 2012.

Considerations and Judgement

From the previous findings the panel concludes that the curriculum offers ample opportunities for students to develop skills in the field of scientific research and the professional practice. The programme offers a nice balance between theory and practice, and has a clear focus on the international professional world. The literature being used, the contents and projects being offered and the connection of staff members with the divers and actual international professional field, safeguards that students acquire the skills to become international business professionals.

Thus, through the findings in the audit the panel is convinced that the curriculum of the IBMS course of the Haagse Hogeschool has clear links with current developments in the professional field and with the discipline.

The panel therefore considers Standard 2 to be 'good'.

Standard 3: The contents of the curriculum enable students to achieve the intended learning outcomes.

Explanation: The learning outcomes have been adequately translated into attainment targets for (components of) the curriculum. Students follow a study curriculum which is coherent in terms of content.

Findings

In view of this standard the panel members reviewed the learning goals of the course modules in particular to establish their alignment with the intended learning outcomes of the course. In addition, it evaluated the course structure, both on paper and, in more detail, to learn how course components have been scheduled in order to facilitate course coherence. Aspects of these were also discussed and verified with the students and lecturers on the discussion panels.

The curricular content is coherently organized along five main areas: (i) Marketing & Research, (ii) Finance & Business Analysis, (iii) Business Environment, (iv) Business Communication and (v) Development and Learning Skills (DLS). These main areas roughly divide the competency framework and give the curriculum its coherence throughout the four years. In its Educational Framework Report the course has outlined in detail how the areas are elaborated over the four years.

Focus on international professional practice

The curriculum has implemented its major-minor structure since the 2008 cohort, the first students of which graduated in July 2012. As already stated, the IBMS programme focusses on international marketing and finance, and is made up of a combination of modules and integrated projects (IPs), that challenge students to apply their knowledge and understanding to simulated and real-life business cases.

Each of the regular semesters consists of five to seven modules and one project. Both modules and projects create a direct link with international professional practice through the application of practical scenarios, case studies, projects and cooperation with the industry itself.

The three cornerstones of international perspective, knowledge and experience (see Standard 1) add identity and coherence to the curriculum, and give it its firm international character. This regards the selected literature (see Standard 2) and the topics used for project assignments that were on display in the audit, as well as the case studies and examples used in class.

At any rate, internationally diverse classrooms are an obvious part of the regular policy of the programme with the purpose to enhance the international and intercultural context in which students acquire their intercultural knowledge and awareness. In the audit the panel was furnished with appealing examples of how lecturers make use of the diversity of the student population and their own global experiences in confronting students with diverse international aspects of their future careers.

On top of these, the programme organizes themed intercultural project weeks, invites guest speakers and schedules business trips that are very often promoted and organized by some of the course's Business Advisory Council members. The international character of the course is reflected in all competencies, but specifically in the competencies of International Business Awareness and the Intercultural Competency.

The panel has learned that students' knowledge, their intercultural awareness and their performance in this field form an indispensable part of the teaching and learning process from the first year onwards, which is also reflected in the assessment of the various programme components.

And not in the least during the graduation phase, when all students should mandatorily incorporate aspects of internationalisation into their theses, which are assessed accordingly. The panel is positive about the way internationalisation had been incorporated into students' final papers (see Standard 16).

Still, the panel would like to see a more structured use (on the programme level) of the international networks of the foreign teaching staff members in their home countries. There is no doubt about individual lecturers using their networks for teaching, but judging from the examples given in the audit, these seemed to be rather private initiatives, more than an explicit part of a well-structured programme policy.

Research component

The newly established National Profile did not require the course to change its content on research. The research-skills component had already occupied a prominent position within the IBMS curriculum since its very beginnings. The panel, in reviewing the curriculum, perceived quite a few module components that deal with or focus on research skills.

The course is currently considering a review of the relationship between the various mutually interconnected research modules, and their links with other modules. At the time of the audit developments to streamline the didactic approach of methodological modules, and thus to create a recognizable research track, had just been finalized. The panel thinks this newly structured research track will enable students to gain a better understanding of the benefits of research, helping the research skills they acquire to take root more effectively from the first year up until their final project in the fourth year.

The panel learned, that all six research group members (see Appendix V) on the panel are also lectures on the programme. One of them teaches Consumer Behaviour and another one Cultural Differences. Also, the lector Citizenship and Diversity advises on the content of the Intercultural Project Week in the first year, and gives a guest lecture too, during this week. In addition, the panel learned that the Entrepreneurship and Innovation research group assists students who wish to set up their own businesses.

In their discussions with the research group members, the panel noticed a rather informal way of working, which on the one hand is good when it comes to creativity and own initiative, but on the other hand could easily lead to hobby horses and lack of focus.

To the panel it did not become entirely clear how, in a structured way, the curriculum benefits from the lecturers who work for a research group. It seems that lectures are more preoccupied with writing articles and creating personal networks than transferring their expertise and knowledge into the curriculum. Therefore, the panel recommends to make the yield of research for the programme more explicit (see the Recommendation Section in this report).

Learning objectives

In studying the module descriptions from the Course Study Guide, the panel established that the IBMS course converted all of the intended learning outcomes of the course into the learning objectives of the major modules at the three different levels as discussed under Standard 1. Moreover, the course provided the panel with an overview that explains how the national competencies have been converted into the main areas and modules, which are in turn linked to learning objectives. It also describes the progression from level 1 to level 3 over the entire programme, and which 70% of competencies are acquired by students at level 3.

Also, each of the course descriptions indicates at which level the competencies are acquired. For instance, with regard to the professional competency 6 (international Marketing & Sales Management) the levels of increasing command and complexity are described as: (at level 1) 'Calculate, evaluate, and analyse index numbers, tables, graphs, ratios and relationships to describe and explain trends and developments in the market (level 1), (at level 2) 'Operate effectively in a more complex situation and to systematically execute a marketing research project, report on the findings and to translate them into useful conclusions', (at level 3) 'The ability to create, change and implement a strategic international marketing plan which includes an analysis of the international environment of the company's position. The plan contains strategies in product development, pricing, distribution and international environment of the company's position. The plan contains strategies in product development, pricing, distribution and international advertising and promotion'.

Content features

In collaboration with other IBMS programmes, IBMS The Hague has carried out a comparative benchmark study on the major of the curriculum, the outcomes of which show that the focus of IBMS at The Hague University of Applied Sciences lies in the areas of Finance and Marketing, and that the programme devotes a relatively large amount of time to foundation modules such as mathematics, statistics and economics. Information science is another recurring component throughout the programme, whereas other institutions spend proportionally more time on human resource management.

The management indicated that, using the results of the comparative study, it wishes to examine the balance between information science, management, law and logistics more closely.

Compared to the other Dutch IBMS programmes, the Personal Development (DLS) component takes up a relatively large portion of the curriculum, which in the eyes of the panel members can also be seen as a quality feature. In addition, IBMS The Hague has decided to place a strong emphasis on English in the form of Business Communication, with a major focus on students achieving a professional final level to give them an advantage in the labour market. The panel strongly agrees to this approach and sees this emphasis on proficiency in English business communication reflected in the final papers and in the panel and in-class discussions. Other languages are not offered as part of the major, however students can take them as electives in the first year and/or as a minor in the second year.

Considerations and Judgement

The panel has established that the 4-year programme has a logical progression of knowledge of the five main areas in the major, and the integrated projects also ensure cohesion within each semester and immediate relevance to professional practice. The scope of the minors also ensures that students are able to specialise further. As became clear from the audit and minutes of their meetings, the Curriculum Committee actively monitors the quality of the curriculum using feedback from curriculum evaluations, panel discussions with the Course Committee and student representatives, and responses from lecturers.

On the basis of the previous findings the panel concludes that the course has adequately translated its learning outcomes into the learning goals of each of the curriculum components. From the documentation, as well as from the audit discussions and programme evaluation results, it became unambiguously clear that the students follow a study curriculum which is coherent in terms of content. The panel is impressed by the way the course has been designed and structured content-wise. Hence, the panel's judgement on this Standard reads 'good'.

Standard 4: The structure of the curriculum encourages study and enables students to achieve the intended learning outcomes.

Explanation: The teaching concept is in line with the intended learning outcomes and the teaching formats tie in with the teaching concept.

Findings

Course structure

The four-year course is structured in eight semesters. Each year is divided in two semesters of 20 weeks each.

The major part of the programme consists of five main areas: Business Environment, Marketing & Research, Finance & Business Analysis, Business Communication and Development & Learning Skills. These main areas include different modules with an increasing level, and are covered over the course of the entire curriculum, as is clearly outlined in the course's Educational Framework Report.

The accelerated three-year programme has a quarterly structure. The regular IBMS programme follows an annual calendar divided into semesters, whereas each year of the 3-year programme is divided into four blocks of ten weeks. The integrated projects are completed during the two weeks at the end of each block instead of during the semester, so that the students in the three-year programme have enough time to complete the theoretical modules during the block itself. The acceleration mainly takes place in the first part of the curriculum. The idea behind this is that students with a higher initial level can reach the first, and to a lesser degree, the second competency level faster. The panel spoke with students of the accelerated programme and they found the programme both challenging and doable. 'It is a tough job with no time for side-lines, but if you are disciplined and study on a regular basis, it can be done,' confirmed one of them.

Minors are sets of modules and are optional for students in year 2 and year 3 during the study abroad period. The main areas are the five areas in which the competencies are clustered. All modules, within the major and minor and in all areas, are designed according to the four pillars of the educational vision of the programme. This implies: (i) learning from a global perspective (internationalisation, the three cornerstones), (ii) knowledge based and integration based learning, (iii) learning by gaining experience and (iv) learning with and from each other.

An overview of the main programme, showing how modules throughout the course have been linked to the main areas, is incorporated in the Annex II of this report. The four pillars on which the programme is structured are briefly outlined below:

Teaching from a global perspective

This starting point means that all information is presented from an international perspective. This is considered obvious from the choice of literature and the focus of the subject matter. In the international classroom, students and lecturers from a variety of cultural backgrounds interact with each other on a daily basis. As part of the audit the panel attended several classes that confirmed this nice diversity of cultures and background. It creates a rich, multicultural learning environment made up of 'citizens of the world', and reflects the concept of a 'global village'. A large portion of the curriculum is devoted to intercultural communication and the development of intercultural competencies. 'We learn to understand each other's backgrounds, and to appreciate possible differences,' confirm student-auditees in the audit.

In attending classroom sessions, the panel learned that teaching and learning within the HHS-IBMS course is executed in an inspiring and vibrant educational environment, particularly because the course has managed to attract a wide diversity of nationalities, both on the part of the students (see Standard 5) as well as on the part of the lecturers and instructors, although this diversity might still be further extended to the co-ordinating staff (see Standard 9).

Learning starts with active knowledge acquisition

Students phrase that they are encouraged to be actively involved in acquiring knowledge and theory, and developing the IBMS competencies. The IBMS curriculum The Hague is marked by a combination of learning through theory and practice, with due consideration given to the diversity among students' educational backgrounds, which – as already stated – is considerable, given the composition of the student population. Theoretical knowledge is considered highly important. It is offered foremost in the form of lectures and active workshops. Practical assignments, a selection of which was at display in the audit, ensure that students can apply the acquired knowledge in a context centred around professional practice.

For instance, the business game in the first semester of the Year 1 is carried out in a project week where 500 students from different departments in groups start up their own imaginary company and compete against each other. One of the main purposes of the BG is that the students learn how to work in a team with members of various backgrounds. Through numerous activities and assignments all essential parts of a company are dealt with, resulting in a basic business plan that involved the application of already acquired knowledge.

Learning by building experience

Another starting point for the teaching concept of the course is the idea of professional practice offering a springboard for acquiring knowledge and competencies. In this respect, the panel observed quite a few course components that are either guided by real-life assignments and cases, or actually take place in the professional practice itself, such as an internship of nearly five months.

In addition to the internship, the extramural curriculum also contains a number of projects commissioned by industrial partners. The panel inspected a few of these project assignments and found that by doing these projects students do not only learn how to apply their knowledge in practical situations, but that the development of their competencies and new understandings within a professional context is considered of equal importance. Likewise, the study abroad module is not limited to knowledge acquisition, as it is also strongly supposed to contribute to the development of student's intercultural competencies, which is clearly outlined in the Study Abroad Guide.

Learning from and with one another

Students work together on projects and modules in small multicultural groups and thus aims at enabling students to share knowledge actively, engage in discussions and exchange experiences with fellow students. Students help one another through mutual tutoring, since everybody brings their own prior knowledge to the programme. The panel witnessed some of these activities in the in-class sessions and received affirmative responses of student-auditees when questioned on the nature of their project collaboration.

The panel appreciates IBMS The Hague's explicit choice to organise its teaching from a *knowledge-based perspective* rather than from the perspective of *project-based learning*, which is the case at other IBMS programmes in the Netherlands. The panel is of the opinion that the course has still arrived at a balanced curriculum that contains a combination of theoretical and practical-based learning. Projects have been added to supplement, and not replace, theoretical modules. The panel registered that the students were highly positive about this knowledge-based approach and quite a few of them had explicitly chosen for IBMS-The Hague because of this feature.

Didactic formats

In view of the strong focus on knowledge acquisition on the one hand, but also the career-oriented character of the programme and its active learning objective on the other hand, the course applies a variety of didactic methods. These methods are clearly indicated in the course descriptions and both students and lecturers refer to them in the audit.

The fact that the didactic formats comprise a nice balance of both more traditional forms of lecturing and inter-active teaching, considers the panel important to help nationalities with a more knowledge-centred and non-interactive educational tradition, like e.g. Asian students, in coming to grips with a more competency-based form of teaching and learning. Foreign students with whom the panel spoke were clearly at ease with the curricular and teaching formats of the course. In the field of internationalisation the panel would recommend the staff to consider how more students can be tempted to take another foreign language besides English, as a proper command of languages not seldom enhances one's ability to do business.

At the time of the audit *digital teaching resources* are being introduced that support the learning objectives of the various modules and help to retain the diversity of working methods. Examples of these are: C-engage for Finance labs, Wiley Accounting lab, Pearson IT labs, online tutorials, online discussion forums, video recording of lectures through media site. Digital assessment is being expanded, both as part of the labs and in practical exams on the computer.

The use of Pearson online labs and online assessment is also being expanded on and integrated into the modules, as well as the possibility of making video recordings of lectures and the posting thereof on the school intranet, is being examined. The panel is in favour of these developments.

The programme uses *lecturing* when putting across knowledge and theoretical concepts. Lectures are usually given to several classes at the same time. This learning method is supposed to constitute the basis for the workshops, in which the programme content is treated interactively. In these workshops attention is devoted to the use of a range of interactive teaching methods, such as case studies, group assignments, brainstorming sessions, quiz formats, etc.

When attending classroom sessions, the panel observed that the required knowledge and skills come to the foreground at several moments. Besides the traditional approach of testing and evaluating, the faculty and staff apply oral evaluations during the lectures by posing questions on previous lessons and by verifying if students follow the various media. Apart from these basic issues the students play management games, work in pairs and groups and are being triggered to intervene during guest lectures and to adopt a critical and investigating mind set in their internships.

To link the theory covered in lectures and workshops with professional practice, each semester students work in *multicultural groups on a project*, allowing them to learn with and from each other. This is supposed to help develop their professional and intercultural competencies, which are the subject of reflection during DLS, group discussions (interview) and feedback sessions. Dedicated project weeks are held in January. The first year includes an Intercultural Project Week and participation in the Business Game, which is organised in conjunction with other programmes. The second-year project week involves a Sales Seminar and Communication training. During these projects, the course aims to develop students' intercultural and generic competencies through cooperation in international groups, individual feedback, and reflection on their skills.

Several times a year, students have individual guidance, which consists of one-on-one meetings with their mentor on their study progress. Students also receive individual support during their study abroad phase, internship and final project.

Formative and summative testing are also part of the didactic methods used in a module (also refer to Standard 16). A combination of multiple test formats spreads out the load for students and encourages interim study. Assignments, reports, presentations and/or exams (or combinations thereof) are selected depending on the learning objectives of each module. Intercultural and generic competencies are tested mainly through peer evaluation and reflective reports. The test formats for each module have been well-described in the Course Study Guide.

As part of the audit, the panel reviewed selections of project assignments, case studies, group assignments and marked work of students (project reports, reflections, peer-assessments, etc.). The panel found a wide variety of didactic formats and test formats that tie in nicely with the concept of competency based learning. Students, in the audit, confirm the effectiveness and attractiveness of the way in which the content of the course is presented: 'In-class and project assignments really challenge you to get a proper understanding of how to solve a marketing or business problem.'

The internal evaluations show that students confirm this by indicating their satisfaction with the balance between theory and practice in the programme (3.6 on a five-point scale). Students are quite able to adapt to the method of study required by the programme (3.9). However, the question whether students feel encouraged by their fellows during the programme is rated a meagre 3.3. To management this means that group work still requires attention, given that students do not always feel encouraged by one another, e.g. due to 'free-riding' behaviour and communication problems, particularly in the first year. Therefore, the management has improved the monitoring of group work, and the decision has been made to include a clear individual component in assessing projects: separate grades are given for individual contribution and participation with a clear minimum. Students show this by a combination of an individual portfolio and/or assessment and peer evaluation (see Standard 16). The panel agrees with this measure.

Considerations and Judgement

On the basis of the previous findings, the panel concludes that the curriculum of the IBMS course is clearly structured and carried out in such a way that it encourages students to acquire their competencies and to enable them to achieve the intended learning outcomes of the course. The use of a wide range of didactic methods appeals to students' various learning styles. The teaching concept and the teaching formats that are used, nicely match the competence-based approach of the course and facilitates students to eventually acquire the intended learning outcomes. The course has taken appropriate measures to enhance the quality of multi-cultural collaboration and eliminate issues of free-riding.

The panel therefore rates Standard 4 as 'good'.

Standard 5: The curriculum ties in with the qualifications of the incoming students.

Explanation: The admission requirements are realistic with a view to the intended learning outcomes.

Findings*Characteristics of incoming students*

As an international study programme, the IBMS course The Hague features great diversity among incoming students. In 2011, students of 44 different nationalities were admitted, not counting dual citizenships. The biggest nationality groups are Dutch (42%), Chinese (14%) and Bulgarian (13%). Dutch students make up 40 – 50% of the student population and a large proportion of them come from ethnic minority backgrounds, or have lived abroad for some time.

Considering the diverse and international intake of students the programme takes into account that:

- At first, international students tend to be unfamiliar with the Netherlands and the Dutch education system;
- Foreign students have different expectations when it comes to (higher) education, and have grown up in different didactic environments. Chinese students, for example, have often grown up in environments where it is important to be able to reproduce information, whereas Dutch students are used to being asked for their own opinion;
- In general, international students are more focused on individual performance and tend to want to excel more;
- The educational level of incoming students varies considerably. There are major differences between the Dutch senior secondary vocational (MBO) and general secondary education (HAVO) diplomas and those from abroad, which are often equivalent to pre-university (VWO) level. This is also reflected in the amount of time students need before they feel at home in the Dutch higher education system.

The panel established that the course has drawn consequences from this in the sense that they attuned their didactic approach. This has resulted in (i) a well-balanced combination of individual and group learning, (ii) a combination of theory and practice, with slightly more emphasis on theoretical knowledge that suits foreign students, (iii) an introduction to business subjects in the first-year programme as well as a solid foundation in areas such as mathematics, statistics, economics and English, (iv) gradual progression in the difficulty and quantity of curriculum content, (v) paying attention to the individual component in assessment, (vi) academic counselling and study skills, (vii) specific counselling/support for international students, in the first semester in particular, (viii) well-mixed student groups that make the international classroom function.

To enable a smoother transition from secondary to higher education, which still remains difficult for some students, the course will be taking part in an institution-wide project involving preliminary intake and assessment interviews. The panel is highly in favour of these type of interviews, as this will expectedly make it possible to chart students' expectations of the programme, and to identify possible knowledge gaps from the beginning. The programme also hopes to use these interviews to interest students with relatively high initial educational levels in the three-year accelerated programme straight away (see below).

Also, to raise the level of the required knowledge in the field of arithmetic and mathematics, which appear to be the key-obstacles, a two-day preparatory course is organised during the introductory week. The panel commends the staff for this initiative.

In general, the panel very much agrees with the way the staff has managed to align the programme to the incoming student population. In general students are satisfied as to how they are introduced into the programme and the extent to which the programme connects to their prior education. This is confirmed by evaluation results (3.3 – 3.4 on a 5-point scale) as well as by students on the auditees panel. 'Particularly the first-year DLS part of the programme is helpful to become well-acquainted with the goals of the course.'

Entrance qualifications

Before their enrolment, most incoming students had completed prior education abroad. The IBMS programme follows on from Dutch senior general secondary education (HAVO); both Dutch and international students must therefore have obtained a diploma that is at least equivalent to this level. These entrance requirements are clearly stated on the website of the school. Additionally, foreign diplomas are validated for equivalence using Nuffic¹⁰ criteria. International students who have not completed programmes in English must also have obtained a minimum IELTS score of 6.0. The net student intake of the course, broken down according to diploma type, reads as follows:

Netto-instroom	BD	CD	HAVO	HO	MBO	OVERIG	VWO	Totaal
2009	56%	2%	27%	0%	12%	1%	1%	338
2010	55%	1%	27%	0%	12%	3%	1%	355
2011	52%	4%	31%	0%	9%	1%	3%	426

The table shows that the percentage of students with a foreign diploma (BD) has decreased slightly. The panel discussed this with the management and ascertained that the faculty is taking steps to make sure it does not drop any further, in order to maintain the strong position offered by the international classroom. The panel totally agrees with this policy, but would like to see more concrete actions in order to safeguard this important feature of the course.

From the table, one can also gather that the number of students having completed pre-university (VWO) education has increased. This is partly attributed to the introduction of the accelerated 3-year programme variant as, in 2011, also more students were admitted through the centrally-organised 21+ admission test (CD).

Accelerated programme

The accelerated track was introduced in 2010-2011 for students with a higher entry level, which caters for the demand among international students and pre-university (VWO) students for a 3-year professional Bachelor's programme, given at a faster rate. The panel learned that the accelerated programme includes a mandatory intake interview in which students' motivation, effort and English speaking ability are assessed. Also, no exemptions are granted. International students with whom the panel spoke testified that the entrance test was substantial and carried out conscientiously and also that the IELTS entrance score of 6.0 in all components was closely observed.

Once they are on the accelerated programme, students must be prepared to invest 50-60 hours per week in their studies, an aspect that is clearly discussed with them during the intake interview, say student-auditees.

Students whose results prove to be unsatisfactory can easily transfer to the fourth-year programme without losing any time.

In the 2012-2013 academic year the accelerated programme started with 25 students originating from 11 nationalities and after some teething problems the programme appears to be running smoothly, considering the generally good study results of the fast track students. However, some of them told the panel that their second year programme still required more structure and that a firmer link between the regular and the accelerated students should be

¹⁰ Netherlands organisation for international cooperation in higher education

established or at least avoid separation. As one of the students on the panel put it: 'At present, the two tracks do not appear to have a connection with one another,'

Exemptions

In order to be granted exemptions based on prior qualifications in higher education, students must demonstrate that they have successfully completed a module with comparable content at Bachelor's degree level by submitting a list of grades and a module description. In the audit, the panel noted that the granting of exemptions had been carefully laid down in the course's Programme and Examination Regulations (PER) and that the Examination Board closely observes exemptions being granted appropriately.

Considerations and Judgement

On the basis of the previous findings the panel considers the admission requirements very well attuned to the intended learning outcomes of the course. Particularly the way the staff has been able to align the foundation phase of the study to the (inter)nationally diverse student population, and the (additional) measures taken to enable students to 'get on board'. Some attention should be paid to the proper inclusion of the accelerated programme students, but on the whole, the panel has established that the initial period of the course clearly facilitates students to adjust to their HBO bachelors study and to come to grips with the contents and purpose of the course.

The panel therefore awards Standard 5 the judgement 'good'.

Standard 6: The programme is feasible.

Explanation: Factors pertaining to the programme and hindering students' progress are removed as far as possible. In addition, students with functional disabilities receive additional career tutoring.

Findings

The curriculum is divided into semesters made up of two equal six-week teaching periods. Most modules take an entire semester; a small number only half. There are 20-25 contact hours per week, and an exam period takes place after each six-week block. Projects and first-semester examination resits are held throughout the month of January; other projects and examination resits are held in June. The panel finds this an adequate time-schedule, that allows for elaborate preparation of exams.

Recently, the course has adjusted the density of exams and resits in the first-year programme and, in the years ahead, will focus on opportunities for reducing the number of assessments for students, without losing sight of their various learning styles or ways of encouraging them to study without compromising the quality (also refer to Standard 16).

The course overview shows that course credits are spread out evenly across the year. Each year of study in the four-year programme is worth 60EC, which means approximately 30EC per semester.

The credits are distributed differently in the three-year programme, which is divided into ten-week quarters of 20EC each.

In order to continue with the study programme, students must obtain a minimum of 50EC in the first year (Binding Study Advice). In addition, students must have successfully completed their first-year programme and at least 45 main-phase EC before they are allowed to commence the study-abroad phase. The panel agrees to these strict thresholds.

Study load

Course evaluations show that IBMS students spend an average of 28.9 hours per week on their studies, 13.5 of which are in contact with teachers. However, they see the study load as being quite high and give it a score of 2.2 (on a scale of 1 to 3, where 1 = too low and 3 = too high). The panel learned that the study load rating matches with the opinions expressed by students in their day-to-day contact with teachers and mentors, the average number of hours of study appears to be lower than student-auditees said to experience. And this was confirmed by several students with whom the panel members spoke when attending classroom sessions. Most of them said to frequently spend 35 to 40 hours a week studying. In addition, students from the accelerated programme indicated a study load of more than 50 hours a week, and called it intense, but doable.

Study delay

The course has appointed a so-called 4+ year coordinator for students who take longer than the nominal time to complete their studies. The coordinator ensures that these students receive a tailored study path recommendation to ensure effective study planning that includes the internship and study abroad phases. If required, the programme also offers 'last cohort exams' for up to two years after expiration of the relevant curriculum. Alternatively, affected students may complete a comparable module that is still available.

Alternately, in cases of major delays or excessively complex individual study plans where no improvement can be expected, students will be consulted and placed back into the second or third year.

Students with disabilities

With regard to students with disabilities, the programme/faculty has an appropriate policy in place. The student counsellor makes recommendations to the Examination Board on provisions that must be realised for students with a learning or physical disability or chronic illness, according to the needs of each student.

Examples of special provisions for a student with dyslexia include an examination printed in a special font, or more time given to complete the examination. Another example is additional aid for students with PDD-NOS, which is a disorder on the autism spectrum.

Students may also contact the student counsellor if they have questions concerning application, enrolment and deregistration, student grants, laws & regulations or private matters. The student counsellors involved with IBMS have experience in working with international students and are familiar with the associated specific problems that may arise.

If necessary, they can also request the services of the student psychologist or other experts. Once the student counsellor has made their recommendations to the Examination Board, the board determines whether or not these recommendations will be implemented.

Students' assessment

The school's internal Reflector enquiry states a 6.6 as students' rating for the organisation of education, which is higher than the score for this item in the 2010 edition. Also, in the audit students did not indicate any impediments in following the study.

Considerations and Judgement

In considering all of the above, the panel concludes that the programme has been designed and structured in such a way that it facilitates students to follow the study without any impediments. The imposed study load is in line with what may be expected of a professional Bachelors' programme: although internal evaluations show an average study load of 30 hours a week, students in the audit said to study more than that and called the course tough but doable.

The management is working on the reduction of the number of interim-examinations, that might possibly cause overload and hinder students' progress.

Furthermore, the panel has established that students with functional disabilities can apply for additional support and study career tutoring.

Thus, with regard to the feasibility of the programme the panel rates Standard 6 as 'good'.

Standard 7: The programme meets statutory requirements regarding the scope and duration of the curriculum.

Explanation: Scope and duration of a bachelor programme (professional orientation) equal 240 ecs.

Findings

From the programme course credits table provided by the management, it becomes clear how the distribution of course credits across the modules is implemented.

The curriculum is made up of 240EC spread out over four years. These are further divided into a major programme (195EC) and a minor programme (45EC). Each of the four years equals 60EC.

The credits in the three-year accelerated programme are divided similarly, with 86EC awarded in each of the first two years and 68EC in the final year.

Considerations and Judgement

The panel has inspected the overview of programme components and the number of ECs awarded per educational unit and has concluded that the programme is consistent with a four-year or a three-year Bachelor's course respectively of 240EC.

Therefore the panel defines the programme in full compliance with statutory requirements regarding the scope and duration of the curriculum.

4.3. Staff

Standard 8: The school has an effective staff policy in place.

Explanation: The staff policy provides for the qualifications, training, assessment and size of the staff required for the realisation of the programme.

Findings

Policy

The Marketing & Commerce Academy executes its staff policy along the lines of its Strategic Staffing Plan (SSP), that has been aligned with the institution's HRM policy. The faculty plan deals with what is expected of lecturers in terms of competencies: pedagogical and professional versatility, innovative capacity, collaborative skills, relational sensitivity and self-management.

Subsequently, the plan states that training policy is aimed at preparing teachers accordingly. In principle, every lecturer in the faculty must be versatile enough to take on a wide variety of teaching roles, and to supervise students during their internships and final projects. The SSP sets out the priorities for the development of current lecturers and the recruitment of new teaching staff based on an analysis of the current staff complement and anticipated internal and external developments.

Faculty management and employees are facilitated to manage the required staff capacity through the use of a faculty-specific deployment system, of which the panel saw an output sample. The system is used to schedule employee workloads and distribute them evenly, and also generates overviews of vacancies or other staffing deficiencies.

R&D cycle

All staff at The Hague University of Applied Sciences fall under the Results & Development cycle (Dutch: R&O cyclus). Each year, all staff have a planning interview, a progress interview and an appraisal interview (in that order) with their manager. During these interviews, employees give an indication of how they wish to develop further and become more professional. This may also involve the use of a Personal Development Plan (PDP). The panel agrees with the management when it states that the power of the interview cycle lies in its sequence: making agreements on results and employee development during the planning interview, then discussing progress, and finally evaluating the results achieved. The yield of this format, is that giving concrete and regular performance feedback is considered normal, and provides clarity on mutual expectations, confirm both the management and teaching staff members.

Hiring policy

The faculty has grown considerably in recent years, and therefore regularly hires new lecturers. To this end, the faculty has drawn up a hiring policy which indicates that important aspects of attention during the selection process are the competencies from the institutional competency policy for teachers in Higher Professional Education, which is called 'De Haagse competenties'. Recruitment policy indicate that, when hiring new staff, special attention is paid to (i) motivation, (ii) ability to inspire, (iii) integrity, (iii) quality sensitivity, (iv) business sensitivity, (v) communicative ability, (vi) team orientedness, (vii) global orientedness. Because of the international character of the programme, special attention is paid to the following criteria: (i) a fluent command of English, (ii) experience in international business or education, (iii) variation in cultural backgrounds within the team.

New lecturers are selected based on their motivation letter and CV in English, an interview and a trial lecture.

During the interview, candidates are questioned by the Programme Manager and the first-year coordinator, the chairperson of the Curriculum Committee or the module leader. The next stage in the procedure after the CV-check and job interview is a trial lecture, in which candidates give a lecture to lecturers and a number of students on a topic that is determined beforehand. The panel commends the IBMS staff on this highly practical and effective skills evaluation part of its hiring policy.

Criteria considered during the trial lecture are didactical abilities, command of English and level of expertise. Based on the candidate's performance, the Programme Manager decides whether the candidate is suitable, and whether he/she will be hired.

Introduction of new lecturers and staff coaching

New lecturers are given a workstation among colleagues within the same module, and are inducted by their co-workers in the same office. They can also go to the Programme Manager and/or Year Coordinators for help. Coaching interviews are held a few times a year to support inexperienced lecturers, who are also scheduled to attend a number of lectures by experienced colleagues within the same subject area before they will be lecturing the topic themselves. The trial lecture and supplementary teaching observations (if applicable) are used to determine whether this is necessary. Performance is assessed after one year, at which time the contract may be extended. Temporary contracts may only be offered for three years. The conditions for being offered a permanent contract include a completed Master's degree and a teaching qualification, which can be obtained through the so-called PDV-leergang at The Hague University of Applied Sciences if necessary.

Although support for new and existing lecturers appears to merit constant attention, the management indicates that the size of the team makes it problematic to provide every lecturer with individual support outside of the R&D cycle. It is for this reason that the course management is seeking for alternatives within the structure, as well as inter-collegial exchange and coaching. Concrete measures comprise (i) the planned appointment of a second programme manager, (ii) the intensification of inter-collegial classroom visits with feedback towards the colleague / programme manager, and (iii) in collaboration with the HRM department additional coaching/support is provided, if necessary, either externally or internally.

Training and development policy

IBMS devotes ten per cent of the annual deployment planning of every member of teaching staff to professional development. An update course is organised internally every month, on topics such as smart board training, library training, helping students develop research skills, mentor training, critical thinking, classroom management, etc. The panel reviewed an overview and planning of Staff days and Update Courses of the past two years that indicated the topics being dealt with. The panel is impressed by the course's well-structured yearly training scheme for lecturers.

At the individual level, lecturers may submit ideas for training courses themselves, or at the request of the Programme Manager. Many lecturers also visit international or other conferences and seminars relevant to their subject areas, as was explained by staff members on the panel. 'With regard to internships and studies abroad, I am also travelling to Asia every year,' says one of the teaching staff members, and 'I seriously spend time on creating networks and exchanging knowledge with colleagues from partner-universities,' indicates another one. It appears that a large number of the teaching staff take advantage of these opportunities every year. If the allotted 10% annual load is considered too small, e.g. when completing a Master's, the management says the available time will be increased.

Staff policy assessment by lecturers

Eighty-one members of the Marketing & Commerce Academy participated in the 2011 institution-wide staff survey (*Kompas*). The study showed that Academy employees rate the enjoyment of their work high, at 7.4. They are satisfied with the level of control they have over their portfolio of duties (4.0 on a five-point scale), as well as their working conditions, which scored 6.9 in the report. The R&D cycle achieved a score of 6.3 (out of 10), which is higher than the 2009 score (5.8 out of 10). Lecturers are satisfied with how the institution fulfils the agreements made during the planning interview (4.1 out of 5).

Furthermore, staff members rate the opportunities for professional development 7.0 (out of 10). Staff are conscious of their personal development (4.3 on a five-point scale) and feel that they are sufficiently competent to do their work properly (4.4). They are also satisfied with the professional development opportunities available at the institution, rating them 7.1 (out of 10).

Considerations and Judgement

In studying the relevant documents, on the institutional level as well as on the faculty and programme level, the panel concluded that IBMS-The Hague has a consistent and full-fledged staff policy in place that covers all areas of human resources management. The policy deals with staff quality, staff quantity, training and development, and is governed by a firm and effective staff appraisal and development cycle.

The panel believes that in its design and implementation the staff policy of IBMS-The Hague is outstanding and exceeds the quality, completeness and effectiveness of staff policies it has seen elsewhere in higher professional education.

Therefore, the panel rates standard 8 as 'excellent'.

Standard 9: The staff are qualified for the realisation of the curriculum in terms of content, educational expertise and organisation.

Explanation: The actual expertise available among the staff ties in with the requirements set for professional or academic higher education programmes.

Findings

Expertise of lecturers

As of March 2012, the team of lecturers is 52-strong, 25 of whom are of international origin. The international culture of the course clearly benefits from such a high percentage of non-Dutch staff, although the panel felt this diversity might still be further and equally extended to the co-ordinating staff.

University standards dictate that in 2012, 90% of the teaching staff in each faculty must have a Master's degree, and 5% must have a PhD. The composition of the IBMS teaching staff easily fulfils this criterion, as the faculty has 2 lecturers with a HBO Bachelor degree, 50 lecturers with a Master's (47 university degrees; 3 HBO master degrees) and five with a PhD. The majority of IBMS lecturers come to the faculty from the international business sector and have extensive experience in their subject areas, as the panel gathered from their CVs, some of which show considerable experience at management level, e.g. in the field of Investment Banking (over 40 years), Marketing and Operations Management, Corporate Finance and Financial Accounting and all other IBMS domains.

Intercultural and didactic skills

The international origin of the teaching staff strongly reinforce the international character of the programme. As becomes clear from staff resumes as well as the panel discussions in the audit, most lecturers have experienced for themselves what it is like to live elsewhere, to speak a different language and to work in a different culture. According to the students on the panel their lecturers bring to bear their experience in the international classroom. From the panel discussions with both teachers and students, it became clear that the lecturers in general have adopted an open attitude and create 'a learning environment in which one feels safe and respected'.

With regard to their command of English: teaching staff members are expected to speak fluent English, in order to be able express themselves well and clearly explain the subject-matter to students. Also, their writing skills must be up to par. Lecturers who wish to improve their English are given the opportunity to take advanced courses. Students on the panel show their satisfaction about the staff's general command of the English language.

Professional experience

From the overview the panel received, it shows that over 60% of the lecturing staff are from the business field, and eight of them (15%) are still employed. Lecturers keep their own professional networks current by means of personal and digital networks such as LinkedIn, blogs, etc., making them important sources of information and knowledge in the field. However, with such an extensive network of partner universities at hand, the panel recommends a more elaborate exchange of lecturers to be organized.

Also, the panel established that lecturers maintain continual links with the (international) professional field through internships, final student projects and a variety of guest speakers, as was exemplified by the overview of contact persons and professionals from organisations that IBMS works with, and the discussions with staff members during the audit.

Staff development

From the panel discussion with staff members, it became clear that lecturers actually keep their knowledge levels up-to-date by attending relevant conferences, seminars, workshops, and research days, mostly organized on the institutional or faculty level. The panel was furnished with an overview of so-called 'Update Courses'. It contained workshops on e.g. the use of Smart Board, a library training, a training on how to make a 'matrix' and a valid exam. Also Staff Days were organized on Change Management, Testing, Teambuilding, Presentations and Classroom Management.

Also, teachers said, 'there are frequent staff exchanges on programme content and the profession, as this is considered important to achieve staff alignment. It takes place in organised meetings, but also in a more informal way on a day-to-day basis,' maintained staff. A monthly Newsletter with organizational matters, of which the panel has seen samples, is part of the information exchange among staff.

Within this respect the panel considers it, however, useful to keep track of this exchange of knowledge and information and to make the gained information available for the longer term in the form of an exchange portal, a drop box or by informing fellow staff member via reports or notes to be send around after study visits and trainings.

In tune with the previous section on staff policy, IBMS organises internal training courses on a monthly basis, and each Spring the entire team goes to an external location for training and consultation sessions. Topics for training courses include classroom management, active working methods and testing. Team-building exercises are also a part of the trip. The panel favours this combined approach to inter-professional learning and team-building.

Research groups

Five of the lecturers at IBMS have a PhD, two of whom are currently conducting research within research groups (professorships or in Dutch: lectoraten) and/or work at research universities. Subjects include 'Education for Sustainable Development' and 'Distinct culture conflicts with the rules'. Another member is involved with the research group Innovation. Some heads of these research groups (the professors) are also involved in the curriculum and special projects within IBMS. The panel is positive about the effect research groups have on staff development but raises a note of caution with regard to the actual impact that research groups have on the programme (refer to Standard 3).

At the time of the audit, the Hague University of Applied Sciences is working on increasing the number of research groups in the field of economics. Related to this, another staff member will participate in the research group on Risk Management starting September 2012. The panel is in favour of this development.

Guest speakers

The course makes use of guest speakers. Lecturers on the panel say that guest speakers are regularly used in modules and minors to introduce variation in the working methods and to illustrate the application of theory in day-to-day practice. The course staff provided a list with guest lecturers, that, among others, contains an application specialist from a telecom company, a consultant from a national bank, a business manager from a chemical company and a fund raising specialist. The guest speakers operate in an international environment themselves, but originate mostly from the Netherlands.

The students on the panel confirm the frequent deployment of guest speakers and are enthusiastic about their relevance to the programme.

In addition, minors offered by IBMS often contain a separate component consisting of guest lectures and business trips. Professionals from the work field with specific expertise are also engaged for workshops in the Development and Learning Skills main area, e.g. in the areas of Speed Reading (first year), Sales Training (second year), Job Application Training (third year) and Career Planning (fourth year).

Students' assessment of staff quality

From the school's own questionnaire (Reflector) it shows that IBMS students are pleased with the lecturers' command of subject matter and award it a score of 3.8 on a five-point scale. Furthermore, students feel that they are taken seriously when they ask questions or make comments (3.9). Students also feel challenged (3.9) and have a clear idea of what is expected of them in the programme (3.9). The average rating that students give to the quality of teaching staff is 6.9 (out of 10).

Ratings from the NSE 2012 slightly differ: staff commitment is rated 3.4 (on a five-point scale), their professional knowledge is awarded a 3.7 and their capacity to inspire is rated 3.2.

Considerations and Judgement

On the basis of the previous findings, the panel concludes that the staff as a whole are basically qualified for the realisation of the curriculum in terms of content, educational expertise and organisation. All of the staff qualifications neatly cover all IBMS domains and, thus, all of the curricular components.

Staff members keep their professional knowledge up-to-date through individual activities as well as through faculty training sessions, which particularly focus on didactic skills. The teaching staff possesses actual professional knowledge of the *international* business world and shows strong academic capabilities, which is particularly useful in the light of the increasing focus within higher professional education on the component of practice oriented research and the guidance thereof.

Students show their appreciation for the quality of the teaching staff, in the audit as well as in the questionnaires.

In all, the panel judgement on Standard 9 reads 'good'.

Standard 10: The size of the staff is sufficient for the realisation of the curriculum.

Findings

In the 2011-2012 academic year, the teaching staff at the faculty totalled to 40.71 FTE. As stated, the team of lecturers is 52-strong and with a total of 1081 IBMS students at the faculty, this puts the lecturer-student ratio at 1:26.6, which is a substantial improvement compared to the previous accreditation audit (see Chapter 1). In all, students spend a total of three years on-campus at IBMS, due to the study abroad and internship periods. The panel believes the lecturer to student ratio is now up to par considering regular practice in comparable programmes of higher professional education.

Organisational backbone for programme realisation

The IBMS course is organized along a horizontal organisational structure.: there is one Programme Manager that reports to the Academy Director, and there are Year Coordinators for first year plus accelerated programme, second year, third year, fourth year, and four+, that have clear responsibilities and are approachable for staff and students on their duties, as both lecturers and students confirmed.

The organisation required for the exchange and study abroad phases is coordinated by two team members, with assistance from other colleagues if necessary and the IBMS administration department. There are two Internship Coordinators, who are supported by the Academy-wide practical agency, that was visited by the panel as part of the audit.

In tune with the staffing policy as described under Standard 8, lecturers have one or more additional posts, such as a membership of the Curriculum Committee, Assessment Committee or the Course Committee. Each module has a chairperson who ensures coordination within the module team and organises the required materials. Offices are set up so that lecturers from the same main area sit together to foster cooperation. The panel finds that this office-design ties in well with the culture at IBMS. The management and teaching staff describe it as 'down-to-earth' and 'action-based'. With regard to this generally adopted mind-set within the course, lecturers on the panel confirm that they have direct contact with their fellows. 'Meetings never take place without a reason and we work closely with one another to assure quality and alignment', say staff members in the audit. And students acknowledge to experience this 'hands-on' mentality.

Communication structure

Communication between IBMS team members occurs face-to-face, by email, via Staff Blackboard and their 'q:/drive', which is the Academy's data repository. The Academic Calendar shows that IBMS also holds four faculty meetings per year with the entire team. During these meetings, general announcements are made by the Programme Manager, Year/other Coordinators, and committees. In addition to the faculty meetings, a meeting block is scheduled every Tuesday afternoon (15.30-18.00) in order to meet with module colleagues and committees and organise regular staff training. The panel review minutes of these meetings and established that they demonstrate the effectiveness and directness as indicated by staff and management. Additionally the panel reviewed a selection of monthly Newsletters being forwarded to all staff members, in order to keep abreast of news within the faculty.

Assessment of staff-size related issues by students and staff

The panel noticed that in the NSE 2012 students rate the accessibility of staff at 3.2. This is clearly under the minimal institutional target of 3.5 and shows there is still room for improvement.

In verifying this score among students, it appeared to the panel that staff accessibility outside classes is foremost an issue for students of the fast track programme, but not at all for regular track students. Accelerated track students said, however, that 'this was last year's problem, that was addressed, and has now become much better.' Nearly all students said their teachers maintain low thresholds and are readily available, also outside classes. A few, however, maintained that sometimes teachers are not available on set consultation hours and were actually teaching instead. The panel will come back to this under Standard 11.

With regard to the quality of feedback, the institutional *Reflector* enquiry shows that students are satisfied with the quality of the feedback they receive from lecturers (3.6, as opposed to 3.2 in the NSE 2012). In the audit, students particularly praise lecturers' openness and effective communication.

However, quite a few students make remarks about late or inadequate staff responses to e-mails. 'Sometimes you don't get an answer at all,' said two of them.

In their satisfaction survey (*Het Kompas*) lecturers rate the manner in which they can organise their own work at 4.0 on a five-point scale, and say they enjoy going to work (4.3). Internal communication within the institution is rated at 6.5 and the lecturing staff are particularly happy with the exchange of knowledge and experience with fellows from the Academy, service departments and research groups (4.1). Also, the interaction with colleagues receives a high score (4.5). These scores match with the panel's experience in the audit: staff in general were content with the staff composition, their quantity and the average work load.

Considerations and Judgement

On the basis of the lecturer to student ratio alone, the panel considers the number of IBMS staff sufficient to enable the proper execution of the programme. In recent years, the course managed to bring down the lecturer to student ratio considerably.

In general, possible issues related to staff quantity do not reveal serious deviations from what the panel observed elsewhere. The average work load seems to be quite acceptable and work pressure not a real issue, probably because the programme, since 2008, has stabilized and could exist without any radical structural adaptations, and required regular content updates only.

Although the openness of lecturers and their feedback is appreciated, there appear to be some issues with regard to the timely handling of emails and the accessibility and availability of lecturing staff on scheduled consultation hours. Of course, these issues need to be addressed and eliminated, probably through improved organization, but the panel is of the opinion that from a quantity point-of-view this Standard is up to the mark when it comes to the realization of the programme.

In considering all of the above, the panel therefore rates Standard 10 as 'good'.

4.4. Services and facilities

Standard 11: The accommodation and the facilities (infrastructure) are sufficient for the realisation of the curriculum.

Findings

The IBMS course is located in the main building of The Hague University of Applied Sciences., which is a modern and well-designed building with a clear plan. As part of the audit the panel went on a guided tour on the premises and established that nearly all rooms are equipped with a beamer and every classroom has a smart board.

The building features an atrium reserved for information, services, classes and events for students. There is also a common study area with a variety of work stations and extensive computer facilities. The work stations have a flexible lay-out and offer a range of computer facilities, from fixed computers to desks with wireless Internet connections.

Students also have access to a well-assorted library where they can study, work on assignments and consult professional literature in the form of books and articles. The library offers online accessibility to relevant online resources and contains a substantial number of applicable English books; it has all main book titles from the course, but also a wide range of additional titles. Also, the panel observed the presence of key English magazines on Business Management.

Furthermore, the panel learned that every year the library receives an updated IBMS reading list to ensure that all the material is available for students. When visiting the library the panel noted that it also offers its services in English. The panel is very positive about the initiative to include library training in the IBMS curriculum, which stimulates students to consult literature and to make an effective use of the library facilities.

Also, the lecturers are satisfied with their housing accommodation. Most lecturers' rooms are on the second floor of the 'strip', which accommodates communication, as well as the secretariat.

Students' assessment of facilities

According to the school's *Reflector*, IBMS students award The Hague University of Applied Sciences a mark of 7.2 (out of 10) to express their overall satisfaction.

This high score may be partly down to the overall quality of the accommodation and facilities, as the NSE 2012 shows high ratings on classrooms, workstations and library facilities (3.5 – 3.7 on a 5-point scale). ICT facilities and the e-learning environment of the school get lower ratings, but still range from 3.3 to 3.4. Students on the auditees panel said not to encounter any problems with wireless internet access, neither with navigating on the school's intranet Blackboard system, which is said to offer the required information (see Standard 12).

Considerations and Judgement

In considering all of the previous findings the panel is of the opinion that the accommodation and the facilities offered by the IBMS course are more than sufficient for the realisation of the curriculum.

The panel therefore rates Standard 11 as 'good'.

Standard 12: Tutoring and student information provision further students' progress and tie in with the needs of students.

Findings

Information services for prospective students

The panel has established that IBMS-the Hague carries out a range of information and recruitment activities to attract prospective students, such as (i) course outline and details on the HHS website, (ii) Open Days, organized five times a year, on which students and lecturers provide prospective students with information on their respective study programmes, (iii) a trial-student system, that enables interested secondary school pupils to attend lectures at IBMS, (iv) a system of 'shadow students', through which secondary school pupils are coupled to students and attend the regular programme, (v) visits to secondary schools and student grants, in which a lecturer and a group of first-year and second-year students provide information to Dutch and international secondary school pupils in the Netherlands.

In addition to these, the course also does acquisition abroad, which means that agents represent the course to ensure prospective students receive appropriate information. The programme assures that the agents receive guidance from the Communication & Marketing department. They provide prospective students with relevant information and help them register for the study programme. In addition, prospective international students who have not attended English-taught education will have to take an English language test. They will need a minimum TOEFL score of 80 (with a sub-score of 20) or an IELTS grade of 6.0. The panel agrees with these norms, that are generally applied by similar courses in the Netherlands.

The course found out that on entry some students' expectations of the study programme are still unrealistic. Therefore, from September 2012, the course has started to organise pre-admission intake assessments, which comprise a mathematics test and a personal motivation check, and interviews with all students to ensure prospective students have a clear picture of the programme. The panel agrees with this approach, that may well affect the drop-out rate for the better.

Information services for first-year students

Before the start of the new academic year, prospective students will receive an information pack by email, including a welcome letter, a reading list and an invitation to attend the introductory programme. The panel has reviewed this introductory information and considers it appropriate.

After a kick-off session the new students will be introduced to their respective groups and mentors. From then on, each student can contact his or her mentor for personal or study-related issues and guidance, also in connection with their integration into Dutch society. Since mentors will meet their students at least once a week during lectures, they will be able to monitor the progress made and detect any start-up problems that may occur. Within the first few weeks, each student will have an introductory meeting with his or her mentor. In addition, during the introductory programme the international students receive support from the International Office for issues in connection with housing, insurances, bank accounts and registration at the city hall.

The first-year students with whom the panel spoke both in formal sessions and informally confirmed that the information they had received prior to enrolment had been complete and substantial. Single remarks were made about some of the Asian students that experienced difficulties in integrating with others. Some students indicated this should need a more proactive approach of the course management.

General information services

Lecturers and students of the course principally communicate through Blackboard. The panel checked its content and saw module descriptions, syllabuses, lecture notes, forms and announcements, that are all disseminated via Blackboard.

The panel learned, that all information on the course is provided in English at the student level, and in a summarized or translated form in English for non-Dutch staff when it concerns University policy papers.

The school has appointed an ICT/Blackboard Coordinator to administer this domain. In addition, IBMS students receive information via the student portal site or by e-mail or regular post. At the beginning of the academic year, students receive a paper copy of the Study Guide, which includes the Programme and Examination Regulations (PER), the calendar for the year and guidelines on communication with lecturers. The guide is also published on the website.

Students can come to the secretariat if they have questions or to read last-minute announcements on a digital screen. They can also check their schedules via the portal. As a rule, the definitive rosters and exam schedules are determined and disseminated among students via the student portal site two weeks before commencement of the relevant teaching cluster. Students on the panel confirmed that timetables were issued in a timely manner.

The schedules will also be posted on the notice boards outside the secretariat. Students with specific questions can approach lecturers during two scheduled consultation hours a week. They can also contact lecturers by email for simple questions or to make an appointment. With regard to email traffic between students and teachers, students in the audit said that it takes a long time for emails to be answered, if answered at all. And some students maintained that not all teachers are available on the fixed consultation hours and that they were actually teaching. The panel learned that improvements with regard to this issue had already been discussed in the staff.

Study progress information

Students can check their study progress in OSIRIS, which is the institution's study progress monitoring system. Lecturers enter students marks for completed assignments and tests into the system and test results are available to students within 15 days of the test concerned, to help them keep track of the progress they are making. Students in the audit said that test results are, indeed, delivered on time.

The panel favours the fact that students are offered the opportunity to view the corrected test papers during a central exam review, which is scheduled at a fixed date and time for all modules. This is included in the academic calendar.

Tutoring

As discussed under Standard 3, Development and Learning Skills (DLS) is one of the main areas of the course. And mentoring is considered an important aspect of it.

Over the past few years the course has developed a more sophisticated mentor and study skills system on the basis of responses from students and necessary improvements highlighted by lecturers. Examples of improvements include workshops on time management, speed reading and critical thinking in year 1 and a Careers Event in year 4. The panel considers these valuable add-ons to the DLS track.

The course offers tutoring in many ways: in the form of mentoring classes, workshops, peer supervision, information sessions and mentoring interviews (also see Standard 3). Students receive guidance from their mentors throughout the duration of the programme. The panel has established that the course maintains an elaborate and well-structured system of tutoring across all years of study. Students confirmed that their mentors serve as a point of contact for them to get questions answered and discuss study-related difficulties or personal problems.

If necessary, the mentor may refer the student to the student counsellor or to the Career Centre, which has an array of tools and extensive expertise to help students who have doubts about their choice of study. These facilities are also available in English.

Additional guidance and tutoring

Due to the varied backgrounds of incoming students, the course considers it important that in the first-year phase of IBMS, in addition to business subjects, all students receive a thorough grounding in the areas of mathematics, economics, statistics and English. Therefore, for some modules, IBMS offers additional tutoring to students who require extra support. This support is provided by teaching staff or student assistants. The panel consentingly learned that mutual tutoring and tutoring by older students is also encouraged.

Students' assessment

On the basis of the audit discussions the panel concludes that, in general, students are informed through clear channels, with the annual calendar as a firm backbone. Students on the auditees panel express their satisfaction with the way the course informs them about the contents of the course, the current rules and procedures, and their study progress. Ratings from the NSE 2012 on information provision read from 3.3 to 3.5.

Considerations and Judgement

Prior to enrolment as well as during the course, the programme provides students with information in different ways. The information is accessible to all involved and presented in a timely and clearly structured manner, which is appreciated by the students.

Throughout the programme, the course offers various forms of tutoring with the purpose to facilitate students' professional and personal development and to prepare them for practice. International students receive well-attuned mentoring.

The course provides all the course details in a timely manner and in an accessible form. However, email communication between students and lecturers needs attention, as well as the availability of staff during scheduled consultation hours. The management is aware of this and, prior to the audit, had already taken measures for improvement.

In general, students express their satisfaction about the quality of the tutoring and the provision of information.

Therefore the panel rates Standard 12 as 'good'.

4.5. Quality Assurance

Standard 13: The programme is evaluated on a regular basis, partly on the basis of measurable targets.

Explanation: The school ensures the quality of the intended learning outcomes, the curriculum, the staff, the services and facilities, the assessments and the learning outcomes achieved through regular evaluations. The school also collects management information regarding the success rates and the staff-student ratio.

Findings

Quality assurance policy

The Marketing & Commerce Academy appointed two Quality Assurance Officers. Their tasks include quality assurance, education policy and preparing for accreditation of the various study programmes.

The Marketing & Commerce Academy has a Quality Assurance Policy in place, which is described in the document 'Kwaliteitszorgbeleid'. This policy document comprises a vision on quality and a Quality Assurance Manual. The institution's vision of quality is based on the following principles: (i) covered by a systematic approach, (ii) guided by concrete objectives, (iii) transparent and accessible, (iv) measured by internal and external instruments, and (v) discrete and anonymous.

The Quality Assurance Manual describes the actual policy cycles operated by IBMS and how they are performed. It also describes the instruments used for that purpose. The three study programmes within the Academy each have their own quality assurance policy and a shared vision of quality. Each study programme also uses its own tailored Quality Assurance Manual with a schedule for the various curriculum evaluations.

That quality assurance cycle is performed in accordance with the PDCA principle with input from, for example, the semester evaluations, the results of which are recorded in clear survey reports, that indicate how students appreciate each of the course components of that particular semester. The panel inspected the evaluation reports of the 2011-2012 semesters and was impressed by their clarity: the output reveals relevant information on how students appreciate (i) the module structure and content, (ii) quality of lecturer(s), (iii) teaching material, (iv) the alignment of the test to the course content and (v) the actual study load.

In addition, the surveys have an overview of students' individual comments that underpin their judgements.

Minutes of meetings show that the faculty uses the cycle to formulate improvement measures that are discussed in team meetings, Course Committee meetings and Business Advisory Council meetings and implementation is monitored and adjusted, if necessary, by the Programme Manager. Moreover, the curriculum evaluations also generate input for the appraisal and performance interviews that form part of the R&D cycle.

Objectives

As a faculty policy, for all quality parameters a satisfaction rate of 3.5 or higher is considered okay. Scores between 3.0 and 3.5 need further investigation and ratings lower than 3.0 clearly need improvement measures. Additionally, in the faculty policy plan a clear set of specific objectives for the IBMS course are described. These imply: (i) study success, (ii) intake, (iii) international position, (iv) student satisfaction.

With regard to *study success* (also refer to Standard 14), the faculty in the long term will continue to pursue the institution-wide success rate targets of 70% for the first year and 90% for the post first-year programme. However, with the figures as they are, the course has concluded that the current situation calls for realistic short-term targets: 50% first-year exams passed after two years and a maximum drop-out rate of 40% in the first year. Although the panel comprehends the logic of their reasoning, it would still prefer to see a more ambitious approach, but at the same time notes that these targets do not deviate from similar courses in the Netherlands.

Another target of the course is to strive for consolidation of the strong position with respect to the *international classroom*: the course aims to enrol at least 50% of their students that hold a foreign diploma, and that the intake for the accelerated route increases by 100%. The panel very much agrees with these targets, particularly with regard to the preservation of the firmly established intercultural dimension of the course.

With regard to its *international position*, the IBMS course aims to add ten new partner universities to its network, especially in the emerging economies (BRIC countries). To ensure reciprocity in the contacts, this objective includes attention for promoting The Hague as a host city for incoming student mobility. The course plans to approach a number of partner universities to examine the opportunities for double degree programmes. The intention is also to expand the number of guest lectureships at foreign institutions and contributions from lecturers at international conferences and seminars. The panel is in favour of this strategy and would definitely recommend to use the available expertise of the current staff, but at the same time would like to caution against too little focus in this area.

When it comes to student satisfaction, the course aims at maintaining at least the present scores in their own *Reflector* survey. Also, in this field, the panel would like to see some more ambition, all the more because on some evaluation parameters in the NSE 2012 the programme does not yet meet its set quality target of 3.5 or higher. Indeed, three parameters related to (i) programme flexibility, (ii) teacher accessibility and (iii) teachers' inspirational qualities receive scores of 3.0 and slightly lower.

Considerations and Judgement

On the basis of the previous findings the panel concludes that the programme employs a well-designed quality assurance system with measurable targets that delivers regular output. The evaluations produce information that underpins possible adjustments and improvements to all dimensions of the programme.

With regard to their quality targets, particularly considering the fact that IBMS The Hague strives to be one of the best IBMS programmes of the Netherlands the panel is of the opinion that the course should raise the bar with regard to some of the quality assurance parameters.

However, the course's quality assurance policy is solid, has clear objectives and it is executed accordingly. Therefore, the panel rates Standard 13 as 'good'.

Standard 14: The outcomes of these evaluations constitute evidently the basis for measures for improvement that contribute to the attainment of the targets.

Findings

The panel learned, that the results of the quantitative evaluations by students are forwarded to the lecturers by email, posted on blackboard and discussed during staff meetings and in the Course Committee. The Programme Managers and Year Coordinators use these results as a basis for a number of action points, that are registered in a survey of improvements and actions. The panel reviewed this survey and found that it contains relevant actions that were taken on the basis of a thorough analysis of semester of block evaluations. Examples of actions are (i) the adding of an exam to test students individual performance, (ii) changing of portfolio assignments in such a way that they tie with different levels and (iii) swapping of course components to facilitate feasibility.

Furthermore, the course provided the panel with a clear insight into their current actions for improvement, and furnished this with examples of improvement actions related to (i) study success, (ii) international intake (ii) the student-satisfaction ratings.

Study success

Study success rates continue to be a source of concern for IBMS. The study success rate for the first-year programme and, by extension, the graduation rate for IBMS as a whole are lower than the overall goals for the institution (at 70% and 90% respectively), as is shown in the table below:

Study success for first-year programme and main phase graduation rate					
Cohort	2006	2007	2008	2009	2010
First-year success rate (after 1 year)	26%	23.6%	28.2%	21.3%	17.9%
First-year programme success rate (after 2 years)	56.6%	52.9%	59.4%	47.6%	
Main phase graduates	70.1%	55.3%			
Average duration of studies for graduates and dropouts					
for graduates (in years)					
Obtained certificate in	2006	2007	2008	2009	2010
	4.14	4.21	4.15	4.19	4.39
for dropouts (in years)					
Dropped out in	2006	2007	2008	2009	2010
	1.66	1.39	1.41	1.36	1.33

The success rate for the first-year programme shows a downward trend from 2009. An extensive analyses was conducted and presented to the panel in a report on Study Success of April 2012. It considers factors like nationality, pre-education and gender.

In order to increase study success rates and to reduce the average study duration and stay for dropouts, multiple actions have been taken: (i) as the Binding Study Advise has reduced the average duration of stay for dropouts, from September 2012, the BSA has been raised to 50EC. The panel supports fully supports this as it will expectedly encourage students to work hard right from the start of the academic year. (ii) Parallel to this, the guidance programme has been strengthened (mentoring, monitoring and tutoring) and the exam schedule has been adapted to ensure a better spread of exam dates across the year.

(iii) Also, slight adjustments to the programme have been made to help increase study success. For instance, small study units (from 3-5 EC) were introduced that include all separate subjects, which allows for the more effective registration of grades for part tests. Furthermore, students can no longer compensate an unsatisfactory grade for one subject with a pass for another, which gives them a clear picture of the requirements and ensures a straightforward assessment structure with a more transparent registration method for the grades achieved. (iv) additionally, attendance has been made compulsory for several key-modules (vi) social activity programmes are strengthened so as to enhance the bond with IBMS and (vii) more specifically, the course is examining opportunities to streamline the transfer from senior secondary vocational / higher general secondary education to IBMS.

International intake

The course defines international students as students that hold a foreign diploma. It appears that the percentage of students holding a foreign diploma has been falling slightly, from 56% in 2009 to 52% in 2011. To retain the relatively high number of foreign students, the course has explicitly intensified its recruitment activities abroad by actively visiting international educational fairs.

Student satisfaction

IBMS' scores in the internal *Reflector* survey are generally above the institutional average. However, in 2010 this trend was interrupted. IBMS students awarded lower scores to various aspects of the programme than in previous years, and even lower than the institutional average.

The management attributes this trend to the substantial organizational problems due to the strong increase in student numbers in previous years. The growth in student numbers was also accompanied by expansion of the team of lecturers. The school survey showed that areas for improvement include class schedules, academic career counselling, feedback on student performance and the timeliness of such feedback (within 15 working days).

Although the scores were still far from unsatisfactory, an improvement effort was launched to reverse the trend. This involved strengthening the position of the coordinators within the study programme, as well as guidance for new lecturers and supervision of compliance with the applicable procedures. In addition, the minutes of team meetings show that improvement of the operational quality was emphatically placed as a shared objective on the team consultation agenda.

The academic calendar includes a team activity almost every week (for example with respect to training and consultation, see Standard 3) and the communication with the Scheduling Office has been improved, which has had a beneficial effect on the schedules. In addition, the activities of the Assessment Committee have been intensified, with an emphasis on improving the quality of exams and the scheduling of examination dates. A standard exam review session is now scheduled after each exam period (see Standard 16).

The effects of the improvement measures was almost immediately reflected in the results of the 2011 *Reflector* which indicated an improvement in student satisfaction and scores for the study programme that climbed once again above the institutional average.

The panel judges highly positive of this swift and pro-active improvement scheme.

Considerations and Judgement

The previous findings, in general, confirm that the evaluation data are properly analysed and lead to well-considered actions for improvement. Study success is still an issue of concern, and programme policies in this field have had little effect so far, but the course management considers it one of the key-issues to be tackled and has taken an array of measures to increase study success. Moreover, slightly falling student satisfaction rates pro-actively fuelled clear and effective improvement measures, which unequivocally demonstrates that evaluations outcomes form the basis for measures for improvement that contribute to the attainment of the targets.

Thus, the panel judgement on Standard 14 reads 'good'.

Standard 15: Programme committees, examining boards, staff, students, alumni and the relevant professional field are actively involved in the school's internal quality assurance.

Findings

As part of their QA policy (Kwaliteitszorgbeleid 2011-2012), the faculty has adopted a standard Quality Assurance Cycle. The panel has established that this covers the consultation of all parties at the various levels. As part of the audit, the panel reviewed evaluation forms of all parties involved that had relevant questions focussing on the on-going quality improvement and achievement of the course objectives. The Internal Quality Assurance Overview of the course clearly indicates that students, alumni and faculty members are approached at regular intervals using one or more survey tools.

Target group	Frequency	Instruments	Taken up by:
Students	Annually	<i>De Reflector; De Startmonitor; the National Student Survey, HBO Keuzegids</i>	Programme Manager Course Committee Curriculum Committee
	Per semester	Curriculum evaluations; panel discussions Open meetings organised by the Course Committee	Quality Assurance Officer Programme Manager Course Committee Curriculum Committee
	During the academic year	Complaints analysis Exit interviews	Examination Board Year Coordinators Programme Manager Student counsellors Mentors
Alumni	Annually	<i>HBO-monitor</i> Quality-oriented sessions during alumni events (in the Netherlands and abroad)	Alumni Committee Curriculum Committee
	Bi-annual	Survey among alumni (international)	Alumni Committee Curriculum Committee
Staff	Twice a year	Result & development cycle	Academy Director Programme Manager
	Once every two years	<i>Het Kompas</i>	Academy Director Programme Manager
Professional field / peers	Every year	<i>Elsevier</i>	Programme Manager
	Twice a year	Discussion/evaluation of curriculum	Business Advisory Council Curriculum Committee
	Every couple of years	Evaluation of collaboration (in a personal meeting and in writing)	International partner universities

The panel also observed that all evaluation instruments, areas of evaluation, norms, methods of analyses and staff responsibilities related to quality assurance have been carefully and extensively described in the policy document.

Involvement of Examination Board

As part of the QA scheme, the panel established that every exam period the Assessment Committee assesses the exams and performs random analyses of the examination results. The Assessment Committee reports back to the Examination Board and provides feedback for lecturers and the Programme Manager (also see Standard 16).

Complaints of students in connection with tests may also issue recommendations concerning improvement actions required at the level of the Programme Manager, the Curriculum Committee and/or the Assessment Committee.

Assessment of stakeholders

From the panel discussions, it became clear that all parties are actively involved in quality assurance. As members of the Business Advisory Council put it: 'We are regularly furnished with curriculum evaluations and the results of their internal evaluations and our input and ideas are generally considered.' Similar remarks were registered from other discussion partners.

Supporting evidence for commitment among students is their response to curriculum evaluations, which reads 65.7% in year 1 and 67.0% in year 2 of the 2011-2012 study year. Also, participation in the Course Committee appears to be quite popular among students, as every year many candidates apply for membership.

Also staff members are involved in the quality assurance policy and addressed individually as part of the R&O cycle.

Considerations and Judgement

From its findings as outlined above, the panel concludes that all relevant parties, such as the Programme Advisory Board, the Examination Board, lecturers, students, alumni and professional field representatives are actively involved in the course's internal quality assurance.

Therefore the panel judgement on Standard 15 reads 'good'.

4.6. Assessment and learning outcomes achieved

Standard 16: The school has an adequate assessment system in place and demonstrates that the intended learning outcomes are achieved.

Explanation: The level achieved is demonstrated by interim and final tests, final projects and the performance of graduates in actual practice or in subsequent programmes. The tests and assessments are valid, reliable and transparent to the students.

Findings

Assessment system

The course being competency-based as it is, requires (interim)-examination formats that tie in well with the competency-based concept. This involves students acquiring competencies in various ways and being tested in accordance with appropriate examination methods.

The programme laid down its assessment policy in a separate assessment policy document, which describes in detail how the course deals with assessments. The policy document, among other things, also contains a section on how to construct and evaluate exams and assignments, and provides a full overview of all assessments throughout the academic year for each of the modules, their formats, their weighting and whether they take the format of individual or group assessments.

The panel established that the deployment of test formats and methods is rightly governed by the competencies to be evaluated and the learning goals derived from these. The table below presents an overview of the test methods in use from the perspective of the three programme cornerstones.

Cornerstone	Skills & knowledge	Test methods	Individual / group
Knowledge	Theoretical knowledge	Exams with multiple choice and/or open questions.	Individual
	Practical know-how	Cases/ assignments/ presentations during the module. Integrated projects <ul style="list-style-type: none"> ▪ Report ▪ Presentation ▪ Individual portfolio ▪ Peer evaluation 	Individual or group Group + individual
Perspective	Intercultural skills Professional skills	Project weeks: <ul style="list-style-type: none"> ▪ Compulsory attendance ▪ Peer evaluation ▪ Reflective reports 	Individual + group
Experience	Study Abroad	On-site exams (knowledge) Reflection on intercultural skills	Individual
	Internship	Assessment of actions/ competencies by internal and external internship supervisors. Internship report	Individual Individual

The panel learned that the choice of test method for each module is made and regularly evaluated by the Curriculum Committee, the Assessment Committee and the Module Team.

The Academic Assessment Plan shows that the number of interim-tests is relatively high at the beginning of the programme and is then gradually reduced. For example, interim-tests have recently been introduced for the more demanding quantitative modules.

Prior to deployment, lecturers must submit their test papers, test matrices and checklists to the Assessment Coordinator of the Assessment Committee four to five weeks before the exam date. The Assessment Committee checks the test papers for spelling and content and examines whether they are consistent with the learning goals of the subject concerned. After the exam period the lecturer hands in a completed evaluation form.

During the academic year 2011-2012, several module leaders attended a seminar on testing in order to achieve further quality improvements. During the seminar they learned how to create even better quality tests that are consistent with the learning objectives that the lecturer wants to test. Participants also received feedback on recent tests. In addition, the Assessment Committee is working to further improve the quality, as was explained during the audit: 'We are working on involving external examiners more frequently in the assessment process. They will not be involved in grading yet, but eventually they might, when trained and formally appointed as examiners.'

As already stated, after every exam period a review session is scheduled to enable students to view their corrected test papers. Feedback on cases, assignments and projects is given during the relevant module; students can visit the general consultation hour or make an appointment if they would like to receive additional clarifications or feedback. 'These meetings have added value in the sense that you gain insight in your mistakes,' say students on the panel.

Students will be deemed to have achieved the final qualifications for higher professional education if they have earned a grade of at least 5.5 for all major en minor programme components and have satisfactorily completed their final project.

Internship and final project

Different test methods apply to course components such as internships or graduation projects. These two particular components benefit from contributions in the form of feedback from parties in professional practice.

However, students are also tested against fixed criteria. During their internship they are assessed twice by the company mentor: once halfway the internship period and a second time at the end. This is incorporated into the final assessment by the Internship Supervisor at the institution. Procedures and assessment criteria have been clearly described in the Internship Guide, which was reviewed by the panel members.

During the graduation phase in the second semester of the fourth year, each student is assigned a tutor from the institution and has a contact person at the sponsor company, from whom the student receives feedback. The final assessment is done by two other IBMS lecturers (first and second examiner) on the basis of fixed criteria. This assessment form comes as an Appendix to the Final Integrated Project Guide and gives insight into all relevant assessment criteria, and their weighting.

In the execution of the graduation project each individual student will need to demonstrate his or her proficiency at HBO-Bachelor's degree level. The purpose of the final project (FIP-8) is not to have the student acquire new competencies, but rather for the student to apply the competencies acquired in previous semesters in a practical research setting. Every final project centres around three competencies: Intercultural Business Awareness, Business Research and Business Communication. Depending on the subject, these are further supplemented with related professional competencies.

The final project is a research assignment commissioned by a sponsor company to be conducted by each student individually. The project comprises a research proposal, a bachelor thesis, its presentation and defence. The research assignment is formulated in consultation with the sponsor company and should address an issue or question that is relevant to the professional field. The assignment must also satisfy the requirements of the study programme, as is clearly stated in the Final Integrated Project Guide. For example, it should include an international component and be related to the professional competencies.

The panel, in reviewing the FIP Guide, established that the final project is conducted along strict guidelines that comprise (i) a preparatory stage with a kick-off meeting and compulsory workshops on research and report writing, (ii) the handing in and assessment by the Graduation Committee of a research proposal, (iii) the writing of the bachelor thesis under the guidance of an allocated tutor, and (iv) the assessment and presentation of the thesis.

The subject of the final project determines the selection, by the Programme Manager or Year 4 Coordinator, of bachelor thesis tutors and assessors, so as to ensure the quality of the project in terms of content. The eventual assessment of individual students is the responsibility of two internal examiners called assessors appointed by the Examination Board.

In assessing the final paper, the course has decided to observe a clear division between guidance and assessment. The tutor fills in only part of the assessment form about the required criteria of the bachelor thesis and then hands it over to the thesis assessors who read the bachelor thesis and decide on its grade independently before the presentation/ defence takes place.

This event will only take place when the bachelor thesis has been awarded a minimum of 5.5 and the student has 162 ECTS in OSIRIS (i.e. has passed all other modules). During the presentation the assessors and, if possible, an expert from the business field are present.

The assessors decide on the grade of the presentation and include it in the assessment form, which also contains specific reference to the international aspect of graduation, which is by nature considered a key-component of the course (see Standards 1 and 2).

The assessment is made definitive by combining both aspects, 70% bachelor thesis and 30% presentation/ defence. The final grade is awarded to the student by the two assessors. Students who are unable to complete the procedure within the given time frame have the opportunity to continue the project in the following academic year.

Role of external professionals in final assessment

The sponsor company is invited to the FIP-8 presentation and defence but do not have any influence on the grade. They may, however, provide feedback about the relevance of the project and the competencies that the student has shown during the process of conducting the research.

Since academic year 2011-2012 IBMS aims to collaborate with the professional field in the assessment of graduation candidates and recruited and trained external professionals, who are involved in 40% of the assessment procedures. Their role is to advise IBMS and the graduating student on the usefulness of the project in the professional field. External examiners are informed about the requirements IBMS imposes. They read the bachelor thesis and are invited to the presentation and can ask questions for clarification. However they are not authorised to award grades.

The panel commends the staff on the way it has involved the professional field in the final assessment of students' Bachelor's level.

The panel closely inspected the assessment procedure of the final project and came to the conclusion that it is well-structured, accurate, and clearly facilitates inter-subjectivity that should lead to valid and reliable judgements on students' final level.

In this respect, the structure and content of the final assessment of the course certainly top the ones the panel so far had observed elsewhere.

Examination Board and Assessment Committee

As part of the audit, the panel spoke, among others, with the Chair of the Examination Board and the Chair of the Assessment Committee, who is also an Exam Board member. The panel is impressed about the professional attitude and know-how of the auditees. Both Examination Board and Assessment Committee members know what is expected of them in the light of the WHW.

The Examination Board plays a pivotal role in the assessment system and, thus, in the safeguarding of the final project. With regard to this, the Examination Board has explicitly mandated all FIP-related tasks to the Graduation Committee. Considering the panel's previous judgement, this mandate is carried out thoroughly and properly. Also, the panel experienced that the Examination Board and Assessment Committee have organized their communication properly.

The Assessment Committee, which consists of four members, monitors the quality of (interim-)exams, issues guidelines regarding the quality (i.e., reliability and validity) and level of all IBMS (interim-)exams.

The responsibilities of the Examination Board are laid down in the IBMS Programme and Examination Regulations, which are part of the Study Guide. The Examination Board has weekly meetings and presents a written report on its activities to the Academy Director at the end of every academic year. The panel has taken note of the Board's 2011-2012 Annual Report and considers it of the right substance: it contains both an overview of the Board's activities as well as a set of recommendations for improvement, e.g. with regard to the deployment of Ephorus for all assignments.

Assessment by students

In the Reflector Survey, students award a mark of 6.6 for the assessment component. Students indicate that they know in advance what they will be tested on (3.8 on a 5-point scale) and students are also satisfied about the alignment between the tests and the study programme (3.7). The score on the quality of lecturers' feedback on their assessments improved in 2011 (3.1) compared to 2010, when it was still 2.9.

Panel assessment of students' dissertations

A random selection of 15 theses, together with their assessment forms, was evaluated before the audit took place. An overview of the inspected theses is provided in the Annex VI to this report. The choice was made by the panel members from a list provided by the staff, that included the final papers of all course graduates of the past two years. The sample was taken from both years, with a preference for the theses that had recently been delivered. On-site the panel reviewed an additional selection of theses.

Panel judgement

All of the theses dealt with relevant topics, such as 'The Attractiveness of the Chinese Stock Exchange', 'Community Engagement for Online Start-ups', 'Life-cycle of Electronics' and several Business Plans. The papers generally were well-structured, most of them had realistic and workable thesis statements, based on a literature search.

In general, students' ability to observe inter-cultural differences adequately, strikes the eye, as well as the quality of the reflection on their competencies.

It is clear that the extensive proposal, the kick-off meeting and the strict time-scheme, offer an anchor to students in conducting their research and in drawing up their theses. The dissertations were generally written in acceptable to good English. The use of English by Asian students needs extra attention in terms of phrasing.

In general, the papers demonstrate that most students' have a fair to good idea of how to go about practice oriented research. Sometimes their research methods have not been clearly described and their referencing is a bit thin. Also should their research questions, objectives and approach sometimes be more concretized, but never did the findings of the panel members lead to an insufficient mark. Moreover, the marks given by the examiners were not questioned and clearly reflected the attained levels.

With regard to the level of their conclusions and recommendations, the panel remarks that these are quite diverse. Some students substantially contradict a theory --or sometimes even refute a number of possible theoretical approaches – and others only enumerate their recommendations. This observation ties in with the remarks that some external assessors made when asked by the course management to comment on the quality of the final papers. It appeared that they sometimes questioned the manageability of an implementation and wondered whether the entire range of solutions had been considered. The panel regards this as an item for further refinement.

In addition, the professional field representatives with whom the panel members spoke were very positive about students' command of general business skills. 'These students are critical in a pleasant way, they know how to function in a professional environment, are real team workers and possess advanced communication skills.' These observations are very much in tune with the outcomes of the NSE 2012, that shows high marks on general competences.

The panel was unanimously content with the quality of the assessment forms. These had been filled in thoroughly and extensively, in such a way that the substantiation of judgements could easily be understood. Again, the level of transparency was exceptional and clearly surpassed the quality the panel had seen so far at other IBMS programmes.

In summary, the panel takes the view that on the basis of the evaluated graduation papers and the supportive statements of the work field representatives, the course clearly demonstrates to achieve its intended learning outcomes.

Considerations and Judgement

The previous findings lead the panel to the conclusion that the school has designed an adequate assessment system that in very well evaluates students' performance with the appropriate assessment tools and formats. The Examination Board, together with the Assessment Committee, is well-equipped to play its pivotal role and shows to be in full control over the output and level of the programme and – if need be – takes up the required 'watchdog' stance.

Considered from the content point-of-view, some minor adjustments are recommended, but level-wise the course undoubtedly demonstrates to achieve the intended learning outcomes of the programme continuously. These observations are broadly shared by the professional field.

On top of that, the degree of transparency with regard to the final assessment is exceptionally good.

Therefore, the panel judgement on Standard 16 reads 'good'.

5. OVERALL CONCLUSION

The culture at IBMS-The Hague is foremost characterised by its robust international context, with a truly international staff and a student population alike. Content-wise the course aims to establish a solid knowledge base to furnish students' competency attainment through real-life projects, featuring finance and marketing as their focus-areas.

Like most other IBMS courses in the Netherlands, IBMS-The Hague uses the nationally validated set of qualification statements as their intended learning outcomes. The curriculum, staff, accommodation and facilities nicely facilitate students attainment of the course objectives. In order to safeguard the quality of the programme, the course has adopted a quality assurance system that involves all stakeholders, delivers effective results and reveals a closed PDCA cycle. On the whole, course management and staff have a clear overview of the state of affairs and what needs to be done to further optimize the course.

The achieved learning outcomes reflect the quality of the programme, the appropriate teaching and learning environment of the course, and the virtue of the assessment system, which in the final phase of the programme shows an unusual degree of transparency.

Taking into account all of the findings as they are, the auditors have concluded that the Bachelor of Business Administration IBMS of De Haagse Hogeschool shows a quality that is above average compared to most other IBMS programmes in the Netherlands.

Considering that NVAO assessment rules prescribe that the final conclusion regarding a programme can only be 'good' if at least standards 1, 3, 6, 9, 13, 14, 15 and 16 are judged 'good', and considering the fact that this is the case, the panel rates the overall IBMS programme of De Haagse Hogeschool as 'good'.

Subsequently the panel recommends the NVAO to award re-accreditation to the Bachelor of Business Administration IBMS of The Hague University of Applied Science.

6. RECOMMENDATIONS

Alongside the audit the panel members made a few observations that might be of interest to the school. They are lined up here as suggestions and recommendations for improvement.

Related to topic 1 (4.1): intended learning outcomes

- The panel recommends to reinforce the Business Advisory Board, for instance with some of the experienced alumni of the course to cover the entire scope of IBMS at a truly higher management level and an even more international business level.
- Also, the panel recommends to personalize the set of final qualifications with regard to the programme's focus on *finance* and *marketing*.
- In order to strengthen its distinctive feature of internationalisation the course should consider (i) to develop a more exclusive and refined vision on internationalisation, which is shared by everybody and which makes it absolutely clear where the IBMS-HHS stands from an international perspective (and not just from a national one, on the basis of a programme comparison of Dutch IBMS courses) and – equally important – where it is heading for; the panel suggests that more focus on specific domains of the internationalisation process or tailor made courses with regard to emerging markets (e.g. BRIC) in today's globalizing economy, could be among one of the strategies to be carried out in the years ahead. This in order to safeguard the long term international vitality of the IBMS faculty of your institution and to guarantee the differentiation that is required in an educational environment which faces more and more competition; (ii) to design a distinct strategy towards the large number of partner universities and the strategic grounds on which their number should either be limited or extended in certain regions. Additionally, plans could be developed to initiate multilateral projects subsidised by the EU or Dutch governmental institutions; (iii) to draw up and carry out a solid strategy to reverse the trend of the declining number of foreign students in order not to endanger the course's key-USP of diversity.
- Another issue to be addressed here is the declining intake of foreign students. To state that this trend should be reversed in order not to endanger the aspect of diversity, does not suffice. Clear-cut measures, also on the strategic level, must be formulated and implemented as to how the course will turn this tide, in order to sustainably safeguard the attractive international environment the programme is offering now.

Related to topic 2 (4.2): curriculum

- To the panel it was not clear how the curriculum benefits from the lecturers who work for the Research group. It seems that lectures are more preoccupied with writing articles and creating personal networks than transferring their expertise and knowledge into curriculum. The panel recommends to make the yield of research for the programme more explicit.
- In the field of internationalisation the panel would recommend the staff to consider how more students can be tempted to take another foreign language besides English, as a proper command of languages not seldom enhances one's ability to do business.
- The panel recommends a screening of the course reading list to be carried out, as students on the panel claimed that not all books on the list were used by their teachers.
- The panel recommends to scrutinize the second year programme of the Accelerated programme, as students indicated this still required more structure; also, a firmer link between the regular and the accelerated students should be considered.

Related to topic 3 (4.3): staff

- The panel found that the IBMS staff represent a wide variety of nationalities. However, their international networks could be used better and more actively for the benefit of the programme.
- The international culture of the course clearly benefits from the relatively large number of non-Dutch staff; the panel recommends to extend this staff policy to the co-ordinating staff.
- With such an extensive network of partner universities at hand, the panel recommends a more elaborate exchange of lecturers to be organized.
- In the audit, teaching staff confirmed that frequent staff exchanges on programme content and the profession take place in organised meetings, but also in a more informal way on a day-to-day basis. The panel recommends to keep track of this exchange of knowledge and information and to make the gained information available for the longer term in the form of an exchange portal, a drop box or by informing fellow staff member via reports or notes to be send around after study visits and trainings.

Related to topic 4 (4.4): services and facilities

- The panel receive some remarks about the integration of Asian students in particular. The panel copies the recommendation of some students who indicated the course management should consider a more pro-active approach in this.

Related to topic 5 (4.5): quality assurance

- In view of their quality targets, particularly considering the fact that IBMS The Hague explicitly strives to be one of the best IBMS programmes of the Netherlands, the panel recommends the course to raise the bar with regard to some of the quality assurance parameters.

Related to topic 6 (4.6): assessment and learning outcomes achieved

- In order to further refine the output of the course, the panel recommends, e.g. in the form of a discussion session with examiners, to scrutinize the feasibility and quality of students' implementation plans as part of their theses.

ANNEXES

ANNEX I Overview of judgements

Overview of judgements on the Bachelor of Business Administration in International Business & Management Studies of De Haagse Hogeschool	
Standards	Judgements
Intended learning outcomes	
Standard 1: Intended learning outcomes	good
Curriculum	
Standard 2: Orientation of the curriculum	good
Standard 3: Contents of the curriculum	good
Standard 4: The structure of the curriculum	good
Standard 5: Incoming students	good
Standard 6: Feasibility of the programme	good
Standard 7: Scope and duration of the curriculum	in order
Staff	
Standard 8: Staff policy	excellent
Standard 9: Quality of the staff	good
Standard 10: Size of the staff	good
Services and facilities	
Standard 11: Housing and infrastructure	good
Standard 12: Tutoring and information	good
Quality assurance	
Standard 13: Evaluations	good
Standard 14: Measures for improvement	good
Standard 15: Involvement of stakeholders	good
Assessment and learning outcomes achieved	
Standard 16: Assessment system and learning outcomes achieved	good
Overall judgement	good

ANNEX II The course's learning objectives and outcomes

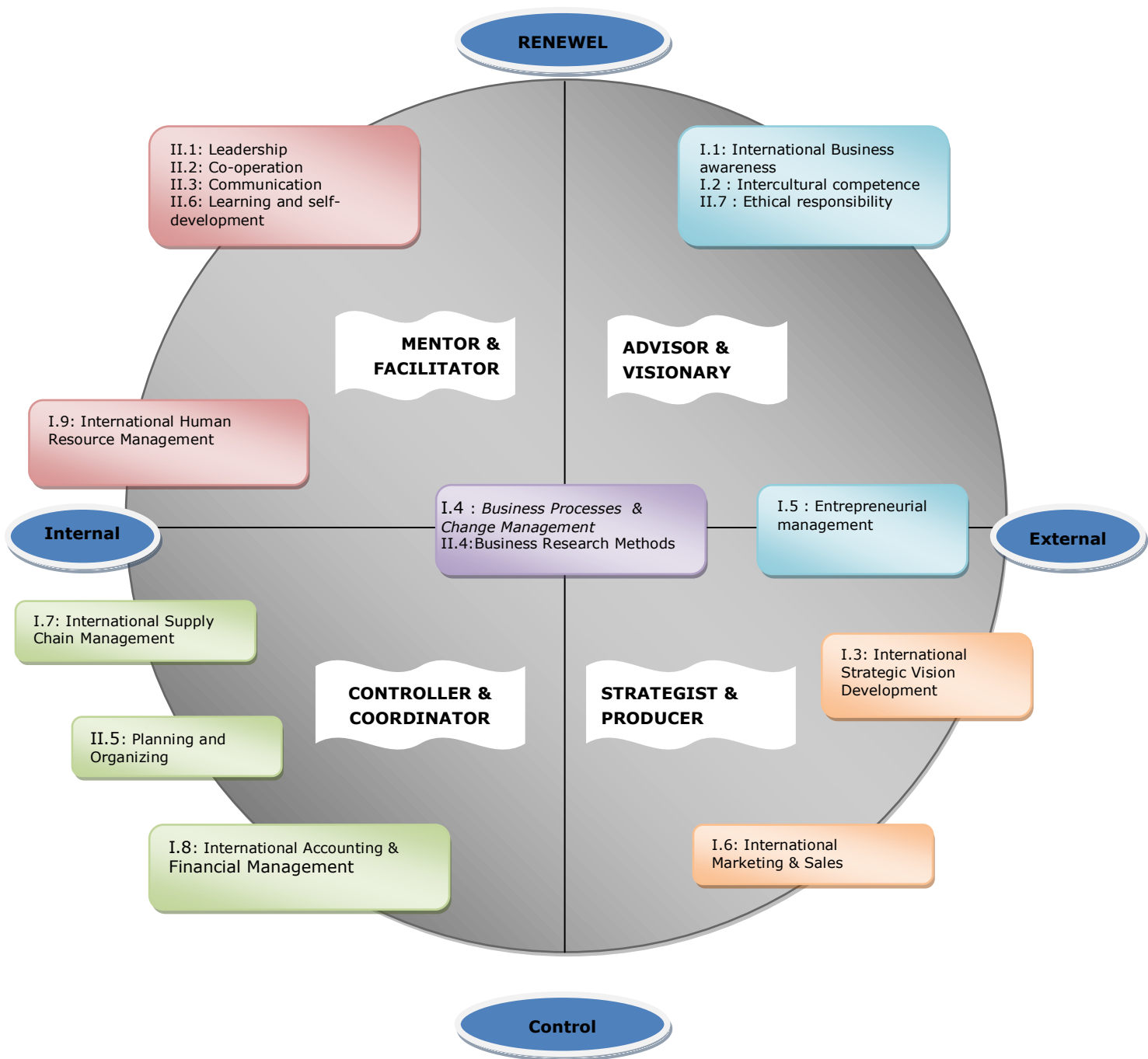
Overview final competencies, (X) indicates they are attained on level 3:

	Competency	Level 3	Description	Modules
PC1	International Business Awareness	X	The ability to do an extensive research and to make a transparent synopsis of an international study. On this basis he can advise management on the opportunities and threats in the international legal and business environment. The student shows a clear interest in international developments beyond scope of his own activities and reads specialist literature on this topic. The ability to attune his own activities and those of the company to international trends.	GMM-5 IP-5 EBC-5 IP-6 IP-8 ISM-8 FIN-8
PC2	Intercultural Competency	X	The student can recognize and appreciate cultural differences in behaviour and values. He has developed an open attitude and is motivated to work abroad. He can make effective use of empathy, or 'frame of reference shifting', to understand and be understood across cultural boundaries. He can maintain an international network essential to his tasks and to the company.	GMM-5 EBC-5 IP-8 ISM-8 DLS-8
PC3	International Strategic Vision Development	X	The ability to translate trends in the environment to opportunities and threats for the organization. He should be able to assess an international strategic policy for a company, clearly defining the strategic limits. He can contribute to the adjustment of a vision and strategy. He can assess the consequences of a vision and strategy for business policies and processes.	IP-6 IP-8 ISM-8 MIN-8
PC4	Business Processes & Change Management			
PC5	Entrepreneurial Management	X	The ability to contribute, in co-operation with others, to an optimal exploration by the company of the opportunities for both new and existing products/ services in the market and the necessary risks involved. The student contributes to a pro-active opportunity-seeking attitude in the company and encourages the company to make effective use of these opportunities.	GMM-5 IP-5 IP-6 ISM-8
PC6	International Marketing & Sales Management	X	The ability to create, change and implement a strategic international marketing plan which includes and analysis of the international environment of the company's position. The plan contains strategies in product development, pricing, distribution and international advertising and promotion.	GMM-5 IP-5 ISM-8
PC7	International Supply Chain Management			
PC8	International Finance & Accounting	X	The ability to describe and understand the consequences of the various risks inherent to international business. The ability to contribute to management control of a multinational organization by means of an integrated application of his knowledge of business accounting, management accounting, financial management, and other relevant aspects.	IP-5 ISM-8 FIN-8
PC9	International Human Resource Management			
GC1	Leadership			

	Competency	Level 3	Description	Modules
GC2	Co-operation	X	The ability to encourage others to obtain results through co-operation by sharing ideas and giving in to wishes of others, when necessary to progress as a group. The ability to fulfil an exemplary role within the team. The ability to keep contribution and participating, even when he is no longer directly involved. The ability to provide new ideas to improve results collectively.	GMM-5 IP-6 IP-7 IP-8 MIN-8
GC3	Business Communication	X	Good operational command of the English language in a wide range of real world situations, e.g. can participate effectively in discussions and meetings (level C1).	EBC-5 IP-6 IP-8 MIN-8 FIN-8 DLS-8
GC4	Business Research Methods	X	To spot complex issues and to search information from a broad range of resources. To be able to integrate theory and practice. To be able to indicate the information needs in complex situations. To draw conclusions from complex research data.	IP-5 LOM-5 EBC-5 IP-6 IP-7 IP-8 MIN-8
GC5	Planning & Organising	X	The ability to stimulate others to harmonise the planning and organization of projects and activities in an effective manner, in relation to his own activities.	IP-5 IP-6 IP-7 IP-8 MIN-8 FIN-8
GC6	Learning & Self-development	X	The ability to know the limits of his competencies, to critically evaluate and account for his own actions, to take criticism and put it to good use. The ability to take feedback, take initiative and work independently.	IP-5 IP-6 IP-7 IP-8 DLS-8
GC7	Ethical & Corporate Responsibility	X	The graduate should be able to contribute actively to a corporate social responsibility policy, like an ethics work group or committee. He is able to handle dilemmas in a manner that he shows that he is responsible for and can be held accountable for.	IP-5 EBC-5 IP-6

3 levels of command	
Level 1	The ability to execute a simple task. The student has the basic knowledge and skills to apply the competency with guidance in a limited context In most educational situations this will be learned in the first year.
Level 2	The student can apply the competency independently in a relatively clearly arranged situation. This will normally be at the end of year 2 or the work placement period.
Level 3	The student can apply the competency independently in a complex situation with complete control of the required skills Bachelor-level.

Competency Chart IBMS National Curriculum



This chart visualizes how the 16 IBMS competences equip graduates as generalists with basic knowledge in all the main areas of business.

ANNEX III Overview of the Bachelor's programme

The following chart gives a description of the IBMS curriculum per semester:

	Semester 1	Semester 2
Year 1	Student are introduced to the main areas; however the focus is on marketing and international business. The Integrated Project is about bringing a new product into the Dutch supermarket.	Finance is the central focus in the second semester, in which the integrated project focuses on making a business plan for an international company.
Year 2	In the third semester, students take up their first minor. The major subjects focus on the main area marketing research, whereby the modules are integrated in the research project IP-3.	In the fourth semester students only take major subjects, which extend and/or deepen the knowledge in all competency areas. Students are brought from level 1 to 2 (and in some areas at level 3) of the IBMS-NP competencies. In the Integrated Project students work on a business plan through a virtual game.
Year 3	In the fifth semester students only take major subjects, which extend and/or deepen the knowledge in all competency areas. Students are brought from level 1 to 2 (and in some areas at level 3) of the IBMS-NP competencies. The Integrated Project allows students to do a research project within an international organization, in a group setting.	Students are going away to a partner-University abroad, to study outside the HHS for at least 1 semester. Students can choose their minors within the profession-related competencies. This is stimulated as IBMS works with partner-universities that offer programmes in these areas.
Year 4	Students conduct an internship in an existing company with an international component: either abroad or within an international company in The Netherlands. The topic of the project should be within the area of the professional competencies of the IBMS-NP framework (therefore linked to one or more modules from the Major). Students should do work which is part of the company's normal operational routing and conduct a specific project at Bachelors level (level 3 of the competencies).	This final semester, students finalize the major modules and 'arrive' at level 3 of the competencies. Students work individually on their final integrated project: a research project ('thesis') within an international organization and carry out this research within a professional context. The subject of the final integrated project has to fit within the IBMS-NP competency framework (hence will have a link to one of the IBMS Major subjects).

An overview of the main programme structure:

main area	semester 1		semester 2		semester 3		semester 4	
Business environment	MAT	3	OBM	3	QUM-IMAN	4	ILW	3
	IB	3	STA	4	ECO	3	MIN	3
	BG	1	ECO	3			OBM	3
	MIN	4					IP-4	4
Marketing	MKT	3			QRS	2	MC	3
	RMB	1						
	IP-1	3						
Finance & Business analysis	IFA	4	IFA	4			FIN	3
			FIN	4			MAC	3
			IP-2	4	IP-3	3		
Business communications	EBC	5	EBC	5	EBC	4	EBC	4
Development and Learning skills	ECA		ECA	3			CMT	1
	ICP	1					HRP	1
	DLS		DLS	2	DLS		DLS	1
				MINOR	15			
		28		32		31		29
	semester 5		semester 6		semester 7		semester 8	
	ILW	3	Study abroad	30	Internship	27	FIP	18
	SMI / IP5	5					MIN	3
	LOM	3					AEC	3
	MIN	4						
	GMM	4					SMM	3
	MAC	4					FIN	3
	EBC	4						
	PSAI	2						
	DLS	1					DLS	3
		30		30		27		33

ANNEX IV Overview of staff

Parameter	#	FTE
Full-time	27	27
Part-time	23	12.94
Guest lecturers	25	0.7
Seconded to other study programmes within the institution	0	0
Hired from other study programmes within the institution	2	0.67
Bachelor's degree	2	2
Master's degree	45	33.64
PhD	5	4.3
Member of research group	3	0.6
Total student enrolment	1081	-
Total FTEs	-	40.71
Lecturer-student ratio	1:26.6	
Staff previously employed in professional practice	28	
Staff simultaneously employed in professional practice	8	

ANNEX V Programme of site-visit

Programme 9th of October 2012 – day one

Location: De Haagse Hogeschool, Johanna Westerdijkplein 75, Den Haag

Time	Auditors	Topics
08.00 – 08.10	Reception by school management	<ul style="list-style-type: none"> ▪ Establishing of agenda
08.10 – 09.00	Preparatory meeting panel members	
09.00 – 10.00	School management, Programme management and Quality Assurance officer Balder Schumacher <ul style="list-style-type: none"> ▪ Dean of the Academy of Marketing & Commerce N. Kohli <ul style="list-style-type: none"> ▪ Programme Manager Hester Lentz <ul style="list-style-type: none"> ▪ Policy advisor 	<ul style="list-style-type: none"> ▪ Mission & strategy ▪ Developments in professional field ▪ Market position/ competitive position ▪ Education performance/ success rate ▪ Interaction with professional field/ customer relationship management ▪ Curriculum development ▪ International focus ▪ Intrinsic backbone of the programme's contents ▪ Distinctive features of the programme ▪ (Applied) research & development ▪ Personnel management/ staff policy ▪ Quality assurance
10.00 – 10.15	Break/ panel retrospective	
10.15 – 11.00	Coordinators Deborah Mevissen <ul style="list-style-type: none"> ▪ First year coordinator/ Accelerated Programme/ member Curriculum Committee Rob Laas <ul style="list-style-type: none"> ▪ Coordinator Study Abroad/ Chair Examination Board – Academy Marketing & Commerce Hans Hoekstra <ul style="list-style-type: none"> ▪ Coordinator Internship Fiona Straathof <ul style="list-style-type: none"> ▪ Coordinator Development & Learning Skills 	<ul style="list-style-type: none"> ▪ Curriculum development ▪ Involvement professional field ▪ Intrinsic backbone of the programme's contents ▪ Distinctive features of the programme ▪ Practical components ▪ Learning assessment (methods, standards, parties involved, scoring & feedback) ▪ Tutoring ▪ (Applied) research & development ▪ Education performance / success rate ▪ Interaction with the management
11.00 – 11.15	Break/ panel retrospective	
11.15 – 12.00	At random classroom visits (simultaneously: tour around the school/ programme facilities)	<ul style="list-style-type: none"> ▪ Application of didactical concept ▪ Specifically library, media centre and classroom facilities
12.00 – 12.45	Lunch/ panel retrospective	
12.45 – 13.30	Teaching staff members Irene Dondjio <ul style="list-style-type: none"> ▪ Third year coordinator/ Marketing/ Mathematics/ Economics/ Internship Peter van Hengel ▪ Finance Angelique Le Guillou <ul style="list-style-type: none"> ▪ Languages/ Study Abroad Mark Li Fo Sjoie <ul style="list-style-type: none"> ▪ Marketing/ Research Celso Meiller <ul style="list-style-type: none"> ▪ Management 	

Time	Auditors	Topics
	Rishma Radjie <ul style="list-style-type: none"> ▪ Mathematics/ Statistics/ Economics Sanjay Sharma <ul style="list-style-type: none"> ▪ Management/ Business in Asia Maria Vanlaeken-Kester <ul style="list-style-type: none"> ▪ Business Communication/ member Course Committee 	
13.30 – 13.45	Break/ panel retrospective	
13.45 – 14.30	Students Subject to change Rodrigo Yanez Moreno <ul style="list-style-type: none"> ▪ Year 1 Chris de Kort <ul style="list-style-type: none"> ▪ Year 1 Gaby Paul <ul style="list-style-type: none"> ▪ Year 1 Max Kiderle <ul style="list-style-type: none"> ▪ Year 2, member Course Committee Augustina Osana <ul style="list-style-type: none"> ▪ Year 2 Fabian Ilia <ul style="list-style-type: none"> ▪ Year 2, Accelerated Programme Monika Dimitrova <ul style="list-style-type: none"> ▪ Year 2, Accelerated Programme Natalia Rajewska <ul style="list-style-type: none"> ▪ Year 2, Accelerated Programme Neno Serkedzhiev <ul style="list-style-type: none"> ▪ Year 3, Accelerated Programme Jordan Alf <ul style="list-style-type: none"> ▪ Year 3, Chair Course Committee Laurens Heemskerk <ul style="list-style-type: none"> ▪ Year 4 Ocean Wang <ul style="list-style-type: none"> ▪ Year 4 	<ul style="list-style-type: none"> ▪ Quality of teachers ▪ Information and communication facilities ▪ Learning assessment/ feedback ▪ Tutoring (incl. practical periods) ▪ Feasibility and workload ▪ Educational facilities ▪ Final projects/ exams ▪ Student participation in the school's decision making
14.30 – 14.45	Break/ panel retrospective	
14.45 – 15.45	Assessment System and Examination Board Rob Laas <ul style="list-style-type: none"> ▪ Coordinator Study Abroad/ Chair Examination Board – Academy Marketing & Commerce Marius ten Raai <ul style="list-style-type: none"> ▪ Member Examination Board – Academy Marketing & Commerce Clair Moore <ul style="list-style-type: none"> ▪ Chair Assessment Committee Dick Verhoeff <ul style="list-style-type: none"> ▪ IP-8 proposal coordinator Manja Willemse <ul style="list-style-type: none"> ▪ Chair IP-8 	<ul style="list-style-type: none"> ▪ Quality assurance learning assessment ▪ Achievement of intended learning outcomes ▪ Authority of the Examination Board ▪ Relation to the management ▪ Assessment: involvement of the professional field ▪ Assessment: expertise
15.45 – 16.00	Break/ panel retrospective	
16.00 – 16.30 Parallel session	Consultation session for students and teaching staff Review of additional documents	
16.30 – 17.00	Panel reflection on the day and prep for next day	

Programme of 10th of October 2012 – day two

Location: De Haagse Hogeschool, Johanna Westerdijkplein 75, Den Haag

Time	Auditors	Topics
08.30 – 09.00	Panel preparation	
09.00 – 10.00	Research staff Alex v/d Born <ul style="list-style-type: none"> ▪ Research Helen Kopnina <ul style="list-style-type: none"> ▪ Research/ member research group Orlando Meulens <ul style="list-style-type: none"> ▪ Marketing/ member research group Marco Rensma <ul style="list-style-type: none"> ▪ Research Damir Urem <ul style="list-style-type: none"> ▪ Law/ member research group Christine v/d Ven <ul style="list-style-type: none"> ▪ Research 	<ul style="list-style-type: none"> ▪ Research activities ▪ Impact on the programme ▪ Involvement of teachers and professional field ▪ Results and further development
10.00 – 10.15	Break/ panel retrospective	
10.15 – 11.00	Field representatives/ alumni Subject to change Charlene Lambert <ul style="list-style-type: none"> ▪ Member Business Advisory Council Hans Burgers <ul style="list-style-type: none"> ▪ Member Business Advisory Council Alumni	<ul style="list-style-type: none"> ▪ Mission & strategy ▪ Developments in professional field ▪ Market position/ competitive position ▪ Education performance/ output/ success rate ▪ Interaction with professional field/ customer relationship management ▪ International focus
11.00 – 11.15	Pending issues Extra session with Chinese students	<ul style="list-style-type: none"> ▪ Involvement of Chinese students in the programme
11.15 – 12.00	Lunch/ panel retrospective <i>(drawing up of preliminary conclusions)</i>	
12.00 – 12.30	Panel feedback to all invited by the school	

Selection of the delegations / the auditees

In compliance with the NVAO regulations the audit panel decided on the composition of the delegations (auditees) in consultation with the course management and on the basis of the points of focus that had arisen from the panel's analysis of the school's documents prior to the audit.

An 'open consultation session' was scheduled as part of the site-visit programme. The panel verified that the scheduled times of the consultation session had been made public to all parties involved in the school community correctly and timely. No students or staff members attended the open consultation session.

During the site-visit the audit panel members spoke randomly to students and attended a number of lectures.

ANNEX VI Documents examined

List of documents examined

- **Critical Reflection**, Management Review
- **National platform IBMS**: (i) Framework competencies, (ii) Body of Knowledge & Skills sector HEO, (iii) HBO Raad, (iv) Minutes National platform IBMS
- **Education policy**: (i) Educational Framework Report, (ii) Overview competencies 2011-2012, (iii) Overview competencies 2012-2013
- **Organization**: (i) Organogram M&C, (ii) Study guide, (iii) Academic calendar, (iv) M&C Policy plan, (v) Internationaliseringsbeleid M&C, (vi) Studiesucces
- **Alumni Committee**: (i) Analyse alumni mei 2010, (ii) Analyse alumni september 2010
- **Study Abroad**: (i) Study Abroad guide 2011-2012, (ii) Partner universities, (iii) Q&A Study Abroad
- **Business Advisory Council**: (i) Business Advisory Council Reglement, (ii) BAC Members, (iii) Minutes Business Advisory Council, (iv) Analyse Business Advisory Council
- **Staff**: (i) Strategisch personeelsplan, (ii) Hiring policy IBMS, (iii) De Haagse competenties, (iv) Medewerkerhandleiding 2011-2012, (v) Sample Deployment System, (vi) Staff information, (vii) Overview network IBMS, (viii) Minutes staff meetings, (viii) Update courses, (ix) Newsletters
- **Internship**: (i) Internship guide 2011-2012, (ii) Assessment forms for tutors,
- **Curriculum Committee 2010-2011**: (i) Vision Curriculum Committee, (ii) Minutes Curriculum Committee, (iii) Booklist, (iv) Overview minors, (v) Main programme, (vi) 3-Year programme, (vii) Memo 50 ECTS
- **Curriculum Committee 2011-2012**: (i) Vision report Curriculum Committee, (ii) Minutes Curriculum Committee, (iii) Booklist, (iv) Overview minors, (v) Repair overview, (vi) Main programme, (vii) Accelerated programme
- **Development & Learning Skills 2011-2012**: (i) DLS syllabus year 1, (ii) DLS Syllabus year 2, (iii) DLS Syllabus year 3, (iv) DLS Syllabus year 4
- **Quality Assurance**: (i) Kwaliteitszorgbeleid 2011-2012, (ii) Samenhang evaluaties IBMS, (iii) Improvements and actions, (iv) Student evaluations, (v) Medewerkersevaluaties
- **Student intake**: (i) Instroomgegevens, (ii) Results Accelerated programme, (iii) Exchange information booklet
- **Examination Board**: (i) Reglement examencommissie, (ii) Positionering examencommissie, (iii) Regeling aanwijzing examinatoren, (iv) Jaarverslag 2011-2012, (v) Inspectierapport
- **Assessment Committee**: (i) Testing policy, (ii) Annual report 2011-2012, (iii) Final Integrated Project, (iv) Final Integrated Project guide 2011-2012, (v) IP-8 and the final chapter, (vi) MLA Formatting and Style Guide, (vii) Graduates list (2011 & 2012)
- **Course Committee**: (i) Annual plan 2011, (ii) Preliminary plan meetings 2012-2013, (iii) Minutes Course Committee, (iv) Newsletter The College (December 2011)

- **Selection of marked project reports (List of 15 final projects examined prior to the audit¹¹):**

2010-2011

Id-code	Grade
07064187	6,3
20061057	5,6
07038003	5,8

20-11-2012

Id-code	Thesis (70%)	Defence (30%)	Final grade
08060347	5,5	5,5	5,5
07078366	5,7	5,5	5,6
8069859	6,8	7,5	7
08068577	5,5	5,7	5,6
07043414	5,8	6,1	5,8
08070024	5,6	5,7	5,6
08061645	7,3	7,2	7,2
08058776	9	7,8	8,6
08062463	8,6	8,6	8,6
07014295	6,1	5,9	6
08063451	8,9	9,9	9,2
08062528	7,5	8	7,6

Additional documents examined after the site-visit:

- No additional documents were inspected after the audit took place.

¹¹ Following NVAO regulations student enrolment numbers have been denoted here. For reasons of privacy names of students and projects are known to the panel members and panel secretary only.

ANNEX VII Composition of the audit panel

Panel members	Expertise					
	auditing and quality assurance	education	professional field	discipline	International	student-related
Drs. W.G. van Raaijen, <i>Chair</i>	X	X			X	
S. Buivys (MSc), <i>Expert</i>		X	X	X	X	
J. Moors (MA), <i>Expert</i>			X		X	
J. Marty, <i>Student</i>					X	X

co-ordinator/certified secretary
H.R. (Rob) van der Made

The NVAO approved the composition of the panel of the HBO Bachelor International Business & Management Studies # 0001088 – De Haagse Hogeschool.

Succinct CVs of panel members and secretary/co-ordinator

1	Mr W.G. (Willem) van Raaijen is partner at Hobéon, one of the evaluation agencies with regard to accreditation of higher professional education in the Netherlands. As a lead-auditor he has conducted numerous audits in higher professional education, both inside and outside of the Netherlands. Mr Van Raaijen is a certified lead auditor (LRQA QMS Lead Auditor Training Course, based upon ISO 9001:2008).
2	Mr S. (Saulius) Buivys is a teaching staff member at the IBMS course of the Rotterdam Business School (UoAS Rotterdam). In that capacity he chairs the Examination Board and is a member of the Curriculum Committee. Mr Buivys has a background in economics and teaches Finance and Accounting, as well as Business Ethics & Policies, and Interactive Project Design.
3	Mr J. (Jurgen) Moors is advisor international affairs and Euregio at the Chamber of Commerce Limburg. He is responsible for international projects, the cooperation of the Chambers of Commerce within the Euregio Meuse-Rhine, advises SME's on strategic internationalisation and focusses on regional and national policy making in this field. He has a background in European Studies from the University of Maastricht but also studied international business in Tokyo. Furthermore, he holds the position of secretary general in several foundations and advisory committees.
4	Mr J. Marty is a third year IBMS student of the University of Applied Sciences Utrecht and vice-chairman of the Faculty Student Council. He has lived, studied and worked in both France and Great-Britain.
5	Mr H.R. (Rob) van der Made is an NVAO certified secretary and senior-consultant at Hobéon. He has a background in teaching languages and communication in both secondary and higher professional education. As a member of the executive board of a Dutch private university of applied sciences he was, among other things, responsible for the development and execution of various bachelor programmes. Mr Van der Made has supported numerous audit panels in conducting quality assurance audits at Universities of Applied Sciences.

Declarations of independence / confidentiality



Onafhankelijkheids- en geheimhoudingsverklaring voorafgaand aan het beoordelingsproces

Ondergetekende (naam en privé adres)

De heer drs. W.G. van Raaijen
p/a Lange Voorhout 14
2514 ED Den Haag

is als voorzitter gevraagd voor beoordeling van de opleiding:

International Business and Management Studies (BMS)

aangevraagd door de instelling:

Haagse Hogeschool

- Verklaart hierbij geen (familie)relaties of banden met de bovengenoemde instelling te onderhouden, als privépersoon, onderzoeker / docent, beroepsbeoefenaar of als adviseur, die een volstrekt onafhankelijke oordeelsvorming over de kwaliteit van de opleiding ten positieve of ten negatieve zouden kunnen beïnvloeden;
- Verklaart hierbij zodanige relaties of banden met de instelling de afgelopen vijf jaar niet gehad te hebben
- Verklaart strikte geheimhouding te betrachten van al hetgeen in verband met de beoordeling aan hem/haar bekend is geworden en wordt, voor zover de opleiding, de instelling of de NVAO hier redelijkerwijs aanspraak op kunnen maken.
- Verklaart hierbij op de hoogte te zijn van de NVAO gedragscode.

Plaats: Den Haag

Datum: 26 juni 2012

Handtekening:

Formulier onafhankelijkheid en geheimhouding voorafgaand aan het beoordelingsproces

Opleidingsbeoordeling

Onafhankelijkheids- en geheimhoudingsverklaring voorafgaand aan het beoordelingsproces

Ondergetekende (naam en privé adres)

Saulius Usnirys, Rivierstraat 284, 3016 CM
Rotterdam

is als deskundige / ~~secretaris~~ gevraagd voor beoordeling van de opleiding:

International Business and Management Studies

aangevraagd door de instelling:

Haagse Hogeschool

- Verklaart hierbij geen (familie)relaties of banden met de bovengenoemde instelling te onderhouden, als privépersoon, onderzoeker / docent, beroepsbeoefenaar of als adviseur, die een volstrekt onafhankelijke oordeelsvorming over de kwaliteit van de opleiding ten positieve of ten negatieve zouden kunnen beïnvloeden;
- Verklaart hierbij zodanige relaties of banden met de instelling de afgelopen vijf jaar niet gehad te hebben
- Verklaart strikte geheimhouding te betrachten van al hetgeen in verband met de beoordeling aan hem/haar bekend is geworden en wordt, voor zover de opleiding, de instelling of de NVAO hier redelijkerwijs aanspraak op kunnen maken.
- Verklaart hierbij op de hoogte te zijn van de NVAO gedragscode.

Plaats:

Rotterdam

Datum:

18062012

Handtekening:



Onafhankelijkheids- en geheimhoudingsverklaring voorafgaand aan het beoordelingsproces

Ondergetekende (naam en privé adres)

Jurgen Moons, Mesweg 21, 6336 VS
Hulsberg

is als deskundige / ~~secretaris~~ gevraagd voor beoordeling van de opleiding:

IBMS : Hogeschool Den Haag 9 + 10 okt.
2012

aangevraagd door de instelling:

Hobéon

- Verklaart hierbij geen (familie)relaties of banden met de bovengenoemde instelling te onderhouden, als privépersoon, onderzoeker/ docent, beroepsbeoefenaar of als adviseur, die een volstrekt onafhankelijke oordeelsvorming over de kwaliteit van de opleiding ten positieve of ten negatieve zouden kunnen beïnvloeden;
- Verklaart hierbij zodanige relaties of banden met de instelling de afgelopen vijf jaar niet gehad te hebben
- Verklaart strikte geheimhouding te betrachten van al hetgeen in verband met de beoordeling aan hem/haar bekend is geworden en wordt, voor zover de opleiding, de instelling of de NVAO hier redelijkerwijs aanspraak op kunnen maken.
- Verklaart hierbij op de hoogte te zijn van de NVAO gedragscode.

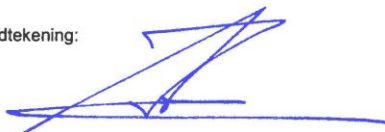
Plaats:

Hulsberg

Datum:

17.08.2012

Handtekening:



Formulier onafhankelijkheid en geheimhouding voorafgaand aan het beoordelingsproces

Opleidingsbeoordeling

Onafhankelijkheids- en geheimhoudingsverklaring voorafgaand aan het beoordelingsproces

Ondergetekende (naam en privé adres)

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- Verklaart hierbij geen (familie)relaties of banden met de bovengenoemde instelling te onderhouden, als privépersoon, onderzoeker / docent, beroepsbeoefenaar of als adviseur, die een volstrekt onafhankelijke oordeelsvorming over de kwaliteit van de opleiding ten positieve of ten negatieve zouden kunnen beïnvloeden;
- Verklaart hierbij zodanige relaties of banden met de instelling de afgelopen vijf jaar niet gehad te hebben
- Verklaart strikte geheimhouding te betrachten van al hetgeen in verband met de beoordeling aan hem/haar bekend is geworden en wordt, voor zover de opleiding, de instelling of de NVAO hier redelijkerwijs aanspraak op kunnen maken.
- Verklaart hierbij op de hoogte te zijn van de NVAO gedragscode.

Plaats: Amersfoort

Datum: 14 juli 2012

Handtekening:



Formulier onafhankelijkheid en geheimhouding voorafgaand aan het beoordelingsproces

Opleidingsbeoordeling

Onafhankelijkheids- en geheimhoudingsverklaring voorafgaand aan het beoordelingsproces

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- Verklaart hierbij op de hoogte te zijn van de NVAO gedragscode.

Plaats: Den Haag

Datum: 13 maart 2012

Handtekening

