

Van Hall Larenstein
University of Applied Sciences
Bachelor International Business

Extended Study Programme Assessment

Summary

In February 2020 the bachelor study programme International Business (IB) at Van Hall Larenstein University of Applied Sciences was visited by an NQA audit panel. This is a fulltime programme in Leeuwarden, taught in English. The panel assesses the quality of the study programme as **positive**.

The study programme **meets** the generic quality on standard 1. The IB programme prepares students to work in international business, for example in positions on sales, marketing, export, import or communication. The specific profile on sustainability and circular economy is clearly an important asset of this new IB programme. The study programme has clear intended learning outcomes on the bachelor level, that are directly derived from the national *Framework International Business* (National Platform International Business, 2018). The specific profile on sustainability and circular economy is logically added to the national intended learning outcomes with an extra domain and learning outcome on sustainability. The intended learning outcomes tie in with requirements currently set by the international professional field and relevant disciplines with regard to the contents. The *Framework International Business* shows important similarities with the phasing out *Framework competencies IBMS* (2010), which is consistent with the planning neutral conversion. The study programme has been actively working together with the professional field while developing their new profile and curriculum. The influence of and the cooperation with the professional advisory committee could be expanded by more tasks such as delivering guest lecturers or assignments for student projects.

The study programme **meets** the generic quality on standard 2, 3, 4, 5, 6 and 7. Both curricula IB and IBMS consist of 240 EC, have a duration of four years and are clearly derived from the intended learning outcomes. The study programmes are housed in a decent accommodation with various adequate facilities. The IB and IBMS study programmes are international in a natural way and offer different adequate educational components to create a broad variety of international experiences. English is the main language for the programmes because graduates tend to go working at multinationals in the Netherlands or abroad, where English is the main language. There is an adequate intake procedure in place for the IB programme and admission requirements are realistic with a view to the intended learning outcomes. Increasing the inflow is an important challenge for the IB study programme, as there are only four students now. This point is adequately addressed to by the domain management by communicating actively about the study programme and setting reachable goals for attracting more students in the second cohort. The first year of the IB programme has a main focus on traditional business thinking, with added examples and cases about sustainability and circular economy. It is now up to the study programme to develop a curriculum that -in year 2, 3 and 4- fully reflects the strong profile on and 'new thinking' on sustainability and circular economy.

The IB and IBMS programmes are based on the educational approach of Van Hall Larenstein: constructive alignment, problem based learning and Universal Design for Learning. The didactical forms are stimulating, and the study programmes offer real-world-centred project assignments.

The study programmes have good connections with several professorships of the Food and Dairy Applied Research Centre at Van Hall Larenstein. IBMS students show good research skills and IB students get sufficient instructions to use research skills in their assignments. The small group of students in the IB programme has benefits, such as a very personal guidance. An important challenge in relation to the small group of students, is to create a rich enough learning environment. It is advisable for the study programme to monitor this closely. There is a combined IB and IBMS task responsible team of lecturers that is clearly committed and has a strong belief in the new IB programme. Staff has the needed expertise on didactics, content and the English language. Lecturers also have the expected enthusiasm and experience with sustainability and circular economy. Because of the developmental activities for the new IB programme that are still in progress, the workload and training is something to monitor closely.

The study programme **meets** the generic quality on standard 8. The personal approach, warm atmosphere and committed inspirational guiding of students are remarkable features of the IB and IBMS study programmes. Students feel actively stimulated in their personal development towards becoming an international business professional. A special form of guidance is organised in the Van Hall Larenstein Study and career counselling, that focuses on study skills and professional orientation. Specific guidance in the case of a functional impairment, top sports or a personal issue are adequately organised by a dean. Students feel well informed through my.vhl.nl and the digital module environments of Moodle. Lecturers are available and willing to help if there are questions about the study programme. Students feel seen and heard. Van Hall Larenstein has mentioned that they will reinforce the International office soon to support and inform international students better within the total services of Van Hall Larenstein, which was a point of attention mentioned by international students.

The study programme **meets** the generic quality on standard 9. The study programme has a good system in place to implement, monitor and communicate about improvement measures on the basis of the pdca-cycle. The quality care system is in line with the Van Hall Larenstein policy. The task responsible team of staff members has formulated adequate indicators for quality standards and the team coordinator personally monitors these goals actively, together with the other lecturers. Next to the adequate system of formal quality assurance, the study programme has a good informal quality assurance system, which fits a small study programme. Lecturers and students have short communication lines and the periodic and informal feedback of students is personally monitored and acted on by lecturers and the team coordinator. Students see concrete changes on the basis of their feedback. Relevant committees such as the study programme committee are actively involved in the programme's internal quality assurance. The study programme has acted adequately on advices of the panel of the previous site visit.

The study programme **meets** the generic quality on standard 10. Assessment for IB and IBMS is logically derived from the intended learning outcomes. In line with the educational design, the educational values 'real world centred', 'diversity' and 'sustainability' are recognizable in the IB and IBMS exams. The study programmes IB and IBMS have a variety of practice-oriented and stimulating exams on the expected level, such as knowledge theory exams, presentations, reports and portfolio tests. For IBMS, the final assessment consists mostly of a research project that leads to a thesis and a final reflection. The IBMS graduation projects are well guided and it is positive that the study programme chooses to have a third external assessor for each thesis. Procedures for assessment are nicely in place for IB and IBMS. Students receive sufficient,

mainly oral feedback. Although the quality of assessment is good, the number of examiners that hold a BEQ or SEQ certification is relatively low and should be increased. The quality and level of the IB assessment is safeguarded according to legislation by the examination committee. The examination committee also acts for six other study programmes and has proven to be proactive for these study programmes and has already shown the same proactivity for the IB programme. The examination committee will be supported in their tasks by the IB assessment committee, that has recently started. The quality and level of the IBMS assessment is safeguarded by the examination committee IB at NHL Stenden, which holds a member from Van Hall Larenstein. It is advisable for the member of Van Hall Larenstein in the examination committee to keep on monitoring the examination quality of the IBMS specialisation at Van Hall Larenstein actively.

The study programme **meets** the generic quality on standard 11. Most learning outcomes from the national *Framework competencies IBMS (2010)* are assessed in a research project that leads to a thesis and a final reflection. Some learning outcomes are assessed in the internship or a professional portfolio if students combine the internship with the graduation project. The graduation projects are well guided and assessment procedures for the graduation projects are adequate. It is positive that the study programme chooses to have a third external assessor for each thesis. Graduates have achieved the intended learning outcomes in the graduation theses, final reflections and internships/portfolios. The theses reflect a sufficient to good bachelor level with relevant subjects and suitable research questions. Other strong points in the theses are a good knowledge and understanding of international business topics, good research skills and useful research output for the professional field. The given grades are recognizable. The clarity of the assessment procedures of the theses can be improved by compressing the amount of assessment forms and assessment criteria and to give more feedback to underpin grades better. The final reflections are on a sufficient level. Alumni feel well prepared for the professional field as they have learned a lot of practical skills to manage in a broad range of positions. Alumni for example start working in positions like account manager, entrepreneur or supply chain manager with mostly international companies that have a basis in the Netherlands. There is no specific alumni policy.

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Introduction

This is the assessment report of the fulltime bachelor study programme International Business (IB) at Van Hall Larenstein University of Applied Sciences (Van Hall Larenstein) in Leeuwarden. The assessment was conducted by an audit panel compiled by Netherlands Quality Agency (NQA) and commissioned by Van Hall Larenstein. Prior to the assessment process the audit panel has been approved by the NVAO.

In this report the audit panel gives account of its findings, considerations and conclusions. The assessment was undertaken according to the *Assessment framework for the higher education accreditation system of the Netherlands* of the NVAO (September 2018) and the *NQA Guideline 2019 for an extended study programme assessment*.

The site visit took place on February 6, 2020. The audit panel consisted of:

Mr drs. D.J.N.M. Rijnders (chairman, domain expert)

Mr ing. J.C. de Jong (domain expert)

Ms J.J.M. Berntsen-Wiltink (domain expert)

Ms J.J.M. Gouwens (student member)

Ms drs. M. Schoots, NQA-auditor, acted as secretary of the panel.

The study programme is part of the visitation group 'HBO IBMS groep 1 Noord'. Panel members received an instruction regarding the *NVAO Assessment framework*. The assessment criteria calibrated between Hobéon and NQA are part of this instruction. Next to this, alignment between sub-panels is guaranteed by experts being a member in several sub-panels. In addition, taking into account that each programme assessment is an individual assessment, panel members reflected on previous visits within this visitation group. Because of the cooperation for the (phasing out) study programme International Business and Management Studies (IBMS) between Van Hall Larenstein and NHL Stenden, the site visit of the IB programme at Van Hall Larenstein was planned in the same week as the site visit of the IB programme at NHL Stenden. Except for Ms Berntsen-Wiltink, the same panel judged the programme at NHL Stenden.

The study programme offered a self-evaluation report that was structured according to the requirements of the NVAO framework. The audit panel studied the self-evaluation report and appendices (see Appendix 2). During a preliminary panel consultation, the site visit was prepared, and panel members were instructed on the NQA working method and the *NVAO Assessment framework*. Preliminary findings were discussed during the preliminary consultation. Findings from the preliminary panel consultation were communicated to the study programme, to give direction to the site visit.

During the site visit, the panel has spoken with various stakeholders of the programme, such as students, alumni, lecturers and representatives from the professional field. Staff members and students of the study programme were given the opportunity to approach the panel, in addition to the site visit. No one used this opportunity. The panel studied the additional material related to the study programme during the site visit (see Appendix 2). The self-evaluation and all other (oral and written) information have enabled the panel to reach a deliberate judgement. At the end of the

site visit, the audit panel formulated a preliminary assessment with substantiation. During the final feedback session, the chair of the panel communicated the preliminary assessment and important findings to the representatives of the study programme.

After the site visit the secretary wrote a concept report, based on the information and opinions of the panel members. The panel members gave feedback on the concept report, after which a second concept report was prepared. The second concept report was presented to the representatives of the study programme, whom reacted on factual inaccuracies. The panel members have seen the reaction of the study programme and the secretary adjusted the report where necessary. After that, the final advisory report was prepared.

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

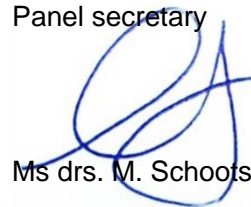
Utrecht, *April 15, 2020*

Panel chairman



Mr drs. D.J.N.M. Rijnders

Panel secretary



Ms drs. M. Schoots

Administrative data

Name study programme as in CROHO	International Business
Orientation and level study programme	Hbo-bachelor
Variation	Fulltime
Degree	Bachelor of Business Administration
Credits	240 EC
Location	Leeuwarden
Language	English
Registration number in CROHO	30029
Financial status	Funded
Cluster	HBO IBMS groep 1 Noord
Date of return	01-05-2020

Outline of the study programme

The 'green' institution

Van Hall Larenstein presents itself as a 'green' university. The institute would like to be a personal university of applied sciences that gives individual students and staff members room to develop their talents within an inspiring environment. Van Hall Larenstein has locations in Leeuwarden and Velp and holds in total 40 AD, bachelor and master study programmes and 20 professorships.

The core values of Van Hall Larenstein are:

- *Sustainability*: Van Hall Larenstein is driven by the ambition of making a contribution to a sustainable society, with the aspects 'people', 'planet', 'prosperity', 'partnership and 'peace' 'being in balance';
- *Commitment*: Van Hall Larenstein is committed to its students, to its staff and to its partners. Van Hall Larenstein is also committed to the programme content of its faculties;
- *Entrepreneurship*: Van Hall Larenstein is innovative, keeps abreast of what is going on around and seizes opportunities to achieve its goals;
- *Responsibility*: Van Hall Larenstein motto is "we do what we say and we say what we do" and this means accountability for the contribution it makes to the objectives it wants to achieve.

As a 'green' university, Van Hall Larenstein subscribes the global Sustainable Development Goals (SDG's) to end poverty, inequality and climate change by 2030. From the 17 SDG's, Van Hall Larenstein picked 8 values to focus on in their study programmes and professorships: no hunger, good health, quality education, clean water and sanitation, sustainable cities and communities, climate action, life below water and life on land.

Study programme: IBMS

The International Business (IB) programme originates from the previously offered study programme International Business and Management Studies (IBMS). The change into IB was a planning neutral conversion (letter NVAO 16-05-2017).

At the time of the accreditation process a joint enterprise for the IBMS programme with NHL Stenden is phased out. The institutes will work together until the last IBMS students graduate and both institutes have now started their own IB programme. The joint enterprise was an arrangement since 2002 within article 8.1 of the Wet op het Hoger onderwijs en Wetenschappelijk onderzoek (WHW). The study programme has explained this situation together with NHL Stenden in the *Addendum zelfevaluatie rapport opleiding International Business*. IBMS students have been starting their IBMS studies at (NHL) Stenden and follow a common programme for the first 150 EC. After this common programme, students choose a specialisation that lasts for the final 90 EC of their studies (1.5 years). Three specialisations are offered at NHL Stenden and one specialisation is offered at Van Hall Larenstein:

Van Hall Larenstein	International Sustainability Management
NHL Stenden	Business to Business
NHL Stenden	Innovation and Leadership
NHL Stenden	Retail Management

The full IBMS programme, including the specialisation in light blue, has the following curriculum:

	Period 1	Period 2	Period 3	Period 4
Year 1	M1 – This is International Business and Management!	M2 - Going global: The international entrepreneur	M3 – Marketing, Sales & Research	M4- Accountability in international business
	English Business Communication - 3 EC		English Business Communication - 3 EC	
	PDP & study skills - 3 EC		PDP & study skills - 3 EC	
Year 2	M5- Staying ahead: Innovation and Project management	M6- Leading people: International People management	M7- Export management and logistics	M8 – Staying in control: research, information and quality management
	English Business Communication - 3 EC		English Business Communication - 3 EC	
	PDP - 2 EC		PDP - 2 EC	
Year 3	M9- International strategic Management & HRM	M10- International Business Plan	M11 – specialisation courses Retail (STN) B to B (NHL) Innovation & Leadership (NHL) Int. Sust. Management (VHL)	M12 – specialisation courses Retail (STN) B to B (NHL) Innovation & Leadership (NHL) Int. Sust. Management (VHL)
	English Business Communication - 3 EC			
	PDP - 2 EC			
Year 4	M13+M14 - specialisation ○ Internship <i>or</i> ○ Study abroad		M15+M16 - specialisation ○ Graduation Project	

Student numbers for the specialisation International Sustainability Management vary from 6 to 36 students a year. From 2016 till 2019 26 students passed their graduation at the Van Hall Larenstein IBMS specialisation. The final IBMS cohort has started in January 2018, which makes that most IBMS students have now started their specialisation or will start their specialisation soon. Students are allowed to graduate within the IBMS programme until September 2023. See for the recommendations of the previous accreditation, standard 9.

Study programme: IB

In this new situation, Van Hall Larenstein has taken one year to consider what would be the best profile for their independent IB programme. A focus on sustainability and circular economy was chosen, which fits the general profile and expertise of Van Hall Larenstein. The IBMS specialisation focussed mainly on international business within a context of natural resource management. An important difference with the IBMS specialisation is that the IB programme offers a broader context of sustainability and circular economy. At the time of the site visit the IB curriculum is fully developed for the first year and developed in outlines for the second, third and fourth year (see the next page for a curriculum overview). The IB curriculum has connections on content and overlapping staff members with the bachelor study programme *Bedrijfskunde en*

Agribusiness at Van Hall Larenstein. Because of this, the study programme has indicated that certain structures and educational approaches will be developed on the basis of this programme. In September 2019, after only a short period of marketing due to the changing situation from IBMS to IB, the first seven students were enrolled in the new IB programme. Because of different practical issues with three students, there are currently four students in the IB programme.

	Period 1	Period 2	Period 3	Period 4
Year 1	LIB101VE Discovering Future IB 7 credits	LIB103VE E-Marketing & Sales 7 credits	LIB105VE Creating New Business Value 7 credits	LIB107VE Understanding Cross Border Business 7 credits
	LIB102VE How Organizations Work 7 credits	LIB104VE Responsible Accounting 7 credits	LIB106VE Designing a processing plant. 7 credits	LIB108VE Creating Cross Border Business 7 credits
LIB13CVE Study & Career Counselling 4 credits				
Year 2	LIB201VE CSR / Fairtrade and related 7 credits	LIB203VE International Trade, Import/Export 7 credits	LIB205VE Circular Sustainable Business 7 credits	LIB207VE Strategy to Practice 7 credits
	LIB202VE Project Management & Innovation. 7 credits.	LIB204VE Organisational Behaviour 7 credits	LIB206VE Concepts of a Business Plan. 7 credits	LIB208VE Managing your own Business. 7 credits
LIB23CVE Study & Career Counselling 4 credits				
Year 3	LIB301VE Business Development – International Marketing Management 7 credits	LIB303VE Business Development – Business strategy & change 7 credits	Minor or LIB430VEInt Internship 30 credits	
	LIB302VE Managing Large Scale Organizations. – Sustainable operations 7 credits	LIB304VE Managing Large scale Organizations – Supply chain management 7 credits		
LIB33CVE Study & Career Counselling 2 credits				
Year 4	LIB430VEINT Internship or minor 30 credits		LIB430VETH Thesis 30 credits	

Standard 1 Intended learning outcomes

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

Conclusion

The study programme **meets** the generic quality on standard 1. The International Business (IB) programme prepares students to work in international business, for example in positions on sales, marketing, export, import or communication. The study programme has developed a clear and distinctive profile for their new IB programme that focusses on sustainability and circular economy. This specific profile chimes with the vision of Van Hall Larenstein and is supported by the professional advisory committee of the study programme. The panel has a strong belief in the added value of this profile for the professional field. The study programme has clear intended learning outcomes on the bachelor level, that are directly derived from the national *Framework International Business* (National Platform International Business, 2018). The specific profile is logically added to the national intended learning outcomes with an extra domain of sustainability. The intended learning outcomes tie in with requirements currently set by the international professional field and relevant disciplines with regard to the contents. The *Framework International Business* shows important similarities with the phasing out *Framework competencies IBMS* (2010), which is consistent with the planning neutral conversion. The study programme has been actively working together with the professional field while developing their new profile and curriculum. The professional advisory committee is recently formed and feels actively involved with this new IB programme. The influence of and the cooperation with the professional advisory committee could be expanded by more tasks such as delivering guest lecturers or assignments for student projects.

Findings and considerations

Professional profile

The IB programme prepares students to work in international business, for example in positions on sales, marketing, export, import or communication. Van Hall Larenstein sees that many companies are starting to realize that they have to take into account the future of the earth. The traditional linear economy of taking-making-wasting exceeds its physical limits. This has led to worldwide agreements on sustainability such as the Global Sustainability Goals (SDG's, see Outline of the study programme). The mission of the IB study programme, is therefore to have a positive impact on the world by supporting young business professionals to grow in their new and adaptive thinking.

Specific profile IB

The specific profile of the study programme is derived logically from the mission and the view on the professional field as described above. The study programme has a clear and distinctive specific profile that focusses on sustainability and circular economy, that the study programme refers to as 'IB for the future'. The programme describes the focus as: 'The main difference between general IB and the 'IB for the future' is the hybrid of regular and circular business

education in the sense of learning a new way of doing business, which means to find commercial challenges, to develop new thinking and adaptive attitude, all aimed at improving the balance between planet, people and prosperity.’ The specific profile of the IB programme builds on the profile of the IBMS specialisation that focusses on natural resources management and sustainability. Because of this, students IBMS were already attracted to Van Hall Larenstein because of the focus on sustainability. The specific profile has also played a crucial role for current students to start the IB programme, as was confirmed in the conversations with the students. The approach with core values for the IB programme at Van Hall Larenstein are shown in the figure below.



The panel has a strong belief in the added value of this profile for the professional field of international business and thinks that this is a real asset of the study programme. The profile is clearly distinctive from other IB programmes and is in line with actual developments all over the world.

Educational profile

The panel is of the opinion that the study programme has clear intended learning outcomes on an adequate bachelor level. The intended learning outcomes of the study programme are directly derived from the *Framework International Business* (National Platform International Business, 2018). The study programme has added an extra domain and matching learning outcome for sustainability to the national framework, in line with their specific profile. The study programme sees the concept of circular economy as a value within sustainability and that is why only sustainability is included as a domain for the intended learning outcomes. All learning outcomes are linked to the Dublin descriptors on the bachelor level and match level 6 of the European Qualification Framework. In the national development process of the intended learning outcomes, representatives from different internationally oriented study programmes in the Netherlands, more than 140 international companies and 11 international universities were involved. According to the panel, this shows an adequate international benchmarking of the profile, as to be expected for an internationally oriented study programme. Adding to that, Van Hall Larenstein has compared its IB curriculum to eight other International Business programmes, from among others the Technische Hochschule Nürnberg Georg Simon Ohm, Zuyd University of Applied Sciences and Robert Gordon University Aberdeen.

The intended learning outcomes are sufficiently concrete according to the panel. The intended learning outcomes are derived from five domains, which each holds several themes. The themes are translated into in total 25 learning outcomes for the IB programme (24 of the national framework, 1 for sustainability). The study programme distinguishes three levels for the learning outcomes that are based on complexity and autonomy: basic/foundational, advanced and professional.

Domains	Themes
Way of thinking	<ul style="list-style-type: none"> • Critical Thinking • Innovation & Creativity • International Business Awareness
Way of working	<ul style="list-style-type: none"> • International Business Communication • Collaboration • Management of Information as digital citizen
Living in the world	<ul style="list-style-type: none"> • Personal & Professional Development – reflection • Personal& Professional development - acting on unsuspected situations • Ethical & Social Responsibility • Intercultural Proficiency mitigate pitfalls of cult diff • Intercultural Proficiency - willing to work with different cult • Intercultural Proficiency - using appropriate intercultural communication • Intercultural Proficiency - assess effect of cult diff in org behaviour and strategy
Tools of working and management	<ul style="list-style-type: none"> • Marketing & Sales marketing plan value international • Marketing & Sales - sustainable relations sales techniques • Marketing & Sales -development of digital landscape in marketing strategy • Finance & Accounting evaluate financial performance from diff stakeholders • Finance & Accounting -recommend financial possibilities in environment • Operations & Supply chain management - evaluate operations processes • Operations & Supply chain management manage operations processes • Organisation & People -draft the strategic cycle of an organisation • Organisation & People -assess the impact of change • Business Research
Sustainability	<ul style="list-style-type: none"> • Circular Economy as key point of sustainability • Awareness of sustainability as a source for management decision making • Application, calculation, evaluation and design of sustainability concepts • Implementation of sustainability in an international business context

Planning neutral conversion

Students that graduate within the study programme of IBMS have to accomplish different intended learning outcomes. The IBMS learning outcomes are based on the national *Framework competencies IBMS* (2010). The IB profile shows important similarities with the phasing out framework of IBMS, which is consistent with the planning neutral conversion. For example, important themes like research, business, intercultural competences, entrepreneurship, marketing and organisational behaviour are found in both frameworks. The *Framework International Business* is actualised in comparison to the IBMS framework from 2010 and shows for example less focus on languages. The specific focus on sustainability was already present in the IBMS specialisation at Van Hall Larenstein and has been further developed for the IB programme.

Cooperation professional field

The study programme has been actively working together with the professional field while developing their new profile and curriculum. The specific focus on sustainability and circular economy is developed on the basis of a field research in a variety of national and international companies that work on sustainability and circular economy. Important findings were that international business professionals need creative capacity to adapt to the constantly changing economy. These professionals must understand how circular systems works, how to manage value chains and waste streams, and how to set up inclusive business models that quantify the financial, social and environmental impact for cycles, chains and partners. Furthermore, the research indicated that these professionals need skills to reflect on processes and manage and communicate with interdisciplinary teams.

Since September 2019, the study programme has a professional advisory committee. Some members have been contributing to the IB programme before in a 'critical friends meeting', of which the panel has seen minutes. The panel has spoken to several members of the committee, who feel actively involved in the development of the IB programme. The professional advisory committee consists of members from a broad range of relevant companies. Together they cover different countries like Denmark, Germany and The Netherlands and different expertise on for example business, marketing, innovation and sustainability. The professional advisory committee suggests the addition of a member from a nature organisation and the panel subscribes that this would be an added value.

The members are enthusiastic about the value of the profile for the professional field, as they think the study programme is ahead of other IB programmes with their vision on sustainability and circular economy for international business. They call the vision of Van Hall Larenstein for the IB study programme 'right on the spot'. The members are willing to help attracting more students and are already spreading the word in the professional field about this study programme. The panel sees the enthusiasm of the professional advisory committee as a chance for the study programme to intensify collaboration with the professional field. Members suggest that they can for example be used to deliver guest lecturers or assignments for student projects.

Standard 2 Curriculum: orientation

The curriculum enables the students to master appropriate (professional or academic) research and professional skills.

Conclusion

The study programme **meets** the generic quality on standard 2. The study programme has good connections with several professors of the Food and Dairy Applied Research Centre at Van Hall Larenstein. The panel has seen good research skills in the IBMS theses and gets the impression from IB course materials and conversations during the site visit that students get sufficient instructions to use research skills in their project assignments. The IB and IBMS study programmes are international in a natural way and offer different adequate educational components to create a broad variety of international experiences. English is the main language for the IB and IBMS programmes because graduates tend to go working at multinationals in the Netherlands or abroad, where English is the main language.

Findings and considerations

Research skills IB and IBMS

As a university of applied sciences Van Hall Larenstein attaches great value to research for the purpose of improving, developing and innovating the professional field. Van Hall Larenstein aims to learn students how to develop professional products through different research-based methods and students are stimulated to become reflective, internationally orientated professionals. To achieve this, Van Hall Larenstein has various Applied Research Centres that work together with the study programmes.

The IB and IBMS programmes work together with the Food and Dairy Applied Research Centre. Within this centre there are multiple professorships ('lectoraten') such as Bio based proteins, Sustainable water systems, Sustainable agribusiness in metropolitan areas and Environmental impact of circular agro food chains. The panel has spoken to one of the professors about the current cooperation for IBMS and IB and has seen concrete plans for further cooperation. The panel is positive about the strong connection between the IB and IBMS study programmes and the professors, and their plans for further cooperation. For instance, the professor Environmental impact of circular agro food chains and the professor Sustainable agribusiness in metropolitan areas have actively contributed to the development of the specific profile for the IB programme. The professor Sustainable agribusiness in metropolitan areas is planning to develop a research agenda for the IB programme and has given lectures to first year IB students. This professor will be giving more workshops and lectures in the higher years of the IB programme and will be connected to project assignments. IBMS and IB students can execute their graduation project within the Food and Dairy Applied Research Centre, which is already happening for part of the IBMS students.

In line with the Van Hall Larenstein policy, every study programme has a research line in the curriculum. In this learning line students will be taught to do research by working on professional products in project assignments. The three learning goals for research are that students learn to

do research, to apply research results and to develop a reflective and critical attitude. The panel has seen good research skills in the IBMS theses and gets the impression from IB course materials and conversations during the site visit that students get sufficient instructions to use research skills in their educational projects.

Van Hall Larenstein works with so called 'Living labs'. Living labs are learning communities that are located in The Netherlands or abroad, under the guidance of a professor. Van Hall Larenstein has for example living labs in China, Indonesia, India and Romania. In the living lab students and lecturers work together with local entrepreneurs, social-cultural organisations and governmental organisations on applying knowledge in the professional field and developing new knowledge. The minor offered within the IBMS specialisation at Van Hall Larenstein is centred around a living lab project. IB students do not use these living labs, but the study programme has the ambition to have the IB programme as a major participant in the living labs before 2022.

International orientation IB and IBMS

The IBMS and IB programmes are international by their nature since the main topic of the programmes is international business. Students feel that the IB and IBMS study programmes offer a broad international orientation and sufficient options for international experiences at home and abroad. The panel concludes that internationalisation is filled in with different adequate compulsory and optional activities within the IB and IBMS programmes.

First of all, IBMS and IB students have different nationalities, which creates an international classroom in a natural way according to the panel. For the IB programme, the panel has specifically looked at this element, because of the small group. The four students have four different nationalities, which does in fact make the IB classroom international. Students are from Germany, Lithuania, Sweden and The Netherlands. In fact, students tell the panel that working together in the beginning of the studies was quite challenging because of the different cultural backgrounds. The study programme has supported these processes adequately according to the students, and students have followed special classes about intercultural collaboration. Furthermore, IB students come into contact with students of different other (international) programmes within Van Hall Larenstein (see standard 4).

Secondly, Dutch IBMS students need to spend at least one semester (30 EC) abroad and for foreign students this is optional. This can be realised in a third- or fourth-year exchange, minor or internship. For IB students an internship (30 EC) abroad is obliged.

A third aspect of internationalisation are languages. The IBMS and IB programme both offer English as a main language because Van Hall Larenstein is of the opinion that a good command of English is a necessary factor to be successful in the professional field. The panel confirms the necessity of the English language. There is a need for graduates with a good command of the English language and IBMS alumni indeed start working with multinationals in the Netherlands or abroad, where English is the main language. In the IBMS programme students learn one extra modern language of choice next to English: Spanish or Dutch (for foreigners). In the new *Framework International Business* there is less of a focus on modern languages next to English, in comparison to IBMS. That is why for the IB programme only the English language is offered. To describe the level of modern foreign languages, the Common European Framework of Reference for Languages is used, which is a usual level indicator for students in higher education. Students need to accomplish at least the B2 level and preferably the C1 level for English.

An option that Van Hall Larenstein also offers is to participate in an international project (1 EC) together with students from other study programmes within Van Hall Larenstein such as Coastal Management, Environmental Science, International Dairy Chain Management, on a project related to 'Ecosystem Service'. Ecosystems provide services to humankind such as the provision of a product, a regulatory authority, a cultural service or a service that supports the services. In this project students follow several workshops and work together with students from different nationalities to design an ecosystem service for a local community.

Standard 3 Curriculum: content

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

Conclusion

The study programme **meets** the generic quality on standard 3. Both curricula consist of 240 EC and have a duration of four years. The panel has seen clear learning goals per module in *Module manuals*. Students in both programmes feel challenged and judge the study programme as achievable. The IBMS specialisation at Van Hall Larenstein is matching the intended learning outcomes and shows a distinguishing focus on sustainability and natural resource management. The first year of the IB curriculum and the outlines for the higher years show suitable content that is matching the intended learning outcomes sufficiently. The study programme has chosen to start the first year of the IB programme with a main focus on traditional business thinking, with added examples and cases about sustainability and circular economy. The panel encourages the study programme in the development of a curriculum that -in year 2, 3 and 4- fully reflects the strong profile on and 'new thinking' on sustainability and circular economy.

Findings and considerations

Curriculum design

The IB and IBMS curricula consist of 240 EC and have a duration of four years. Both the IB and IBMS programme seem to work logically towards the bachelor level. The IB programme has made the coverage visible in the *IB Assessment Plan (2019)* within a matrix of modules and learning outcomes. In the *Education and Examination Regulations IB (2019-2020)* each module is further described. The IBMS programme has clear descriptions of the learning outcomes and learning objectives in the *Teaching and Examination Regulations IBMS (2017-2018)*.

For IB, in *Module manuals* there is clearly described what learning outcomes and corresponding learning goals IB students work on in each module, and on which of the three levels (basic/foundational, advanced or professional). The learning programme, assessment and literature are also clearly described in the *Module manuals*. The IBMS study programme has also clearly described learning goals in *Module manuals* per study entity. Students in both programmes feel challenged and judge the module goals as achievable.

Curriculum IB

The panel has studied course materials of the first year and the outlines for the higher years. The course materials and outlines of the study programme show suitable content that is matching the intended learning outcomes and actual developments within the professional field of international business. To offer students a common ground with a broad range of business representatives in the professional field, the study programme has chosen to start the first year of the IB programme with a general focus on traditional business thinking. The panel sees this choice of the study programme for a general approach in the first year reflected in actual, fairly traditional modules with common business subjects such as e-marketing, sales, organisation theory and accounting. Examples and cases in the first year do show a certain focus on sustainability, but the panel regrets that students are not completely and directly from the start of the study programme

educated within the 'new thinking' on sustainability. The study programme has showed that new thinking on sustainability and circular economy will be more central as of the second year. An example of a first-year project is that students have been working on a case about palm oil in which students learn to think about solutions for the environmental and long-term economic consequences of the palm oil industries. Another example is the assignment to develop a new product and to apply several Sustainable Development Goals (SDG's, see Outline of the study programme) on this product.

The fairly traditional course materials of first year make the panel curious how the promising focus on sustainability and circular economy will be further developed for the second, third and fourth year. The panel has discussed this with lecturers, which has given the panel confidence that the study programme will realize a strong focus on sustainability and circular economy in higher years, as they intend to with their specific profile. In the outlines of the programme for the higher years the panel recognizes the focus on sustainability and circular economy more. For example, in the modules Fairtrade and related and Circular sustainable business (year 2) and Managing large scale organisations – sustainable organisations (year 3). The team of lecturers has a broad experience with education in sustainable business (see standard 6), which gives the panel confidence that the study programme will succeed in offering a curriculum that reflects the specific profile on sustainability and circular economy. The panel encourages the study programme in the development of a curriculum that -in year 2, 3 and 4- fully reflects the strong profile on sustainability and circular economy.

Curriculum IBMS

The IBMS specialisation International Sustainability Management at Van Hall Larenstein takes 1.5 years (90 EC). The specialisation includes one semester for a minor in the third year (30 EC), one semester of practical internship or study abroad (30 EC) and one semester for a graduation project (30 EC). The specialisation focuses on sustainability in the context of natural resource management, agribusiness and food. The minor International Business - Natural Resource Management forms an important part of the IBMS specialisation at Van Hall Larenstein. The minor connects education, research, government and companies in a 'living lab' project (see standard 2). Examples of subjects within this minor are sustainable revenue models for greenhouses, new sustainable business models for duckweed and marketing/finance of water filtration. For the final two semesters in the fourth year, students can choose their own subjects and contexts within natural resource management for their internship/study abroad and graduation project.

IBMS students tell the panel that the focus on sustainability is the most important reason to come to Van Hall Larenstein for a specialisation. Students feel they get interesting new insights during the specialisation and they experience the specialisation at Van Hall Larenstein as an added value to the more general first 2.5 years. The panel concludes that the IBMS specialisation matches the IBMS intended learning outcomes. The panel is positive about the clear focus on sustainability, that distinguishes this specialisation from the other specialisations and the common 2.5 years of the IBMS programme.

Standard 4 Curriculum: learning environment

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

Conclusion

The study programme **meets** the generic quality on standard 4. The panel concludes that the learning environments of the first year of the IB programme and the IBMS programme enable students to achieve the intended learning outcomes. The IB and IBMS programmes are based on the educational approach of Van Hall Larenstein: constructive alignment, problem based learning and Universal Design for Learning¹. Added values for the IB and IBMS curricula are 'real world centred', 'diversity' and 'sustainability'. IB and IBMS students are activated in different real-world-centred didactical forms, such as project assignments. The small group of students in the IB programme has benefits, such as a very personal guidance. An important challenge according to the panel in relation to the small group of students, is to create a rich enough learning environment. The panel concludes on this point that the learning environment is vulnerable, but the study programme reaches for numerous resources to offer a learning environment that is as broad and diverse as possible. The panel encourages the study programme to monitor this closely.

Findings and considerations

Educational design IB and IBMS

The IB and IBMS study programmes lean on the educational approach of Van Hall Larenstein, that is described in the document *Inrichting van het onderwijs bij Hogeschool VHL* (2014). The educational approach is based on three principles: (1) Constructive alignment, (2) Problem based learning and (3) Universal Design for Learning. Added educational values at Van Hall Larenstein are 'real world centred', 'diversity' and 'sustainability'. The IB programme also aims to also develop education in line with expectations of GenZ: a generation raised with internet and social media.

The panel sees the educational approach and the extra educational values clearly reflected in the learning environment of the IB and IBMS programmes. The programmes both work with practical project assignments on actual themes and problems, students learn together in diverse, international groups of students, and a diversity of (digital) educational forms is used to help students build their knowledge and skills in coherence.

Learning environment IB

The main challenge for the learning environment of the IB study programme, is to create a rich enough learning environment with enough learning experiences and peers. To start with, a small group of students also holds advantages according to the students. The guidance is for example very personal. Students feel well guided and are actively and personally stimulated to develop into self-managing professionals. Students tell the panel that lecturers know very clear what

¹ Developed as a project of the California State University system, UDL-Univers supports postsecondary faculty and staff by providing resources and examples to improve postsecondary education for all students, including those with disabilities. Source: <http://enact.sonoma.edu>.

contribution to classes and projects every student has. But, as the students also notice, there are in each class and each project only four students. This gives a limited variety in learning from each other. Students tell the panel that they are in general satisfied about the learning environment, although they would prefer more students in their group.

The panel has talked to the study programme extensively about how the study programme can offer a broad and diverse learning environment for these four students. The study programme has shown to the panel that they reach for numerous resources to offer a learning environment that is as broad and diverse as possible within the given context.

First of all, there are adequate didactic forms in place. The IB study programme uses a sufficiently varied range of didactical forms such as lectures, workshops, practical meetings, YouTube clips and excursions. Assignments are a good mix of individual and group work according to students. Group work often prepares students for an individual task: students learn to do it themselves, by doing it together first. For group work each group consists of two students and students rotate on partner.

Secondly, students are mostly in class with the four of them, but also have regular classes and excursions together with students from other Van Hall Larenstein study programmes such as *Bedrijfskunde en Agribusiness*, the *Master Innovative dairy chain management* and IBMS. Later in the curriculum, more opportunities to study together with different students will come along, such as projects with professorships, projects in Living labs (see standard 2) and minors in which students from different study programmes participate. The experiences in the professional field such as the internship and the graduation project can also contribute to a broader learning environment for students in a later phase of their studies. In the first year, excursions have been organised, such as a visit to a technical festival. Experts from the professional field were invited to give guest lectures, as for example happened for the project on palm oil (see standard 3). A third way of broadening the learning environment is to attract more students for the second cohort. The study programme is actively recruiting new students for the second cohort (see standard 5) and is planning to construct a buddy system in which the current four students work together with new first-year students as of September 2020.

A final argument that convinced the panel of a broad enough learning environment and sufficient future perspective for the IB programme, is that the team and even the chairman of the board show great commitment to the new IB programme. They convinced the panel that a lot of effort is put into enriching the learning environment and attracting more students for the second cohort. The panel concludes that the richness of the learning environment is still vulnerable at the moment but has full attention of the team and domain management. The panel encourages the study programme to monitor this closely.

Learning environment IBMS

The IBMS learning environment is stimulating, personal and diverse according to the panel. The learning environment for the IBMS specialisation consists of around 15 students per group that follow their minor, study abroad/internship and graduation project at Van Hall Larenstein. Students have started their studies at NHL Stenden, which is a larger university in terms of student population and the number of lecturers. Students describe the study environment at Van Hall Larenstein as personal and informal. The study environment during the specialisation is broad and diverse because for all study entities there is contact with students from other study

programmes or the professional field. Students are challenged to study by solving real life problems. For the minor this happens in the Living labs in cooperation with other students, professional field, researchers and local government. During the study abroad or internship students study at a foreign university or execute a research assignment for the professional field while working for an organisation.

A specific didactical form that the panel would like to encourage, is the use of Massive Open Online Courses (MOOCs). One of the lecturers enthusiastically described a MOOC for a company in weeding that wishes to work circular. Within the MOOC students, lecturers, researchers, government and representatives of the professional field share ideas, best practices and useful government regulations to help this company. The panel feels that this kind of a MOOC gives an interesting opportunity for shared learning for students, lecturers and professional field.

Standard 5 Intake

The curriculum ties in with the qualifications of the incoming students.

Conclusion

The study programme **meets** the generic quality on standard 5. The IB study programme has an adequate intake procedure in place and admission requirements are realistic with a view to the intended learning outcomes. Increasing the inflow is an important challenge for the IB study programme. This point is adequately addressed to by the domain management by communicating actively about the study programme and setting reachable goals for attracting more students in the second cohort. The panel has seen that lecturers act well on the different nationalities and backgrounds of the students and offer foreign students a good start with their studies in The Netherlands. The study programme offers enough freedom of choice within the IB and IBMS programmes to give students the opportunity to develop personal interests and talents.

Findings and considerations

Admission IB

The admission criteria of the IB programme are conforming legal demands: a vwo, havo or mbo level 4 diploma, or an equivalent of these diploma's from abroad. For havo and vwo students with the profile 'Natuur en Techniek' and 'Natuur en Gezondheid' the study programme advises to add either economics, management and organisation or business economics. On top of that, students need to show a sufficient command of the English language, as to be proven in for example a Cambridge First Certificate (pass at grade B/C or above), an Academic IELTS-test (overall band score of 6.0 and no sub-score below 5.0) or a TOEFL test (score of 550, paper-based). Students are informed about their study through a digital conversation with the programme manager, which happens adequately according to the students that the panel has spoken to.

Inflow IB

In the first year of the IB programme there are four students. Increasing the inflow of students is an important challenge for the study programme, to be able to provide a rich enough learning environment and a good basis for continuation (see standard 4). The goals that the programme has set seem realistic to the panel: 24 students in the second cohort. The study programme told the panel that there are double as much interested candidates compared to last year, at the time of the site visit. The panel has seen that the study programme has picked up student recruitment adequately by communicating actively about the study programme. Further on, student assistants will be calling all interested candidates, storytelling about the current first year on Facebook is organised and 0.6 fte is planned to add to the team for public relations and marketing tasks. The study programme is also starting a cooperation with the Rijksuniversiteit Groningen for sustainable entrepreneurship, which could also make the IB study programme more attractive for (foreign) students.

Different nationalities and backgrounds need specific guidance on cultural awareness and the Dutch way of studying. The panel has seen that lecturers are aware of these differences and the challenges that this diversity of national backgrounds brings. The study programme is also clearly

aware of the need to bond students together and to learn them something about Dutch culture. To do so, the study programme organised for example a Sinterklaas party and students regularly meet at the Grand café Van Hall, where they meet students of different study programmes. The panel has further on heard from the IB students that they were well received while arriving in the Netherlands and supported by finding housing and getting their studies started. Students feel that guidance and content tie in with their backgrounds and that they manage well during their first year of study at Van Hall Larenstein.

Freedom of choice IB and IBMS

The study programme strives for a certain amount of freedom of choice within the IB programme to give students the opportunity to develop personal interests and talents. The panel feels that the IB study programme is planning to offer sufficient possibilities for freedom of choice. In higher years students can choose a minor, the company for their internship, the university for a study abroad and the subject of their graduation thesis.

For the IBMS programme there is also enough freedom of choice. The main choice for IBMS students is for their specialisation. Next to that they can choose different subjects for the internship/study abroad and the graduation project.

Standard 6 Staff

The staff team is qualified for the realisation of the curriculum in terms of content and educational expertise. The team size is sufficient.

Conclusion

The study programme **meets** the generic quality on standard 6. The past years Van Hall Larenstein has gone through a development towards task responsible teams, which is also the case for the IB and IBMS programmes. There is a combined IB and IBMS task responsible team of lecturers that has recorded clear team goals in the *Team plan IB*. The panel has seen a committed team of lecturers that has a strong belief in the new IB programme. Because of the developmental activities for the new IB programme that are still in progress, the workload is something to monitor closely. The team coordinator is aware of this and has adequate plans to relieve the team. Staff has the needed expertise on didactics, content and the English language. Lecturers also have the expected enthusiasm and experience with sustainability and circular economy. Central training for staff is offered through the VHL Academy at Van Hall Larenstein. The development of expertise partly leans on personal interest and commitment of individual lecturers. The panel advises the domain management to monitor this and offer adequate training if necessary.

Findings and considerations

HRM policy

The HRM policy of Van Hall Larenstein applies for the IB and IBMS staff. Goals for HRM are clearly described in the *Instellingsplan 2018-2021*. An important recent policy change is that Van Hall Larenstein has gone through a development towards task responsible teams. In each team different expertise needs to be present, which is formalized in coordinators regarding the team itself, quality assurance and the curriculum. Van Hall Larenstein strives toward expertise on master and PhD level on important subjects within each team, just as pedagogical-didactic skills for all lecturers. According to the institutional policy team members are responsible for their own professionalization and team goals are set per academic year in a team plan. The VHL Academy offers diverse training for staff members, as the panel has read in the document *VHL Academy (2015)*. Examples of themes for training that are offered within the VHL Academy are didactics, assessment, IT skills and international skills.

The panel is of the opinion that the Van Hall Larenstein policy is recognizable within the IB and IBMS programmes. There is a combined task responsible team for IB and IBMS with a team coordinator, a coordinator quality and a curriculum coordinator. Team goals are clearly set in the *Team plan IB*.

Staff quantity

A core team of nine lecturers is responsible for carrying out the first year of the IB programme and the IBMS specialisation. In practice this means that different lecturers, for in total around 1 fte, teach five students in the new IB programme. In addition, the lecturers work on the development of the new IB programme and teach in the IBMS specialisation. An additional team of lecturers and trainers will join the core team in the development and teaching of the second,

third and fourth year of the IB programme. Workload has been on the agenda within the team of lecturers. Lecturers are very committed and willing to spend extra time on student guidance and the development of the IB programme, which has led to the experience of a relatively high workload. The relatively high workload is recognized by the team coordinator, who has plans for expanding the team with two student assistants for 0.2 fte and a fulltime coordinating lecturer (see also standard 9). If student numbers increase, further expansion of the team might be necessary according to the team. The team was recently relieved in other ways, such as compensation with extra holidays, support from other teams and help in the IB development process from two educationalists. The panel feels that the study programme is actively working on relieving work pressure, and the staff quantity is sufficient if the further planned measures for the relief of workload are executed. The panel further on advises the team coordinator to monitor the workload closely.

Staff quality

The panel sees a team of lecturers that is highly motivated and has the necessary expertise. Staff has the needed qualifications on didactics and 83 percent of the lecturers has a master's degree. A senior researcher and two professors of the Food and Dairy Applied Research Centre work as part-time lecturers for the study programme. The lecturers are experienced in teaching within an international environment and part of the lecturers are foreign, which is appreciated by students. They have a sufficient command of the English language, as is confirmed by students. Part of the lecturers have a C1 Cambridge certificate. Lecturers also have the expected enthusiasm and experience with sustainability and circular economy. Almost all team members are also active for the bachelor study programme *Bedrijfskunde en Agribusiness* (which was judged positive and granted the 'Bijzonder kenmerk duurzaam hoger onderwijs' by the NVAO in 2019). Although the study programme *Bedrijfskunde en Agribusiness* educates for the context of agribusiness and food and the IB programmes aims for a broader context, there is a common ground on business themes and sustainability. This experience of part of the lecturers and the experience within the IBMS programme are an added value while developing the IB programme according to the panel. The panel has heard from lecturers that they are putting extra time in developing the IB programme and that the development of expertise sometimes leans on personal interest and commitment of individual lecturers. The panel advises the team to monitor this and ask for adequate central training if necessary, and the team coordinator to facilitate training if needed.

Standard 7 Facilities

The accommodation and material facilities are sufficient for the realisation of the curriculum.

Conclusion

The study programme **meets** the generic quality on standard 7. The panel has seen a decent accommodation with various adequate facilities such as (silent) study rooms, classrooms and a sufficiently equipped media library. Study spaces and rooms are well equipped and freely available. The panel concludes that the accommodation and material facilities are sufficient for achieving the intended learning outcomes. A nice addition to the basic facilities is a studio that can be used by lecturers to record instructional video's ('knowledge clips') or for students to record for example interviews for assignments.

Findings and considerations

The panel has seen an accommodation that was build sustainable according to the vision of Van Hall Larenstein. In total around 4000 (hbo- and mbo-) students study in this building, of which 2500 are hbo-students at Van Hall Larenstein. The accommodation has various adequate student facilities such as (silent) study rooms, classrooms and a sufficiently equipped media library. For lecturers there is a separate part of the building with working spaces, although lecturers and students regularly meet informal in the canteen and school bar. Study spaces and rooms are well equipped with computers, outlets for charging digital supplies and they are easy to use for students as there is enough space and reservation is not needed. The media library holds mainly digital sources and online books, but paper books are still available too. Searching for literature and journals works through the digital system www.greeni.nl ('bibliotheek voor het groene hbo'). The panel thinks the building and facilities are adequate and some spaces radiate the focus on sustainability in the use of colours, art and materials. Other spaces have a basic appearance.

Lecturers and students also have access to a studio to record instructional video's ('knowledge clips') or for students to record for example interviews for assignments. An example is the recording of nine knowledge clips, presented by lecturers and students, to help students with research skills. The panel feels that the studio is a nice addition to the basic facilities, which can help lecturers to create more digital learning resources.

Standard 8 Tutoring

The tutoring of and provision of information to students are conducive to study progress and tie in with the needs of students.

Conclusion

The study programme **meets** the generic quality on standard 8. The personal approach, warm atmosphere and committed inspirational guiding of students are remarkable features of the IB and IBMS study programmes. Students feel actively stimulated in their personal development for becoming an international business professional. A special form of guidance is organised in the Van Hall Larenstein Study and career counselling, that focuses on study skills and professional orientation. Specific guidance in the case of a functional impairment, top sports or a personal issue are adequately organised by a dean. Students feel well informed through my.vhl.nl and the digital module environments of Moodle. Lecturers are available and willing to help if there are questions about the study programme. Students feel seen and heard. Van Hall Larenstein has mentioned that they will reinforce the International office soon to support and inform international students better within the total services of Van Hall Larenstein, which is encouraged by the panel.

Findings and considerations

Student guidance IB and IBMS

Van Hall Larenstein aims to offer students space for development of their talents in an inspirational setting (*Inrichting van het onderwijs bij Hogeschool VHL*, 2014). The student guidance for IB and IBMS is organized in line with this ambition according to the panel. The panel finds that the personal approach, warm atmosphere and committed inspirational guiding are remarkable features of the IB and IBMS study programmes. The small groups allow lecturers to respond to personal questions and needs during the education process. Students feel like they are personal guided and are positively stimulated in their development.

Next to good guidance from lecturers, personal study guidance is organised through Study and career counselling by a Study and career mentor for IB and IBMS. The Study and career counselling concerns 4 EC for IB students and has no attached EC for IBMS students, as they come to Van Hall Larenstein for the final stage of their studies. Students IBMS receive study guidance at NHL Stenden. Study and career counselling is organised the same way for all programmes within Van Hall Larenstein and offers at least one meeting per semester. The goals of Study and career counselling are among others to teach students how to learn successful and independent, and to help students orientate on the professional field. During Study and career counselling students are discussing themes like study progress, study skills, self-guidance, personal motivation, personal working style and personal choices within the study programme. The Study and career mentor is also responsible for classes that focus on intercultural skills. Students experience the Study and career mentor as a central point of contact and appreciate the guidance.

Within the Study and career counselling there is room for extra guidance of students with a specific need. Other options for extra guidance in the case of a functional impairment, top sports

or personal issue are organised through a dean. The panel has seen adequate procedures for special guidance in among others the document *Studeren met een functiebeperking* (2013).

Information provision

The information provision of the programme is adequate for IB and IBMS students. Students from both programmes tell the panel that they are satisfied by the general information they receive. The website my.vhl.nl offers study related news, practical information and schedules. Per module there is a Moodle digital learning environment with information about content and a personal portfolio space. Students experience that lecturers are available and willing to help if students have questions.

A point of attention that international students notice is that practical matters outside their studies but within Van Hall Larenstein are not always fit for foreign students in terms of for example language. In this context the panel is positive about the fact that Van Hall Larenstein has mentioned to reinforce the International Office soon and translate general documents in English.

Standard 9 Quality assurance

The programme has an explicit and widely supported quality assurance system in place. It promotes the quality culture and has a focus on development.

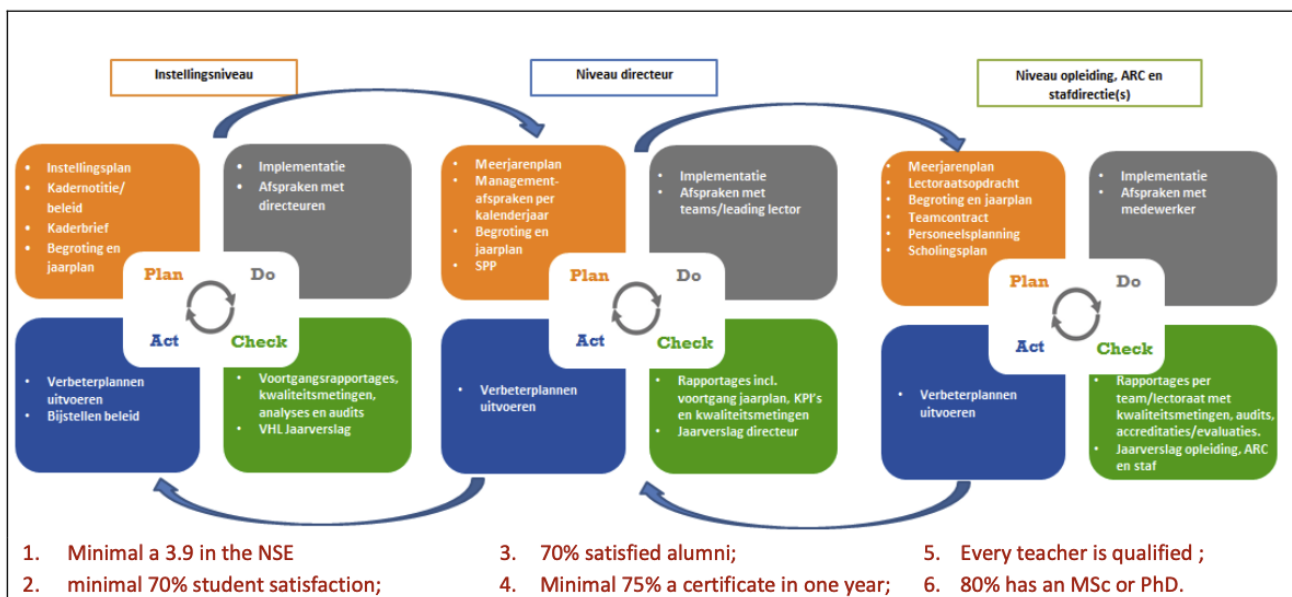
Conclusion

The study programme **meets** the generic quality on standard 9. The study programme has a good system in place to implement, monitor and communicate about improvement measures on the basis of the pdca-cycle. The quality care system is in line with the Van Hall Larenstein policy. The task responsible team of staff members has formulated adequate indicators for quality standards and the team coordinator personally monitors these goals actively, together with the other lecturers. Next to the adequate system of formal quality assurance, the panel has seen a good informal quality assurance system, which fits a small study programme according to the panel. Lecturers and students have short communication lines and the periodic and informal feedback of students is personally monitored and acted on by lecturers and the team coordinator. Students see concrete changes on the basis of their feedback. Relevant committees such as the study programme committee are actively involved in the programme's internal quality assurance. The study programme has acted adequately on advices of the panel of the previous site visit.

Findings and considerations

Quality care system

The quality care system of Van Hall Larenstein is clearly described in the *Kwaliteitszorgplan 2018-2019*. The Van Hall Larenstein quality care system is applied on both the IB and the IBMS study programme. This quality care system is based on a coherent pdca-cycle for the institute, directors and teams, as is shown in the figure below.



Van Hall Larenstein aims that all staff members are aware of possibilities for improvement and are familiar with the goals and indicators for quality care of the institute and the team. The pdca-cycle consists of Plan (for example the *Team plan IB*), Implement/Do (for example individual tasks for lecturers), Check (for example evaluations and midterm measurements) and Act (executing measures for improvement). The panel has seen these elements of the pdca-cycle clearly reflected in relevant documents and the way lecturers work together and deal with goals and improvements.

Apart from the adequate formal quality assurance system within Van Hall Larenstein, the panel has seen good informal quality assurance which fits a small study programme according to the panel. The lecturers and the students have short communication lines and the periodic and informal feedback of students is personally monitored and acted on by lecturers. The team sets goals and indicators together, as they are a task responsible team. Next to that, the panel has seen that the team coordinator takes a central place in quality assurance and is personally monitoring goals and measures for improvement. The panel feels that the whole of formal and informal quality assurance safeguards the quality of the IB and IBMS study programmes well.

Quality care IBMS with NHL Stenden

Concerning the cooperation with NHL Stenden for the IBMS programme, there are shared agreements on quality care of the total IBMS programme. The common first 2.5 years of the programme at NHL Stenden were up to September 2019 monitored by a shared board from NHL Stenden and Van Hall Larenstein. At the moment the quality of the common education at NHL Stenden is monitored by the safeguarding committees at NHL Stenden. The specialisation is monitored by the team at Van Hall Larenstein. The panel is of the opinion that the safeguarding of the education of the IBMS specialisation at Van Hall Larenstein is being done sufficiently because of the small team of lecturers that monitor the quality actively, formal and informal. For assessment the chair of the Van Hall Larenstein IB examination board, is also a member of the examination committee at NHL Stenden (see standard 10).

Indicators quality care

In the *Team plan IB* the team has formulated Key Performance Indicators (KPI's) for quality standards, that partly overlap with Van Hall Larenstein KPI's. Goals vary from the pursuit of 24 students in the second IB cohort, to student satisfaction rates in evaluations, to a specific amount of evaluations executed per academic year. Examples are a 3.9 or higher average score on the NSE, an average of 7.0 in the employee satisfaction survey, hiring a new lecturer (see standard 6), 9 panel meetings per academic year and 12 meetings per academic year about workload, sick relieve and processes. The panel is of the opinion that these are adequate, realistic goals for quality assurance. It is yet too early to judge if these goals will be achieved. The panel has also seen that several goals are already achieved. The panel meetings and evaluations took place as planned, the interest from candidate students shown in enrolment has doubled and there are advanced contacts with two candidate lecturers.

Evaluations and improvements

For every new module the lecturer evaluates orally halfway the module with the students and the team coordinator on the basis of a tip and top wall. At the end of a new module there is a panel meeting with students to evaluate the module orally again. On top of that, students fill in a written evaluation form at the end of every module, that is returned to the team coordinator to safeguard

anonymity as good as possible. Results are talked through and acted on by the module coordinator. The module coordinator fills in an 'attention and improvement form' to capture and monitor measures for improvement. Next to the module evaluations, the study programme offers students the national HBO survey every year. The information about what is done with evaluations is communicated to students and they feel that it is clear what happens with their feedback. The panel concludes that the study programme uses enough written and oral evaluations to monitor and improve the quality of the study programme. The study programme has a good system in place to implement, monitor and communicate about improvement measures.

Previous accreditation IBMS

IBMS at Stenden (and NHL and Van Hall Larenstein) was assessed as 'satisfactory' in the last accreditation that took place in June 2013. For example, the panel was positive about the profile, the curriculum and the added value of the three partner universities NHL, Stenden and Van Hall Larenstein. Points for improvement mentioned by the panel were the quality assurance of assessments and the level of the graduation theses. The panel has seen that the study programme acted adequately on these recommendations, and that quality assurance for the assessment of IB and IBMS and the level of graduation theses of IBMS have improved.

Committees

The study programme has different committees that contribute to quality assurance. The panel has seen that these committees are actively involved in the programme's internal quality assurance.

The study programme has a curriculum coordinator, who takes the lead in the development of -currently mostly the IB- study programme. The development is carried together with the rest of the team, as the panel has heard in conversations with lecturers.

The IB programme has a study programme committee since September 2019. The committee consists of three (out of four) students IB and two lecturers. The committee plans to add a second-year student next year and build towards a committee that represents students of all four years. In the study programme committee meetings, points of improvement that come from students and lecturers are discussed. The panel has spoken to student members of the committee and they feel that they have a real influence on the current study programme and the development of higher years. Their advice is taken seriously, and the students see changes within the same module if possible, or in the next modules. Because of the small size of the study programme, most lecturers already are aware of points for improvement and have sometimes already acted on them. In this fact the strong informal quality assurance system of a small study programme shows again according to the panel.

For the IBMS programme there is a study programme committee within NHL Stenden. As an extra involvement, students of the specialisation at Van Hall Larenstein are also asked to contribute in occasional compositions, because there are no longer students of Van Hall Larenstein in the committee within NHL Stenden. Students tell the panel for example that a selection of students has checked the new *Teaching and Examination Regulations IB* at the end of the previous academic year.

The professional advisory committee is described at standard 1 and the examination committee and the assessment committee are described at standard 10.

Standard 10 Student assessment

The programme has an adequate system of student assessment in place.

Conclusion

The study programme **meets** the generic quality on standard 10. Assessment for IB and IBMS is logically derived from the intended learning outcomes. In line with the educational design, the panel recognizes the educational values 'real world centred', 'diversity' and 'sustainability' in the IB and IBMS exams (see standard 4). The panel sees a variety of practice-oriented and stimulating exams on the expected level, such as knowledge theory exams, presentations, reports and portfolio tests. For IBMS, the final assessment consists mostly of a research project that leads to a thesis and a final reflection. The IBMS graduation projects are well guided and the panel is positive about the fact that the study programme chooses to have a third external assessor for each thesis. The panel feels that procedures for assessment are nicely in place for IB and IBMS. Students receive sufficient, mainly oral feedback. Although the quality of assessment is good, the number of examiners that hold a BEQ or SEQ certification is relatively low and should be increased according to the panel.

The quality and level of the IB assessment is safeguarded according to legislation by the examination committee. The examination committee also acts for six other study programmes and has proven to be proactive for these study programmes and has already shown the same proactivity for the IB programme. The examination committee will be supported in their tasks by the IB assessment committee, that has recently started. The quality and level of the IBMS assessment is safeguarded by the examination committee IB at NHL Stenden, which holds a member from Van Hall Larenstein. The panel advises the member of Van Hall Larenstein in the examination committee to keep on monitoring the examination quality of the IBMS specialisation at Van Hall Larenstein actively.

Findings and considerations

Assessment system

The assessment systems of both IB and IBMS are based on the policy of Van Hall Larenstein. In this policy education and assessment are logically derived from the intended learning outcomes and learning objectives. The study programme has adequately shown this and other regulations on assessment in the *Education and Examination Regulations IB*, the *IB Assessment plan* and the *Teaching and Examination Regulations IBMS*. The assessment system is further described in the *Hogeschool VHL Toetsbeleid (2015)*. Assessment at Van Hall Larenstein aims to assess knowledge and skills in coherence, so students become responsible and independent thinking professionals. Assessments should support the learning process of students and Van Hall Larenstein thinks that feedback is important for further development of students.

Examination and assessment

IB and IBMS exams are constructed by at least two examiners. For IB the examiners use an assessment matrix as a basis for the development of an exam. The assessment matrices are based on the Bloom taxonomy and look adequate to the panel. This way of working with matrices and two examiners safeguards that exams are valid according to the panel.

In line with the educational design, the panel recognizes the educational values 'real world centred', 'diversity' and 'sustainability' in the exams (see standard 4). The study programme emphasizes on diversity in examination forms that should meet individual learning styles, needs and interests of students. The panel sees this reflected in a sufficient variety of tests on the expected level for IB and IBMS, such as knowledge theory exams, presentations, reports and portfolio tests. The panel has seen that the major part of assessment in the IBMS specialisation is real world centred with practical assignments and projects. For IB, every module has a project in the professional field or a case that is derived from the professional field. Sustainability is a red line in these projects, as well in IB as in IBMS. Students find the exams varied, practical and challenging but doable. The panel has studied a selection of IBMS assessments (see standard 11) and IB assessments from the first semester. The IB assessments are on the expected level for a first-year bachelor programme. Assessment forms are adequate, and assessment is reliable. The panel feels that procedures for assessments are nicely in place. Students receive sufficient, mainly oral feedback. Written feedback on assessment forms can be improved (see also standard 11).

Graduation programme IBMS

The IBMS graduation phase is based on the national *Framework competencies IBMS (2010)*. Most learning outcomes from the national *framework* are assessed in a research project. Other learning outcomes are assessed in the internship, that can be combined with the graduation project or be executed separately in the third year.

Procedures and objectives for the graduation project are adequately described in the *IBMS graduation handbook*. Students work in an organisation for 17 weeks while they are performing their research project in the same organisation. The research project is reflected in a written thesis, and a final reflection on professional performance during the research process (together 30 EC). The thesis needs to be in line with the specialisation at Van Hall Larenstein. If students have chosen the 'study abroad' in their third year, they will have to do a more extensive internship during their graduation project and also deliver a portfolio instead of a final reflection. The portfolio also holds a reflection on professional performance but is more extensive. The graduation project is guided by a supervisor and students are very positive about the guidance during their graduation project: they feel that they had extensive help and advises.

The first examiner (and supervisor) determines the grade of the final reflection/portfolio. The thesis is judged by three examiners: the first examiner, a second examiner that is an independent lecturer of the study programme and a third external examiner who is also active as an external examiner for IBMS at NHL Stenden. The thesis is defended in a presentation with the examiners. The final grade of the thesis comes about in a common consultation of the three examiners. If the three examiners do not agree, the examination committee will decide. The panel feels that Van Hall Larenstein has adequate assessment procedures for the graduation projects and is positive about the fact that the study programme chooses to have a third external assessor for each thesis.

Preview graduation programme IB

The structure and educational approach of the internship and graduation phase of the programme *Bedrijfskunde en Agribusiness* at Van Hall Larenstein, will be used in the IB programme. Because of this, the panel has also studied the manuals for the fourth-year internship and graduation

project of *Bedrijfskunde en Agribusiness*. The panel is positive about the structure of the graduation phase of *Bedrijfskunde en Agribusiness* and can imagine that this could be a good basis for the graduation phase of the IB programme. Of course, these structures still need to be filled in with IB specific content.

Qualifications examiners and calibration

39 Percent of the examiners holds a Basic Examination Qualification (BEQ) and no examiners hold a Senior Examination Qualification (SEQ). Examiners are equipped with sufficient knowledge and skills on examination, as is proved for the panel by the good quality of assessment. Even though, the number of examiners that hold a BEQ or SEQ certifications is relatively low and should be increased according to the panel. The study programme aims in the *Team plan IB* that 80 percent of the lecturers holds a BEQ before July 2020. The examination committee told the panel that they will only appoint examiners that hold a BEQ certificate as of September 2020 and that they stimulate SEQ certifications.

For the IBMS theses there is a third external examiner, who functions as an extra safeguard for the quality and level of the theses (see above). For the IB theses, the study programme has plans to organize yearly calibration sessions with other universities of applied sciences, as is already been done for the study programme *Bedrijfskunde en Agribusiness* by the examiners that also work for that programme. The panel encourages these plans.

Quality assurance IB

Van Hall Larenstein safeguards assessments on the basis of three elements: Appraise, Entrust and Monitor. The examination committee safeguards the quality and level of the examination for the IB programme and six other study programmes. The panel has seen that the examination committee does this according to legislation. This examination committee consists of eight internal members, one external member and two secretaries. The examination committee acts independent of the domain management and has taken adequate steps to safeguard examination for the new IB programme. The committee has for example advised the study programme about the IB assessment plan and appointed at least two examiners per IB module to safeguard the four-eyes-principle. The panel has further on seen that this examination committee has proven to be in control of examination and give useful advices for six other study programmes within Van Hall Larenstein. The panel concludes this on the basis of the *Jaarverslag 2018-2019 examencommissie* and conversations with members of the examination committee. These facts give the panel confidence that the examination of the new IB programme is safeguarded in a good manner.

The examination committee will be supported in their tasks by the IB assessment committee, that has recently started. The assessment committee will be checking exams afterwards on level, quality and procedures through a fixed format and report to the examination committee about this. Because the IB programme is new, they have only checked one exam and responded positively to the concerning examiner about the quality of this exam.

Quality assurance IBMS

The phasing out IBMS programme, is being safeguarded by the examination committee IB at NHL Stenden. This committee has the task to safeguard the level and the quality of examination for IBMS, IBL and IB at NHL Stenden, including the IBMS specialisation at Van Hall Larenstein. This examination committee consists of three internal members, one external member and two secretaries. There is a separate chamber for the IBMS programme in Leeuwarden within this examination committee. The chair of the examination committee of Van Hall Larenstein is a member in the IBMS chamber, to keep a connection to NHL Stenden while phasing out the joint programme of IBMS.

The Van Hall Larenstein examination committee has shown proactivity for the safeguarding of the IBMS examination by taking samples of graduation theses from the Van Hall Larenstein specialisation and advising the IBMS examiners about possibilities for improvement. The examination committee has done this on their own initiative as an extra measure, as the NHL Stenden examination committee (with a Van Hall Larenstein member, see above) is actually safeguarding the IBMS programme. The panel advises to continue this kind of proactivity for the IBMS specialisation, both within the Van Hall Larenstein as in the special chamber of the NHL Stenden examination committee.

Standard 11 Achieved learning outcomes

The programme demonstrates that the intended learning outcomes are achieved.

Conclusion

The study programme **meets** the generic quality on standard 11. The panel concludes that graduates have achieved the intended learning outcomes in the graduation theses, final reflections and internships/portfolios. The theses reflect a sufficient to good bachelor level with relevant subjects and suitable research questions. Other strong points in the theses are a good knowledge and understanding of international business topics, good research skills and useful research output for the professional field. The panel recognizes the given grades. The clarity of the assessment procedures of the theses can be improved by compressing the amount of assessment forms and assessment criteria and to give more feedback to underpin grades better. The final reflections are on a sufficient level. Alumni feel well prepared for the professional field as they have learned a lot of practical skills to manage in a broad range of positions. Alumni for example start working in positions like account manager, entrepreneur or supply chain manager with mostly international companies that have a basis in the Netherlands. There is no specific alumni policy.

Findings and considerations

Achieved learning outcomes IBMS

The panel has selected and examined 15 files with graduation theses and reflection reports/portfolios from the IBMS specialisation International Sustainability Management, including corresponding assessments forms. Different nationalities are represented in the selection. The selection comprises a reasonable balance between satisfactory, good, and very good theses. Adding to this, the panel has seen several internship reports during the site visit.

The panel concludes that graduates have achieved the intended learning outcomes in the graduation theses and reflection reports. The theses reflect a sufficient to good bachelor level with relevant subjects and suitable research questions. The panel has studied theses that were for example constructed for DHL Supply chain, Global fruits and Rode Kruis. Themes of the researches are for example export to South America, impact of psychosocial help for undocumented migrants, sustainable warehousing and food waste management. These subjects match the IBMS specialisation at Van Hall Larenstein well according to the panel. Graduates show a good knowledge and understanding of international business topics and deliver useful research output to the professional field. Research skills are of a good level. The panel recognizes the given grades.

A point of attention for the assessment procedures of the graduation theses, is the clarity within the different assessment forms and criteria. There are many assessment forms with many criteria that do not always have a lot of written feedback from assessors on them. First of all, the panel recommends compressing the amount of assessment forms and assessment criteria to make the assessment procedure more insightful. Secondly, more feedback can contribute to make the assessment process clearer but can also help students to understand their grades better. The

panel believes that underpinning the grades with more feedback can also help in calibration meetings among examiners, to understand each other's considerations.

The final reflections vary from a strong level and quality, up till a sufficient level and quality. Corresponding portfolios are clear and complete. The panel feels that the final reflections show the right set-up for a professional reflection and some students show that they can reflect profoundly. Other students stay a bit more on the surface. The panel advises the study programme to keep on stimulating students to reflect profoundly.

After graduating IBMS

Graduates from the IBMS specialisation at Van Hall Larenstein are satisfied about their education and feel that they have good opportunities to find a suitable job. They feel well prepared for the professional field as they have learned a lot of practical skills to manage in a broad range of sectors. The possibilities to follow a specialisation at NHL Stenden or Van Hall Larenstein and the way these parties work together, are appreciated by the alumni. Alumni for example start working in positions like account manager, entrepreneur or supply chain manager with mostly international companies that have a basis in the Netherlands. The alumni tell the panel that the programme offers a solid base for studying in a master's programme. For example, the Master Information Management, that is attended by one of the alumni. There is no specific alumni policy and the panel would like to stimulate the study programme to set up an alumni policy to keep in touch with alumni and professionals.

General conclusion

Assessments of the standards

The panel comes to the following judgements regarding the standards:

Standard	Judgement
<i>Standard 1 Intended learning outcomes</i>	Meets the standard
<i>Standard 2 Curriculum: orientation</i>	Meets the standard
<i>Standard 3 Curriculum: content</i>	Meets the standard
<i>Standard 4 Curriculum: learning environment</i>	Meets the standard
<i>Standard 5 Intake</i>	Meets the standard
<i>Standard 6 Staff</i>	Meets the standard
<i>Standard 7 Facilities</i>	Meets the standard
<i>Standard 8 Tutoring</i>	Meets the standard
<i>Standard 9 Quality assurance</i>	Meets the standard
<i>Standard 10 Student assessment</i>	Meets the standard
<i>Standard 11 Achieved learning outcomes</i>	Meets the standard

Considerations and conclusion

The study programme meets the generic quality on all eleven standards. The panel sees a young IB study programme with a unique and promising profile which focus on sustainability and circular economy. Educational design, didactics and assessment are of a good quality. Quality care of the assessment of the new IB programme is in good hands with the examination committee. The learning environment is still vulnerable due to the recent start and only four current students. Said this, the panel has seen that the Van Hall Larenstein board and the team of lecturers use all kinds of resources to create a rich and international study environment for the students. A benefit for students is the extremely personal and committed guidance that stimulates their personal development actively. The first year of the IB programme is fairly traditional in terms of subjects and content, and the panel regrets that students are not educated within the 'new thinking' on sustainability from the beginning. The panel is curious how the study programme will be further developed according to the profile of sustainability and circular economy. The experienced lecturers and some good practices from the *Bedrijfskunde en Agribusiness* study programme at Van Hall Larenstein offer good opportunities for this.

Looking at the -phasing out- IBMS specialisation International Sustainability Management that is offered at Van Hall Larenstein, the panel sees a decent quality of education, student guidance and assessments. Graduation theses are up to standard. A continuation of the cooperation with the NHL Stenden examination committee will be necessary to keep the quality of theses safeguarded until the IBMS programme is fully phased out.

The findings and judgements are weighted and substantiated according to the guidelines of the NVAO. The panel assesses the quality of the fulltime bachelor programme International Business at Van Hall Larenstein university of applied sciences as **positive**.

Recommendations

The panel has the following recommendations:

Standard 3

- Develop year 2, 3 and 4 of the IB curriculum in a way that fully reflects the strong profile on sustainability and circular economy.

Standard 4

- Monitor the IB learning environment closely and keep on reaching for resources to offer a learning environment for students that is as broad and diverse as possible.

Standard 6

- Facilitate staff members with the development of expertise and offer adequate training if necessary.

Standard 10

- Increase the number of examiners that hold a BEQ or SEQ certification.

Standard 11

- Improve the clarity of the assessment procedures of the theses by compressing the amount of assessment forms and assessment criteria.
- Give more feedback to underpin grades better.

Appendices

Appendix 1 Programme site visit

Time	Item	Min	Actors	
8:15 – 8:30	Walk-in / reception	15		
8:30 – 8:45	Welcome and Pitch IB	15	<ul style="list-style-type: none"> • Lecturer • Different representatives: students, lecturers, management 	
8:45 – 9:00	Tour facilities <i>Standard 5</i>	15- 20	<ul style="list-style-type: none"> • Lecturer • Students IB (2) 	
9:00 – 10:30	Study materials	90		
10:30 – 11:15	Meeting 1: interview with students <i>Standard 2-9 + student chapter</i>	45	IB students (4), of which three in Programme committee	IBMS students (3)
11:15 – 11:30	Review	15		
11:30 – 11:50	Meeting 2a: alumni <i>Standard 1 & 11</i>	20	Alumni IBMS (3), graduated in 2016 (2) and 2018 (1)	
11:50 – 12:15	Meeting 2b: Work field (<i>online with Zoom</i>) <i>Standard 1 & 11</i>	25	PAC members IB (3)	
12:15 – 13.00	Lunch	45		
13.00 – 13:45	Meeting 3: educational environment and quality assurance <i>Standard 2, 3, 4, 8, 9</i>	45	Lecturers (6) Lector (1)	
13:45 – 14:00	Review	15		

14:00 – 14:45	Meeting 4: assessment and end-qualifications <i>Standard 10, 11</i>	45	<ul style="list-style-type: none"> • Student IB, member programme committee • Lecturer and coordinator quality • Lecturer and coordinator curriculum • Chari exam board VHL, member exam board VHL/NHL Stenden and lecturer • Graduation coordinator <i>Bedrijfskunde en Agribusiness</i> and formal coordinator IBMS
14:45 – 15:00	Review	15	
15:00 – 15:30	Meeting 5: management	30	<ul style="list-style-type: none"> • Chairman board VHL • Management Domain • Management Study programme
15:30 – 16:15	Final review of the day	45	
16:15 – 16:45	Feedback	30	Panel, team and management
16:45 – 17:15	<i>Meeting 6: development and discussion</i> <i>Theme: Future trends and impact on education</i>	30	<i>Discussion tables with panel, team and students</i> <ul style="list-style-type: none"> • <i>aging of society</i> • <i>meaningful work vs technology</i> • <i>economic inequality</i>

Appendix 2 Documents examined

IB-VHL SER

Addendum ZER IBMS-samenwerking NHL Stenden en VHL

International business framework (2018)

Brief NVAO planningsneutrale conversie (16-05-2017)

Summary critical friends meeting IB (July 2019)

Instellingsplan 2018-2021

Besturingsfilosofie en organisatie inrichting VHL (2014)

MT goedgekeurd concept domeinplan FD 2020 (2019)

Ambitiestuk Domein Food & Dairy (2019)

Onderwijsconcept en inrichting van het onderwijs bij hogeschool Van Hall Larenstein (2014)

Gen Z in IB (advices for educational approach generation Z)

Houtskoolschets Programma Toegepaste Circulaire Economie

Domain cards (competentiekaarten) International Business

VHL Handreiking onderzoekend vermogen (2015)

Coursedocument IBMS 2015

Selection of handbooks IB

Selection of literature IB

Selection of student projects and test IB (semester 1, year 1) and IBMS (year 3 and 4)

Information about year 4 IB (internship and graduation phase)

Info international project classroom

Learning pathways IB

Toelating bij Van Hall Larenstein (2016)

IB Staff 2019-2020

Team Plan IB 2019-2020

Beleidsnotitie Studieloopbaanbegeleiding 2015-2016

Studeren met een functiebeperking (2013)

Passende extra voorzieningen voor studenten met persoonlijke omstandigheden (2017)

Visie op dlwo (2016)

Hogeschool VHL Kwaliteitszorgplan (2017)

IB Quality Assurance Committees

Reglement opleidingscommissie Van Hall Larenstein wetswijziging bestuurskracht (2017)

Reglement werkveldadviescommissies hogeschool VHL vastgesteld door cvb (2015)

PAC Profiles

Education and Examination Regulations IB (2019-2020)

Teaching and Examination Regulations IBMS (2017-2018)

Toetsbeleid VHL (2015)

IB assessment plan (2019)

Handreiking toetscommissie VHL

Report Assessment Committee VHL 2018-2019

Inrichting examencommissie bij Hogeschool VHL (2015)

Jaarverslag 2018-2019 examencommissie VHL

VHL-handreiking Afstudeerprotocol (2015)

Eindverslag Review 4 theses IBMS door examencommissie (2019)

Overzicht scripties IBMS 2016-2019

Graduation Handbooks IBMS from 2015 till 2019