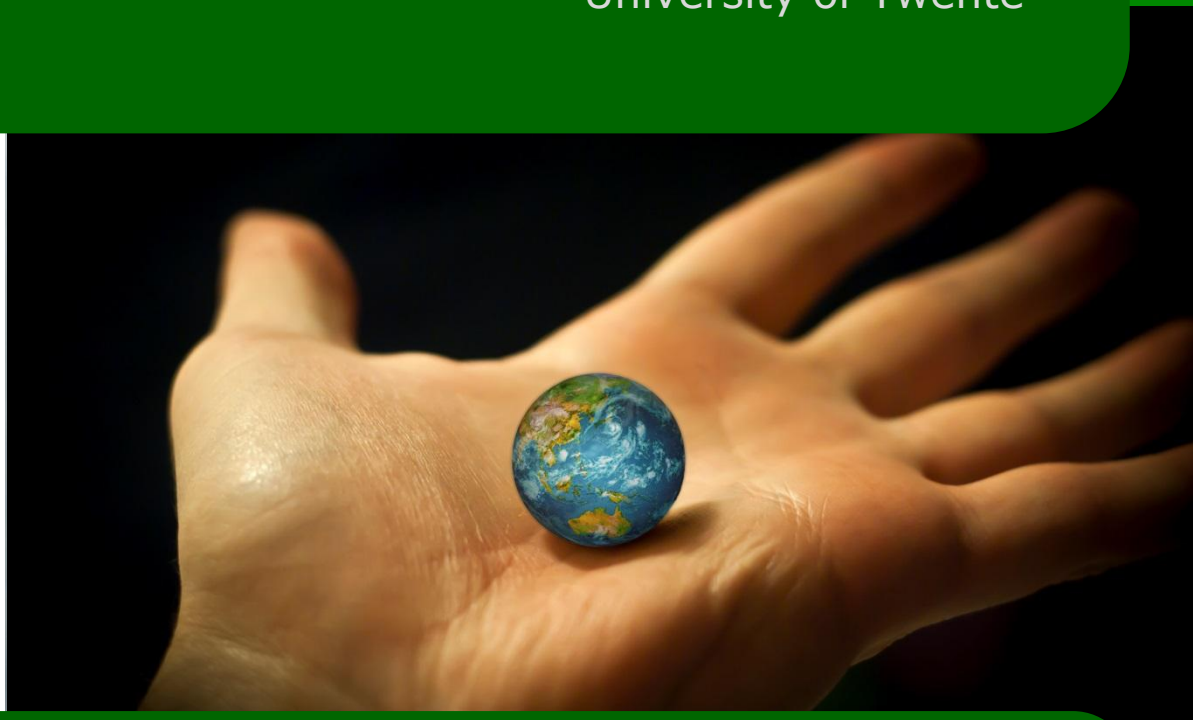
Assessment report

BSc International Business Administration

University of Twente



Certificate for Quality in Internationalisation

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Assessment report

- BSc International Business Administration

European Consortium for Accreditation in Higher Education

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Glossary

BMS	Faculty of Behavioural, Management & Social Sciences
BSc	Bachelor of Science
CTD	Centre for Training and Development
ECIU	European Consortium of Innovative Universities
EC / ECTS	European Credit / European Credit Transfer System
EEA	European Economic Area
EHEA	European Higher Education Area
EU	European Union
HBE	High-tech Business and Entrepreneurship Department
HE	Higher education
IBA	International Business Administration
ILO	Intended learning outcome
PILO	Programme intended learning outcome
NSE	National Student Survey
SACC	Student Affairs Coaching & Counselling
SER	Self-Evaluation Report
QA	Quality assurance
UAS	University of Applied Sciences
UT	University of Twente
UTLC	University of Twente Language Centre
UTQ	University Teaching Qualification

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1. Executive summary

The Bachelor of Science (BSc) programme in International Business Administration (IBA) at the University of Twente (UT) was reviewed in accordance with the CeQuInt Framework for the Assessment of Quality in Internationalisation. The review process included a self-evaluation report, a preparatory online meeting, and a site visit by the panel in December 2024. The panel's findings are structured around the five CeQuInt standards and their underlying criteria, covering the intended internationalisation strategy, the realisation of international and intercultural learning, the teaching and learning environment, staff involvement, and student engagement.

The bachelor IBA is a three-year fulltime 180 EC programme taught in English. As UT is the only technical university in the Netherlands offering business administration, its IBA programme wants students to understand and explain the business implications of - and design smart business solutions for - new technologies such as digitalisation, AI or algorithms. The programme has three key themes: internationalisation, enterprising skills and responsible management. The yearly intake has been fluctuating between 160 and 225 students, half of whom are international and about 30% are female. Since 2020, IBA students can pursue a double degree "IBA – Learning Across Borders" in cooperation with the BSc Business Administration at the University of Münster.

Standard 1: Intended Internationalisation – Satisfactory

The IBA programme has a fairly coherent approach to internationalisation. Its goals are strategically embedded at university and faculty levels, and are supported by a set of measurable indicators. The goals are reflected in the curriculum design and quality assurance processes, ensuring that internationalisation contributes meaningfully to student learning and development. In addition to these positive elements, the panel sees room for improvement in so far as the operationalisation of the five internationalisation goals is concerned.

Standard 2: International and Intercultural Learning – Satisfactory

The IBA programme demonstrates a structured approach to international and intercultural learning. The intended learning outcomes are integrated into the educational framework, assessed through appropriate and diverse methods, and achieved by graduates. The system of aligning intended programme learning outcomes to module learning goals and to assessment formats is in place and allows students to achieve the end qualifications. Nonetheless, the panel thinks that more can be done to train, assess and demonstrate the international and intercultural competencies in the IBA programme.

Standard 3: Teaching and Learning – Good

The IBA programme can rely on a strong and supportive teaching and learning environment that contributes to the achievement of international and intercultural learning outcomes. The curriculum is coherent, internationally oriented, and pedagogically diverse. Teaching methods are inclusive and foster engagement with global perspectives. The learning environment is welcoming, well-resourced, and conducive to intercultural exchange. The combination of formal curriculum elements, extracurricular initiatives, and support services ensures that students can fully benefit from the programme's international orientation.

Standard 4: Staff – Good

The IBA programme features qualified, experienced, and committed academic staff. They bring both academic expertise and professional experience from international contexts, which they effectively integrate in teaching and supervision. Their intercultural competence, commitment to inclusive education, and engagement in international collaborations directly support the programme's internationalisation objectives. The university and the faculty have policies in place for staff training and development, which enable them to maintain and deepen their international engagement. If anything, the programme may want to increase opportunities for staff to participate in intercultural and international classroom training.

Standard 5: Students – Good

The IBA programme succeeds in creating an international student community that aligns with its internationalisation goals. The composition of the student body reflects a good level of diversity. Both the programme and the study association provide them with many opportunities to engage in international and intercultural experiences. In addition, support services are comprehensive and responsive to the needs of both international and domestic students. According to the panel, it must be great to be a student at the BSc IBA in Twente.

Overall Conclusion

The panel established that, whilst setting its own programme-specific goals and verifiable indicators, the IBA programme is embedded in wider internationalisation strategies at university and faculty level. It also acknowledges that the international and intercultural dimensions of the programme are reflected in the learning outcomes at both programme and module level. The IBA programme has been around as an English-taught, international business programme for nearly 15 years. Its international and intercultural dimensions are well established by now, as was convincingly demonstrated during the site visit through a wide range of high-quality provisions concerning the curriculum, the staff and the students. Combing the appraisal 'satisfactory' for the first two standards with the appraisal 'good' for the last three standards, **the panel advises the European Consortium for Accreditation to**

extend the CeQuInt certificate for quality in internationalisation of the BSc IBA at the University of Twente.

Key Recommendations

- Publish the internationalisation goals as a programme strategy document featuring concrete timelines for implementation and an annual PDCA-cycle to monitor and evaluate progress;
- Obtain support, advice and ownership for the internationalisation goals from all stakeholders, including students and staff;
- Review – and replace some of - the indicators, and set more ambitious targets;
- Shift attention from inputs and processes to measuring and demonstrating outcomes and impact of the international and intercultural dimensions across the different programme components;
- Consider introducing a holistic framework to train, assess and measure the international and intercultural learning outcomes / competencies of the IBA students;
- Boost the training opportunities for staff on international and intercultural learning;
- Continue diversifying the range of exchange destinations, thereby focusing on the quality and relevance of each partnership.

2. The assessment procedure

The assessment procedure was organised as laid down in the Frameworks for the Assessment of Quality in Internationalisation (Frameworks) published by the European Consortium for Accreditation (ECA).

A panel of experts was convened and consisted of the following members:

Eric Dooms, chair
Associate Professor of Strategy at TIAS School for Business and Society, experienced panel chair and academic director.

Brian Harney
Associate Professor at Dublin City University, expert in HRM and strategy, with extensive international teaching experience.

Einar Rasmussen
Professor of Entrepreneurship at Nord University, expert in entrepreneurship and innovation, active in international academic collaboration.

Anita Veltmaat
Senior policy advisor at University of Groningen, CeQuInt-certified, experienced in international education projects.

Anne van de Rijdt, student member
Recent MSc graduate from Utrecht University, with international internships in Czech Republic and Azerbaijan.

Mark Delmartino
Seasoned international evaluator

The composition of the panel reflects the expertise deemed necessary by the Frameworks. The individual panel members' expertise and experience can be found in *Annex 1: Composition of the assessment panel*. All panel members signed a statement of independence and confidentiality. These signed statements are available from AeQui Nederland upon simple request. The procedure was coordinated by Mark Delmartino.

The assessment panel studied the self-evaluation report and annexed documentation provided by the programme before the site visit. (*Annex 2: Documents reviewed*) The panel

organised a preparatory meeting on 29 November 2024. The site visit took place on 3 and 4 December 2024 at the University of Twente. (*Annex 3: Site visit programme*)

The panel formulated its preliminary assessments per standards immediately after the site visit. These were based on the findings of the site visit which built upon the review of the self-evaluation report and annexed documentation.

The panel finalised the draft report on 2 April 2025. It was then sent to the IBA programme at UT to review the report for factual mistakes. The programme team submitted a reaction on 9 April 2025, which mainly consisted of typo's, and one element of contextualisation. The panel incorporated the typo's and considered the contextualisation in its final version of the report. The panel approved the final version of the report on 14 April 2025.

3. Basic information

Qualification:	BSc in International Business Administration
Number of credits:	180 ECTS
Specialisations (if any):	None
ISCED field(s) of study:	0410
Institution:	University of Twente
Type of institution:	Higher Education / Research University
Status:	NVAO (2019) accredited
QA / accreditation agency:	NVAO
Status period:	NVAO valid until 2025

4. Assessment scale

The assessment-scale relates to the conclusions of the assessment panel at the level of the standards and is based on the definitions given below. Through the underlying criteria, each of the standards describes the level of quality or attainment required for a satisfactory assessment. The starting point of the assessment scale is however not threshold quality but generic quality. Generic quality is defined as *the quality that can reasonably be expected from an international perspective*.

Unsatisfactory	The programme does not meet the current generic quality for this standard. The programme does not attain an acceptable level across the standard's entire spectrum. One or more of the underlying criteria shows a meaningful shortcoming.
Satisfactory	The programme meets the current generic quality for this standard. The programme shows an acceptable level of attainment across the standard's entire spectrum. If any of the underlying criteria show a shortcoming, that shortcoming is not meaningful.
Good	The programme surpasses the current generic quality for this standard. The programme clearly goes beyond the acceptable level of attainment across the standard's entire spectrum. None of the underlying criteria have any shortcomings.
Excellent	The programme systematically and substantially surpasses the current generic quality for this standard. The programme excels across the standard's entire spectrum. This extraordinary level of attainment is explicitly demonstrated through exemplary or good practices in all the underlying criteria. The programme can be regarded as an international example for this standard.

5. Assessment criteria

Standard 1: Intended internationalisation

Criterion 1a: Supported goals

The internationalisation goals for the programme are documented and these are shared and supported by stakeholders within and outside the programme.

Findings

The Bachelor of Science (BSc) in International Business Administration (IBA) has an outspoken international profile, which is embedded in the equally international ambitions, visions and strategies of the University of Twente (UT) and the Faculty of Behavioural, Management and Social Sciences (BMS). At the institutional level, the University of Twente has embedded internationalisation in its strategic documents, notably *Shaping2030*, the *Vision on Learning and Teaching*, and the *White Paper on International Dimensions*. These documents frame the university as an "international, people-first university of technology", committed to fostering diversity, inclusion, and global engagement among students and staff. These ambitions are concretised in the policies of the Faculty of Behavioural, Management and Social Sciences (BMS), which developed a comprehensive Internationalisation Strategy (2022–2030). This strategy was designed through a bottom-up process involving diverse stakeholders, including faculty, support staff, and PhD students.

At programme level, internationalisation is one of the three core themes of the IBA programme, alongside responsible management and entrepreneurship. The programme's mission and vision explicitly reference internationalisation, and these values are further articulated in the Programme Intended Learning Outcomes. The programme defined five internationalisation goals: (1) Fostering an international learning environment; (2) Developing international and intercultural competencies; (3) Supporting (virtual) international experience; (4) Strengthening collaboration with international partners; and (5) Promoting inclusivity and international community building. These goals are formulated in an abstract way, yet underpinned by concrete sub-goals that reflect the programme set-up and contents. The five internationalisation goals are documented and demonstrate coherence with institutional and faculty-level strategies. Moreover, they are not formulated in isolation but part of a broader institutional culture in which internationalisation is recognised as a structural component of educational quality and innovation. The alignment of internationalisation goals across institutional, faculty and programme levels ensures coherence and sustainability in the IBA's international profile.

While these goals relate to similar ambitions at university and faculty level, the discussions on site did not clarify if and how the programme goals are really 'owned' by the programme community, including students and staff. Of course it is important that official bodies like the programme committee, the international office or the Practice Council are aware of the goals and can advise on their relevance. Nonetheless, for a strategy to thrive, its goals need to be known, shared, and owned by stakeholders at grassroots level. Furthermore, in order to give more weight to the internationalisation goals as a programme-specific document, the ambitions expressed therein deserve ongoing attention and follow-up. Hence, the suggestion to publish the internationalisation goals as a separate document, including a start and an end date, and containing an implementation plan with an annual PDCA cycle.

Considerations

The panel finds the internationalisation goals of the IBA programme to be relevant in their own right, as well as connected to the mission, vision and profile of the programme. They are also embedded in the internationalisation strategies at university and faculty level. The internationalisation goals constitute a good basis for developing the quality of internationalisation of the IBA programme.

In order to do justice to the international dimension of the IBA programme, the panel advises the programme team to obtain support, advise and ownership from all stakeholders, both the formal ones and the individual students and staff. A further clarification of the mutual roles and responsibilities of all stakeholders in the continuous development of these goals could enhance ownership and future adaptability. Moreover, the goals could be published as an official strategy document of the programme featuring concrete timelines for implementation and an annual PDCA-cycle to monitor and evaluate progress.

Criterion 1b: Verifiable objectives

Verifiable objectives have been formulated that allow monitoring the achievement of the programme's internationalisation goals.

Findings

The IBA programme has developed a set of ten concrete and measurable indicators linked to its internationalisation goals. These include targets for international student enrolment, staff training, student mobility, double degree participation, and graduate employment in international environments. Each indicator is supported by a rationale, a monitoring method, and a designated responsible party. For instance, the programme aims to maintain by 2030 a 45–50% intake of international students, ensure that 65% of students spend at least one semester abroad, and increase the number of partnerships with universities in underrepresented regions such as Latin America and Africa.

These indicators are integrated into the programme's annual quality assurance processes and form part of its PDCA (Plan-Do-Check-Act) cycle. Quantitative data is collected from various sources, including university enrolment systems, alumni surveys, and professional platforms such as LinkedIn. For alumni, specific attention is paid to tracking their career paths and their engagement in international environments. The panel notes that several of the 2030 targets have already been met, including those related to international student composition and teaching in English. Other indicators, such as staff participation in international exchange programmes or CELT training for teaching in the international classroom, are still in development but monitored consistently.

While appreciating the existence and measurability of the indicators, the panel thinks that several of these indicators are not sufficiently ambitious: the first indicator (share of international students) is set seemingly high (45%), but this target to be reached for 2030 was already met in 2018. Similarly, the panel wondered why the programme only aims to train 20% of teaching staff in the International Classroom by 2030. Other indicators do not necessarily add much value to the quality of internationalisation, such as the share of alumni taking part in networking activities or the number of partnerships. The panel therefore advises the programme to revise the set of indicators, make targets more ambitious, include indicators that require qualitative measurements, and set a clear timeframe including mid-term reviews of the targets.

Considerations

According to the panel, the programme is doing great in terms of internationalisation, and set a series of verifiable indicators that relate to its internationalisation goals. Moreover, it has an effective system in place to monitor developments, indicators and targets. However, none of the targets is really ambitious and some of the targets have already been met six years before the deadline.

Hence, the panel considers that the programme deserves more ambitious targets and development goals, which are not only formulated in quantitative terms but also require qualitative and impact measurement. Moreover, in revising the indicators/targets, the programme may want to consider which indicators (and their targets) would really add value to the quality of internationalisation.

Criterion 1c: Impact on education

The internationalisation goals explicitly include measures that contribute to the overall quality of teaching and learning.

Findings

The five internationalisation goals all relate to the quality of teaching and learning in the IBA programme. The curriculum is fully English-taught and designed around internationally oriented learning objectives and content. Faculty members have diverse international backgrounds and are actively involved in international research projects, which are often integrated into teaching activities. Students are exposed to intercultural collaboration from the outset through workshops, group assignments, and buddy systems. A mandatory international experience in the form of a semester abroad or equivalent virtual/field-based activity is embedded in the third year of the programme. To support these experiences, the programme offers cultural preparation training and reflection activities that help students interpret and contextualise their intercultural encounters. The programme uses various instruments to assess the impact of internationalisation on learning, including the National Student Survey (NSE), course evaluations, reflection reports, and alumni feedback. These data sources indicate that students feel well-prepared for international careers and value the international elements of their education.

In line with previous findings, the panel noticed that the internationalisation goals address the quality of teaching and learning. However, if the goals and indicators would be more ambitious and/or differently formulated, then the impact on teaching and learning could be far bigger. Two examples: what if not 10% but 100% of the staff would be trained in intercultural competencies, and what if the target on international exchange stays would not be quantitative but qualitative – after all, it is evident from scientific literature that an exchange stay does not automatically lead to enhanced intercultural skills.

Moreover, the IBA has been an English-taught, international programme for nearly 15 years. As it is doing rather well in terms of inputs and processes, the programme may want to focus more on outcomes and impact of internationalisation in the next phase. For instance, instead of / in parallel to focusing on the exchange period abroad as the culmination of IBA's internationalisation goals, the programme may want to measure the impact of internationalisation on students from day 1 and throughout their journey at IBA. The same goes for measuring the impact of internationalisation on teaching staff. In this regard, the programme could/should aim for all staff to be trained in teaching / providing support in the international classroom.

Considerations

The panel considers that there is a clear connection between the internationalisation goals of the IBA programme and the quality of teaching and learning. The written materials and

the discussions on site have provided ample evidence for this claim in so far as the day to day implementation of the programme is concerned.

At the level of intended internationalisation (i.e. formulating goals, setting targets, measuring impact), however, the panel thinks the programme can do better, which in turn would enhance the quality of teaching and learning. In this regard, the panel advises the IBA programme to (gradually) shift attention from inputs and processes – where the long-standing programme is doing rather well – to (measuring and demonstrating) outcomes and impact of the international and intercultural components in the programme.

Overall conclusion regarding Standard 1. Intended internationalisation

The IBA programme has a fairly coherent approach to internationalisation. Its goals are strategically embedded at university and faculty levels, and are supported by a set of measurable indicators. The goals are reflected in the curriculum design and quality assurance processes, ensuring that internationalisation contributes meaningfully to student learning and development. Notwithstanding these positive elements, the panel has mixed feelings about programme performance on this standard: on the one hand the IBA programme has everything written down and the five internationalisation goals are relevant; on the other hand the operationalisation of the five internationalisation goals is one-sided (only quantity, no quality or impact), not ambitious, and in some cases not helpful for developing programme quality. Overall, the panel assesses Standard 1 as **satisfactory**.

Recommendations

- Publish the internationalisation goals as an official strategy document of the programme featuring concrete timelines for implementation and an annual PDCA-cycle to monitor and evaluate progress.
- Obtain support, advise and ownership for the internationalisation goals from all stakeholders, including students and staff.
- Review the indicators, set more ambitious targets, and replace some of the less relevant indicators with targets that require qualitative/impact measurement
- Shift attention from inputs and processes to measuring and demonstrating outcomes and impact of the international and intercultural dimension across the different programme components (goals, objectives, learning environment, education, staff and students).

Standard 2: International and intercultural learning

Criterion 2a: Intended learning outcomes

The intended international and intercultural learning outcomes defined by the programme are a clear reflection of its internationalisation goals.

Findings

The BSc IBA programme features five internationalisation goals (see standard 1), eleven (intended) learning outcomes at programme level (PILOs) and a wide range of module learning goals. The written materials and the discussions on site have first raised and later on clarified an interpretation and vocabulary issue with regard to the intended international and intercultural learning outcomes of the IBA programme. At the level of PILOs, four statements refer clearly to international and intercultural competencies:
2.1 – IBA graduates are able to analyse an international business problem as a member of a team while using intercultural skills;
3. Organise – a graduate is equipped with international experience;
3.1 – IBA graduates use professional skills, such as teamwork or intercultural awareness;
3.2 - IBA graduates demonstrate intercultural competence.

These intended learning outcomes at programme level are also articulated in the individual modules. Each module includes what the panel would call learning goals but is referred to in the materials as learning outcomes that relate to international business knowledge, intercultural communication, or reflective awareness. These are supplemented by programme-wide goals such as fostering global citizenship and encouraging an inclusive mindset. The IBA programme also defines learning outcomes (in the mind of the panel: module learning goals) for specific international experiences, such as student exchanges or participation in the Minor Crossing Borders. These outcomes emphasise the ability to understand cultural frameworks, apply intercultural theories in practice, and critically reflect on one's own development. This structure ensures that international and intercultural learning is systematically embedded in both formal and experiential learning components.

The panel established that at programme level, there are intended learning outcomes that relate to international and intercultural competencies. However, these statements are rather broad and generic. There is a connection with the internationalisation goals, but the link could be much stronger. However, the panel gathered that at the level of module learning goals, there is much more attention – and sometimes in very concrete wordings - to international and intercultural competencies. This information can be gathered from the module materials and is summarised in the very detailed IBA Assessment Plan. Several modules address one or more of the above-mentioned PILOs. In addition, every IBA student undertakes a compulsory international experience. The three learning goals connected to

that ‘course’ are directly relevant for the PILOs and have been adapted from the much more extensive set of learning goals set at BMS faculty level to measure international experience.

Considerations

The panel considers that the IBA programme includes intended learning outcomes that address international and intercultural competencies, notably with regard to knowledge about international business contexts, international and intercultural skills, and international experience. By explicitly integrating international and intercultural dimensions into the PILOs, the programme ensures that students systematically develop the competencies needed to operate in international and multicultural environments.

While welcoming these generic and somewhat broadly formulated statements, the panel considers that international and intercultural competencies are really operationalised at the level of the modules. This operationalisation goes beyond the acquisition of factual knowledge and stimulates students to reflect critically on cultural differences, inclusive teamwork, and their own role in global society. The panel encourages the programme to ‘translate’ the learning outcomes in learning goals of more – possibly all – modules, particularly as the programme continues to evolve. Moreover, the programme may want to consider sharpening the formulation of the PILOs in order to cover comprehensively all / most internationalisation goals.

Criterion 2b: Student assessment

The methods used for the assessment of students are suitable for measuring the achievement of the intended international and intercultural learning outcomes.

Findings

The IBA programme has developed a detailed assessment plan that outlines how all programme learning outcomes, including those paying attention to international and intercultural competencies, are measured across modules and learning activities. Assessment methods are diverse and well-aligned with the nature of the intended outcomes. For instance, international business knowledge is typically assessed through written exams and open-ended assignments, while intercultural skills are evaluated through group work, reflection reports, and personal development tasks.

One of the key assessment tools is the reflection report that students complete after their international experience. This report follows the "critical incidents" methodology and prompts students to analyse key cultural encounters, reflect on their learning, and evaluate their own adaptability and intercultural communication skills. Students are expected to articulate what they observed, how they responded, and what they learned in terms of

cultural frameworks and personal development. In addition to individual assessment, several group-based assignments simulate international collaboration. These include case studies with international business contexts, team projects with culturally diverse groups, and presentations that require students to integrate perspectives from various cultural and academic backgrounds. Intercultural and inclusive attitudes are assessed through observation, peer evaluation, and instructor feedback.

In line with its findings on previous standards, the panel wonders if the current assessment efforts regarding international and intercultural competencies are enough. On the one hand, the programme mainly assesses these competencies via the overall assessment of module learning goals (direct evidence) and via student self-reflection reports (indirect evidence). While this combination is good and important, it remains to be seen whether students are really able to reflect on their own behaviour by observing the reactions of others. Hence, the suggestion to extend the (measurement, assessment and demonstration of) international and intercultural learning outcomes beyond the Intercultural Exchange and the Business and Career Skills components of the programme. Moreover, the panel suggests to assess international and above all intercultural competencies in a more holistic way: this requires a framework for international and intercultural learning – which is discussed, validated and 'owned' by all staff – featuring intermediate and end-level indicators, as well as regular measurements throughout the curriculum, including a baseline measurement for all incoming students.

Considerations

The panel appreciates the current approach of the IBA programme to assessing international and intercultural learning outcomes: there is alignment between the learning goals in the individual modules and their assessment formats; moreover, there is alignment between these module learning goals and the programme learning outcomes. Hence, the panel established that the intended international and intercultural learning goals are effectively assessed.

However, the panel also sees room for improvement. If the programme really wants students to achieve and demonstrate international and intercultural competencies, then the assessment of these competencies should be taken to a next level, and this in two ways: by increasing the number of modules in which these international and intercultural learning outcomes are assessed, and by measuring the international and intercultural competencies in a more holistic way. The latter will require a specific framework, recognised and 'owned' by all staff, with baseline, intermediate and final measurements.

Criterion 2c: Graduate achievement

The achievement of the intended international and intercultural learning outcomes by the programme's graduates can be demonstrated.

Findings

The achievement of international and intercultural learning outcomes by graduates is demonstrated in different ways. The programme ILOs are achieved since (a) the international business context knowledge is assessed through various assessments in each module, (b) the international and intercultural skills are assessed through an individual assignment in the Business and Career Skills, and (c) all students are required to gain an international experience, and are required to reflect on their international exchange and the international and intercultural skills they have developed in an individual reflection report. In each module and during their bachelor thesis, students engage in assessments and projects that showcase their ability to work in diverse international and multicultural settings. These include collaborative projects with international companies, case studies, and problem-solving tasks where students must navigate cross-cultural challenges.

According to the panel, these assessments are relevant as such but could be enhanced in line with its suggestions on assessment: more assessments in more modules and in a more holistic way. Moreover, if knowledge and academic skills are demonstrated at end level through a bachelor thesis, why not foresee a similar exercise (e.g. external assessment) where students demonstrate their achievement of the international and intercultural competencies.

Data from the National Student Survey (NSE) show that students are generally satisfied with the international character of the programme and feel prepared to engage in international work environments. Recent exit surveys indicate high scores on questions related to training for a global career and development of intercultural awareness. Alumni feedback further confirms the long-term impact of these learning outcomes. Graduates report that they use intercultural skills in their work and recognise the relevance of international perspectives in their current roles. Around 67% of alumni work in international companies, and about one-third are employed outside the Netherlands. This pattern reflects the programme's success in preparing students for global careers. Employers and external thesis supervisors confirm the value of these competencies and express appreciation for the reflective and globally aware mindset of IBA graduates.

Considerations

The panel established that the IBA programme relies on a number of assessments to check whether students demonstrate their achieved international and intercultural learning outcomes. According to the panel, these assessments are relevant as such but could be enhanced through a more comprehensive set of assessments across modules. In this

respect, the panel advises the programme to consider an exit-level assessment where students demonstrate their international and intercultural competences.

Based on its own (very limited) exposure to IBA alumni and work field representatives, the panel endorses their positive feedback on the quality of the programme and its impact on the employability of IBA graduates. Similarly, the panel acknowledges the data from surveys that IBA students do very well in their follow-up study and later on in their professional career.

Overall conclusion regarding Standard 2. International and intercultural learning

The IBA programme demonstrates a structured approach to international and intercultural learning. The intended learning outcomes are integrated into the educational framework, assessed through appropriate and diverse methods, and achieved by graduates. According to the panel, the system of setting programme ILOs that are 'translated' in learning goals of modules, which in turn are assessed in different ways to establish that students have effectively achieved the learning outcomes, is in place and works properly. However, given that the international and intercultural dimension of the programme is not a one-off shot or confined to one course, the panel thinks that more can be done to train, assess and demonstrate the international and intercultural competencies in the IBA programme. Overall, the panel assesses Standard 2 as **satisfactory**.

Recommendations

- Consider finetuning/sharpening the current formulation of the programme learning outcomes with regard to international and intercultural learning (with a view to incorporating all/most internationalisation goals);
- Increase the number of modules in which international and intercultural learning outcomes are addressed, reflected in learning goals, and assessed;
- Consider introducing a holistic framework to train, assess and measure the international and intercultural learning outcomes / competencies of the IBA students;
- Consider introducing an assessment as the final stage of this holistic framework where students demonstrate the achieved international and intercultural learning outcomes at end-level.

Standard 3: Teaching and Learning

Criterion 3a: Curriculum

The content and structure of the curriculum provide the necessary means for achieving the intended international and intercultural learning outcomes.

Findings

The curriculum of the IBA programme at UT is coherently structured and designed to support the achievement of international and intercultural learning outcomes. Internationalisation is explicitly embedded across all three years of the programme, both in content and in learning activities. The curriculum is offered entirely in English and builds progressively from foundational business knowledge to applied and reflective international experiences. In the first year, students are introduced to intercultural awareness through a workshop on intercultural collaboration. This early exposure lays the groundwork for the development of teamwork skills in a multicultural context. As students advance through the programme, they engage in modules that address international themes such as international finance, cross-border entrepreneurship, and strategic management in multinational contexts. Course materials and case studies are drawn from diverse international sources, providing students with a broad, comparative perspective on business practices. The alignment between the international and intercultural ILOs and the content of individual modules is documented in the IBA Inventory of Internationalisation Elements and the IBA Assessment Plan.

In the third year, students are required to participate in a form of international experience, typically a semester abroad or a minor with a strong international or intercultural component (such as the Minor Crossing Borders). This mobility component is carefully embedded in the curriculum: students are offered preparatory training in the second year and are required to submit reflection reports upon return. The programme also offers a double degree track in collaboration with the University of Münster. Although inbound student participation in the double degree remains limited, this initiative contributes to the curriculum's international dimension and creates opportunities for cross-institutional learning.

Considerations

The panel recognises the strong integration of international and intercultural dimensions in the curriculum. The programme offers a consistent and scaffolded learning path, in which students build international competencies through both theoretical and applied learning. The curriculum reflects a thoughtful combination of "internationalisation at home" and physical mobility, with sufficient flexibility to adapt to student interests and circumstances. The inclusion of international group work, globally relevant content, and mandatory mobility ensures that students engage with internationalisation in a meaningful way. The panel

regards the curriculum as a strong example of how internationalisation can enhance the academic and personal development of students.

Criterion 3b: Teaching methods

The teaching methods are suitable for achieving the intended international and intercultural learning outcomes.

Findings

The IBA programme employs teaching methods that are well-suited to achieving international and intercultural learning outcomes. The instructional approach combines lectures, case-based learning, group projects, and reflective exercises, with an emphasis on interaction and inclusivity. Students are frequently asked to work in multicultural teams, allowing them to practise intercultural communication and collaborative problem-solving.
Inclusive teaching practices are actively promoted. Faculty members design group assignments to ensure diversity within teams and apply methods that stimulate participation from students with varying backgrounds. In the early stages of the programme, international student mentors (buddies) help new students acclimate, supporting both academic integration and social inclusion.

Another important feature is the use of the International Classroom, a didactic concept that accommodates a culturally and geographically diverse student group. It ensures that all students, regardless of their native language, can engage fully in the academic discourse, group projects, and classroom interactions. This not only promotes inclusivity but also prepares students to work in multicultural teams, which is a common scenario in the international business world. Workshops on intercultural communication and collaboration are integrated into the curriculum, most notably in the first and second years. These sessions are experiential in nature and encourage students to reflect on their own cultural assumptions, norms, and biases.

The use of English as the medium of instruction contributes to accessibility and inclusiveness, while also reflecting the global nature of business education. Faculty members incorporate international perspectives in their teaching by using diverse examples, international guest speakers, and research findings from across different regions. The programme also facilitates student involvement in internationally oriented bachelor thesis projects, which often include real-life cases from companies operating globally.

Considerations

The panel values the variety and intentionality of the teaching methods used in the IBA programme. The methods foster a learning environment in which students are encouraged

to engage actively with international and intercultural themes. The emphasis on group work and inclusive pedagogy supports the development of collaborative skills that are vital in international contexts. The programme's approach to intercultural education is practical and reflective, enabling students to connect theoretical insights with personal experiences. The panel encourages the programme to continue exploring innovative teaching practices, such as virtual collaboration with students from partner institutions or more structured use of peer feedback in intercultural settings.

Criterion 3c: Learning environment

The learning environment is suitable for achieving the intended international and intercultural learning outcomes.

Findings

The learning environment of the IBA programme is international by design and supports students in achieving the intended learning outcomes. The University of Twente offers a well-developed infrastructure to facilitate internationalisation, including language support, mobility services, and targeted counselling for international students.

The programme fosters a strong sense of community among students and staff. Initiatives such as the Pub Quiz and Pizza Night in the first module, the buddy system, and active student associations (e.g. STRESS) help create an inclusive atmosphere. STRESS in particular plays a key role in international community building, offering events such as international dinners, career orientation activities, and the annual Study Tour abroad, which exposes students to international business environments and cultural differences.

Support services for mobility are well organised. The international office provides structured guidance for students planning to study abroad, including pre-departure sessions, handbooks, and contact with returning students. For non-EEA students, the university guarantees housing in the first year and offers visa support, contributing to a smooth transition and integration process.

The programme's physical and digital environments are accessible and welcoming to international students. Facilities such as the University Language Centre and the Centre for Training and Development offer support to both students and staff in improving language proficiency and intercultural communication.

Considerations

The panel finds the learning environment to be well aligned with the programme's internationalisation goals. Students benefit from a comprehensive support system, a socially

engaging academic community, and opportunities to connect formal learning with informal intercultural experiences. The infrastructure encourages students to pursue international experiences and supports their development throughout the process. The programme is attentive to the needs of both international and Dutch students and works actively to ensure mutual engagement.

Overall conclusion regarding Standard 3: Teaching and Learning

The IBA programme offers a well-structured and supportive teaching and learning environment that strongly contributes to the achievement of international and intercultural learning outcomes. The curriculum is coherent, internationally oriented, and pedagogically diverse. Teaching methods are inclusive and foster engagement with global perspectives. The learning environment is welcoming, well-resourced, and conducive to intercultural exchange. The combination of formal curriculum elements, extracurricular initiatives, and support services ensures that students can fully benefit from the programme's international orientation. Overall, the panel assesses Standard 3 as **good**.

Recommendation

- Continue exploring innovative teaching practices, such as virtual collaboration with students from partner institutions or a more structured use of peer feedback in intercultural settings, to further strengthen global engagement.

Standard 4: Staff

Criterion 4a: Composition

The composition of the staff (in quality and quantity) facilitates the achievement of the intended international and intercultural learning outcomes.

Findings

The teaching staff of the IBA programme at UT is composed of a diverse and well-qualified team that actively contributes to the international and intercultural orientation of the programme. This diversity is reflected both in terms of nationality and in academic and professional background. According to the most recent data, 61% of the teaching staff have an international background, representing 16 nationalities, including staff from countries such as China, Russia, Lebanon, Brazil, and various EU member states. This wide representation of national and cultural backgrounds enhances the international learning environment and supports students in developing intercultural awareness and global perspectives. Academic qualifications within the team are consistently strong. A significant majority of teaching staff (88%) hold or are pursuing a doctoral degree, and 73% have obtained the University Teaching Qualification (UTQ), confirming their pedagogical competence in a higher education setting. All staff meet the University of Twente's English language proficiency standards, ensuring their ability to operate effectively in the programme's English-medium context.

In addition to academic credentials, staff bring domain-specific expertise in areas closely aligned with the IBA curriculum, such as international business, entrepreneurship, organisational behaviour, finance, and innovation management. This allows them to integrate current developments from both academic research and the international business world into their teaching. The programme has a stable core of permanent teaching staff, supplemented by guest lecturers, visiting scholars, and professionals from industry. This mix contributes to curricular flexibility and enriches the learning experience with external perspectives. Furthermore, the staff composition reflects a good balance between early-career academics and more experienced senior faculty, creating a dynamic and academically engaging environment.

Considerations

The panel regards the composition of the IBA teaching staff as a clear strength of the programme. The combination of disciplinary relevance, international diversity, and academic qualification creates an enabling environment for international education. The presence of staff from a wide range of backgrounds contributes directly to the authenticity and inclusiveness of the international classroom and helps students prepare for future roles in diverse and multicultural professional contexts. The panel encourages the programme to continue monitoring and supporting diversity within the team, both in terms of nationality

and in other dimensions such as gender, disciplinary perspectives, and industry experience. These elements add value to the learning environment and foster academic innovation. A diverse teaching team also serves as a model for the kind of inclusive and globally aware leadership that the programme aims to cultivate in its students.

Criterion 4b: Experience

Staff members have sufficient internationalisation experience, intercultural competences and language skills.

Findings

The IBA teaching staff bring with them a wealth of international academic and professional experience, which significantly enhances the programme's global dimension. Approximately 65% of the team have studied abroad, while 80% have worked in international or intercultural contexts. These experiences include academic positions at foreign universities, involvement in international research consortia, industry consultancy for multinational firms, and participation in joint education initiatives. Many faculty members have been actively engaged in European research and education programmes, including Erasmus+ projects, Marie Skłodowska-Curie actions, and Horizon 2020 consortia. Their experience is integrated into teaching through the use of internationally sourced case studies, comparative analyses, and assignments that challenge students to approach business problems from a global perspective.

Staff regularly encourage students to engage with international and intercultural issues, drawing upon their own experiences to illustrate the complexities of working across cultures. Examples from staff include managing international research teams, co-developing curricula with foreign partners, and conducting fieldwork in global business hubs. The staff's intercultural competence is reflected not only in teaching content but also in how they organise group dynamics, facilitate inclusive discussions, and model respectful engagement in diverse teams. These professional behaviours are essential for maintaining a safe and enriching learning environment in which students can explore and challenge their assumptions.

Given the international composition of the staff team, the panel wonders why only 10% of the teaching staff have followed the CELT training on Teaching in an International Classroom, as mentioned as one of the indicators of the internationalisation goals. As mentioned before, the panel thinks that all teaching staff should follow this training. Moreover, if the programme intends to design a framework to holistically approach the international and intercultural competences of IBA students, then staff should not only support this idea but also be trained to implement the framework in the day-to-day reality of the programme.

Considerations

The panel considers the breadth and depth of international experience among the IBA staff to be commendable. The ability of faculty to draw on real-world international scenarios and reflect critically on their own intercultural encounters adds credibility and nuance to their teaching. The panel encourages the programme to actively collect and share good practices in the use of international experience in teaching. Examples of staff-student collaboration on international projects or case development could serve as valuable resources for further curricular development and peer learning among faculty. Moreover, the panel advises the programme to boost the training opportunities for staff on international and intercultural learning.

Criterion 4c: Services

The services provided to the staff (e.g. training, facilities, staff exchanges) are consistent with the staff composition and facilitate international experiences, intercultural competences and language skills.

Findings

The University of Twente and the BMS faculty offer a robust infrastructure to support the international engagement and professional development of academic staff. Staff members are entitled to three development days per year, which can be used for a range of professional activities, including international mobility, training, or participation in international conferences. Training and support are provided by the Centre for Training and Development (CTD) and the University of Twente Language Centre (UTLC). These centres offer courses in curriculum design, teaching methods, student supervision, and intercultural communication. The UTLC provides tailored language courses for staff, enabling them to improve their English or learn additional languages relevant to their professional roles.

Approximately 25% of IBA teaching staff have participated in international exchange or mobility programmes, such as Erasmus+ staff exchanges. These exchanges have included short-term teaching positions at European partner universities and joint research visits, particularly in countries such as Spain, Ireland, Austria, and Italy. Some staff members have also engaged in collaborative teaching within the ECIU network or contributed to global online learning initiatives. The university and faculty actively encourage staff to make use of international partnerships for educational innovation and curriculum development. For example, the double degree collaboration with the University of Münster has stimulated both mobility and content exchange among staff. Other forms of collaboration include co-teaching, participation in international working groups, and shared supervision of student projects.

Considerations

The panel finds that the services available to staff are appropriate and well-aligned with the needs of an internationalised programme. The professional development infrastructure supports both initial teacher training and continued international engagement. The availability of structured development time and institutional support for international activities reflects a strategic commitment to staff development.

While staff uptake of mobility opportunities is positive, the panel encourages the programme to further promote these opportunities, particularly among early-career academics. Increased participation in exchange programmes and collaborative teaching formats may enhance staff satisfaction, support pedagogical innovation, and further internationalise the curriculum.

Overall conclusion regarding Standard 4: Staff

The IBA programme benefits from a well-qualified, internationally experienced, and compositionally diverse academic staff. Staff members bring both academic expertise and professional experience from international contexts, which they effectively integrate into teaching and supervision. Their intercultural competence, commitment to inclusive education, and engagement in international collaborations directly support the programme's internationalisation objectives. The institutional framework provides staff with access to mobility, training, and development opportunities that enable them to maintain and deepen their international engagement. Overall, the panel assesses Standard 4 as **good**.

Recommendations

- Encourage broader staff participation in international mobility and exchange programmes, with specific attention to early-career staff.
- Boost the training opportunities for staff on international and intercultural learning.

Standard 5: Students

Criterion 5a: Composition

The composition of the student group (national and cultural backgrounds) is in line with the programme's internationalisation goals.

Findings

The student population of the BSc IBA reflects the international ambitions of the programme. In the academic year 2023–2024, 45% of students enrolled in the programme held a non-Dutch nationality, representing over 37 nationalities. This diverse composition is a central element of the programme's identity and supports the creation of an authentic international classroom. The programme actively recruits students from across the European Economic Area (EEA) and beyond, supported by the broader internationalisation strategy of the university. The Twente Pathway College, a preparatory foundation year, has proven instrumental in increasing access for non-EEA students. This initiative has contributed to a more diverse and inclusive intake, particularly among students who require additional preparation in English or academic skills before entering the bachelor programme.

The international classroom is not only a reflection of demographics but is also supported by programme policies. Group assignments are intentionally designed to include students from different cultural and linguistic backgrounds. This encourages interaction, peer learning, and exposure to diverse working styles. Students are also supported in adapting to this environment through early orientation activities, intercultural workshops, and mentoring schemes.

In addition to degree-seeking students, the IBA programme regularly hosts exchange students from partner universities worldwide. In the most recent academic year, the programme welcomed 154 incoming exchange students and sent 87 IBA students abroad. These exchanges enhance the diversity of the classroom and create additional opportunities for cultural exchange and global networking.

Considerations

The panel finds the composition of the student population to be fully aligned with the programme's internationalisation goals. The high proportion of international students contributes directly to the learning environment, offering daily opportunities for intercultural interaction and collaboration. The presence of both international degree students and short-term exchange students adds dynamism and variety to the student experience. The panel values the strategic use of the Twente Pathway College as a mechanism for increasing access and diversity. The panel also recognises the intentional group formation and inclusive teaching practices as effective strategies for making the most

of the international classroom. These measures support mutual understanding, reduce barriers to participation, and prepare students for working in diverse professional teams.

Criterion 5b: Experience

The internationalisation experience gained by students is adequate and corresponds to the programme's internationalisation goals.

Findings

The IBA programme provides students with ample opportunities to gain international experience, in both physical and virtual formats. For Dutch and EEA students, an international experience is a mandatory component of the curriculum, usually taking place during the first semester of the third year. The most common format is a study abroad semester through one of the many exchange partnerships the programme maintains. Students can also opt for a virtual exchange, the Minor Crossing Borders, or an international internship or thesis project. The IBA programme has established a broad and growing network of international partners, featuring mostly institutions in Europe, North America and Asia. This geographical spread supports a wide range of academic and cultural experiences.

In preparation for their international experience, students receive intercultural training in year two. This includes workshops and coaching sessions that encourage reflection on cultural norms, communication styles, and adaptation strategies. During their stay abroad, students are encouraged to document their experiences through diaries or critical incident logs. Upon return, they write a reflection report that is assessed as part of their study programme. The programme also facilitates virtual international experiences, allowing students to engage in international project work without the need for physical mobility. This option is especially valuable for students with personal or financial constraints and contributes to more inclusive access to internationalisation.

Students are satisfied with the international components of the programme. In the National Student Survey (NSE), international aspects score 3.9 out of 5, and in the exit survey, graduates rated the international orientation of the programme with 8.7 out of 10.

Considerations

The panel considers that IBA students gain a thorough international experience during their study by being on campus and in class with their fellow students in Twente, and through course components such as the international experience. The mandatory nature of the international experience for most students ensures broad participation and creates a shared

point of reference within the student body. The variety of available formats allows for flexibility and caters to different learning preferences and personal situations.

The programme offers many and diverse opportunities for IBA students to undertake international exchange, while many students from partner institutions come to Twente thereby increasing the international composition of the UT/IBA cohorts. The panel encourages the programme to continue diversifying the range of destinations, thereby focusing on the quality of the partnership rather than the quantity of partner destinations. The panel also supports the programme plans to actively promote less frequently chosen regions such as Eastern Europe, and – partnerships permitting - South America, and Africa. This would further enhance the global exposure of the student body and support the programme's inclusive ambitions.

Criterion 5c: Services

The services provided to the students (e.g. information provision, counselling, guidance, accommodation, Diploma Supplement) are adequate and correspond to the composition of the student group.

Findings

The IBA programme and the University of Twente offer a comprehensive suite of services to support both international and Dutch students throughout their academic journey. For international students, the university provides guaranteed housing in the first year, visa support, and targeted onboarding activities. These services ease the transition into Dutch academic life and contribute to student well-being and retention.

The programme has two dedicated study advisors who support IBA students with academic planning, personal development, and well-being. These advisors maintain regular contact with students, particularly during the first year, and provide guidance on curriculum choices, exchange planning, and study skills. In addition to study advising, students have access to central services such as Student Affairs Coaching & Counselling (SACC). This unit offers a wide range of support, including student psychologists, career counsellors, and confidential advisors. The university has also developed faculty-level well-being services, including walk-in coaching and thesis support.

Information provision around international mobility is structured and proactive. The international office organises annual information sessions, provides detailed handbooks, and facilitates peer contact between outgoing and returning exchange students. These resources help students make informed decisions about their mobility and prepare effectively for the experience.

Student engagement is further supported through extracurricular initiatives. The student association STRESS plays a prominent role in fostering community and organising events with international themes. These include the annual Study Tour, international dinners, and campus-wide cultural activities that support integration and intercultural exchange.

Considerations

The panel finds that the range of student services matches the needs of a diverse and international student body. The services are accessible, professionally managed, and tailored to different phases of the student journey. They support not only academic success but also personal development and social integration. The proactive approach to mobility preparation and the personal attention provided by study advisors are particularly noteworthy. The panel also recognises the value of student-led initiatives in community building and encourages ongoing collaboration between staff and student organisations to further enrich the international experience.

Further to what was mentioned in the NVAO report, the panel was convinced by the end of the site visit that, from a student perspective, it must be great to study IBA at UT. Hence, it commends the programme (representatives) and the study association Stress for taking good care of the IBA students.

Overall conclusion regarding Standard 5: Students

The IBA programme succeeds in creating an international student community that aligns with its internationalisation goals. The composition of the student body reflects global diversity, and the programme provides students with rich opportunities to engage in international and intercultural experiences. Support services are comprehensive and responsive to the needs of both international and domestic students. The student experience is enhanced by a combination of structured learning, personal guidance, and vibrant extracurricular engagement. Overall, the panel assesses Standard 5 as **good.**

Recommendations

- Promote exchange destinations beyond Western Europe to broaden the global exposure of students.
- Continue diversifying the range of exchange destinations, thereby focusing on the quality and relevance of each partnership.

6. Overview of assessments

Standard	Criterion	Level of fulfilment for each standard unsatisfactory/satis-factory/good/excellent (see descriptions in chapter 4)
1. Intended internationalisation	1a. Supported goals	satisfactory
	1b. Verifiable objectives	
	1c. Impact on education	
2. International and intercultural learning	2a. Intended learning outcomes	satisfactory
	2b. Student assessment	
	2c. Graduate achievement	
3. Teaching and learning	3a. Curriculum	good
	3b. Teaching methods	
	3c. Learning environment	
4. Staff	4a. Composition	good
	4b. Experience	
	4c. Services	
5. Students	5a. Composition	good
	5b. Experience	
	5c. Services	

Annex 1. Composition of the panel

Overview panel requirements

Panel member	*Subject*	*Internat.*	*Educat.*	*QA*	*Student*
• Eric Dooms	x	x	x	x	
• Brian Harney	x	x	x		
• Einar Rasmussen	x	x	x		
• Anita Veltmaat		x	x	x	
• Anne van de Rijdt		x			x

Subject: Subject- or discipline-specific expertise;
Internat.: International expertise, preferably expertise in internationalisation;
Educat.: Relevant experience in teaching or educational development;
QA: Relevant experience in quality assurance or auditing; or experience as student auditor;
Student: Student with international or internationalisation experience;

Eric Dooms, chair

Eric Dooms is Associate Professor of Strategy and Academic Director of international MBA and MSc programmes at TIAS. He holds a PhD from Tilburg University and specialises in corporate strategy, business models and innovation. He has experience with NVAO, AACSB and AMBA accreditations and has served on several review panels.

Brian Harney

Brian Harney is Associate Professor in Strategy and Human Resource Management. He is an award-winning educator and researcher with international experience in Canada, the US and New Zealand. He co-founded a BSc in Digital Business & Innovation and was Director of an award-winning MSc in Human Resource Management.

Einar Rasmussen

Einar Rasmussen is Professor of Entrepreneurship and Innovation. His research focuses on technology transfer and innovation policy and has been published in leading journals. He is Chair of the Technology Transfer Office at Nord University and has participated in multiple international academic and policy networks.

Anita Veltmaat

Anita Veltmaat is an expert in internationalisation in higher education. She coordinated capacity-building projects in countries such as Vietnam, Rwanda and Ecuador, and contributed to the KA2 Strategic Partnership on inclusive international education. She is ECA-

trained and certified to assess programmes against the CeQuInt framework for internationalisation.

Anne van de Rijdt, student member
Anne van de Rijdt graduated in September 2024 from the MSc Social Challenges, Policies and Interventions at Utrecht University. She previously completed a BSc in International Development Studies at Wageningen University and undertook international internships in the Czech Republic and Azerbaijan.

Mark Delmartino, Coordinator

Annex 2. Documents reviewed

The programmes opted to make all materials available on a dedicated website. This website includes sections dedicated to:

- Introducing the BSc IBA and MSc BA programmes;
- organisation;
- facts and figures;
- future ambitions;
- recent developments;
- former panel reports and recommendations
- four sections dedicated to the NVAO assessment standards
- Student chapter
- SWOT-analysis

The CeQuInt self-evaluation report on the BSc IBA programme contained several annexes:

- Internationalisation goals
- Overview of the curriculum
- Description of the curriculum components
- Courses or activities where intercultural and international learning outcomes are achieved
- Students assessments
- Example of a Diploma Supplement
- Table of student population over the last three years
- CV's of the teaching staff
- International or internationalisation activities

A sample of 15 bachelor theses and their assessment forms, selected among students graduating the BSc IBA programme in 2023-2024. The selection was representative in terms of final scores and thesis circles. Names and student numbers are available with evaluation agency AeQui.

Annex 3. Site visit programme

Overview

Date:	**3-4 December 2024**
Institution:	University of Twente
Programme:	BSc International Business Administration
Location:	Drienerlolaan 5, Enschede - Netherlands

Programme

Location: VIP Room, Ravelijn building, University of Twente

Tuesday 3 December 2024

12.00 Arrival of the panel, internal meeting with lunch
13.00 Session with Programme Management
13.45 Entrepreneurial walk on campus
14.45 Session with IBA (bachelor) students
15.45 Session with IBA teachers
16.45 Thematic session on IBA programme
17.45 Session with IBA and BA alumni and practice council
18.15 Internal deliberations
18.45 Wrap-up session day 1

Wednesday 4 December 2024

08.30 Internal panel meeting
09.00 Session on CeQuInt – internationalisation
10.15 Session with BA (master) students
11.15 Session with BA teachers
12.15 Thematic session on BA programme
13.00 Lunch and internal meeting
14.00 Session with Examination Board
15.00 Session with Programme Management
15.45 Internal deliberations
16.30 Plenary feedback
16.45 End of the site visit

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