

Report on the Distinctive Quality Feature Internationalisation of the SBE business programmes

NVAO awards a *distinctive quality feature internationalisation* to programmes after a positive assessment of the level of internationalisation.

The Maastricht University School of Business and Economics (SBE) asked the AACSB Peer Review Team to assess the five business programmes not only on the 'regular' NVAO standards 1 and 2, but also on the criteria for the distinctive quality feature internationalisation. For the programmes MSc Management of Learning, MSc Infonomics and MSc Global Supply Chain Management and Change this is the first assessment on the internationalisation feature. This feature was awarded to the BSc and MSc International Business of SBE in 2010, in the context of a pilot for the certification of internationalisation, but for these programmes a 'renewal' of the assessment on internationalisation was necessary, because in the regular NVAO cycle this feature is formally linked to the (re)accreditation of the programme.

The Peer Review Team decided to score and assess the five business programmes in conjunction and without elaborate description of the findings and considerations for each programme separately. The reasons for this were as follows:

- SBE regards the internationalisation as an overall competency, and the intended international and intercultural competences are incorporated throughout the curriculum of the programmes
- SBE had not provided information specifically tailored towards the NVAO criteria for internationalisation
- the BSc and MSc programmes International Business were already extensively assessed on internationalisation in 2010
- the combined AACSB/NVAO accreditation of the programmes is already carried out with the international objectives of the School and its programmes in mind. This means that much of the argumentation is provided there.

In the following report, the five programmes are assessed on the NVAO criteria for internationalisation, and summary argumentation is provided especially in case of perceived differences between the programmes.

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Distinctive quality feature internationalisation: scores per standard per programme, with summary argumentation

Scale: Unsatisfactory (1), satisfactory (2), good (3), excellent (4)

	<i>BSc International Business</i>	<i>MSc International Business</i>	<i>MSc Management of Learning</i>	<i>MSc Infonomics</i>	<i>MSc Global Supply Chain Management and Change</i>
Standard 1: Vision on internationalisation					
Criterion 1a: Shared vision <i>The programme has a vision on internationalisation. This vision is supported by stakeholders within and outside the programme. The Team found the programmes to be exemplary on this criterion, although some further methodological refinement should still be sought.</i>	4	4	4	4	4
Criterion 1b: Verifiable objectives <i>The vision on internationalisation includes verifiable objectives. The Team found the objectives of GSCMC the most specific in this aspect.</i>	3	3	3	3	4
Criterion 1c: Improvement-oriented evaluations <i>The vision on internationalisation is evaluated periodically and this evaluation forms the basis for improvement measures. The Team found this aspect satisfactory, with the exception of MSc GSCMC which was found to be exemplary because the more specific goals allow for more specific evaluations.</i>	2	2	2	2	4
Standard 2: Learning outcomes					
Criterion 2a: Intended learning outcomes <i>The intended international and intercultural learning outcomes defined by the programme are a clear reflection of its vision on internationalisation. The Team found this aspect satisfactory for MSc Mol and MSc Infonomics, good for BSc and MSc IB, and excellent for MSc GSCMC, in line with the degree of sophistication of their respective goals.</i>	3	3	2	2	4
Criterion 2b: Student assessment	<i>not assessed (because these aspects were not in the task of the Team)</i>				
Criterion 2c: Graduate achievement					
Standard 3: Teaching and Learning					
Criterion 3a: Curriculum <i>The content and structure of the curriculum enable the achievement of the intended international and intercultural learning outcomes. The Team found this aspect excellent for MSc GSCMC because of the clear focus in the curriculum, and good for the other programmes.</i>	3	3	3	3	4

	BSc International Business	MSc International Business	MSc Management of Learning	MSc Infonomics	MSc Global Supply Chain Management and Change
<p>Criterion 3b: Teaching methods The teaching methods enable the achievement of the intended international and intercultural learning outcomes. The Team found that the PBL in small groups contributes in a unique way to achieving the intended outcomes.</p>	4	4	4	4	4
<p>Criterion 3c: Learning environment The learning environment is suitable for achieving the intended international and intercultural learning outcomes. The Team found that the teaching-learning environment, including experience abroad, is clearly an excellent feature regarding internationalisation.</p>	4	4	4	4	4
Standard 4: Staff					
<p>Criterion 4a: Staff composition The composition of the staff (in quality and quantity) facilitates the achievement of the intended international and intercultural learning outcomes. The Team found that the composition of the staff differs from other schools in an exemplary way, in terms of research orientation, innovation and international competences.</p>	4	4	4	4	4
<p>Criterion 4b: International experience and competence Staff members have sufficient international experience, intercultural competences and language skills. The Team found that the in-company experience and the mobility processes of the staff constitute exemplary assets.</p>	4	4	4	4	4
<p>Criterion 4c: Services provided to staff The services provided to the staff (e.g. training, facilities, staff exchanges) are in line with the staff composition and facilitate international experiences, intercultural competences and language skills. The Team found the facilities and opportunities to be very good, but improvement can be made in the monitoring of attendance and completion.</p>	3	3	3	3	3
Standard 5: Students					
<p>Criterion 5a: Student group composition The composition of the student group (diversity of national and cultural backgrounds) is in line with the programme's vision on internationalisation. The Team found that the international diversity of the student body is good,</p>	3	3	3	3	4

<i>but applauds the targets for further diversity and balance. The best balance is currently achieved in the MSc GSCMC.</i>					
Criterion 5b: International experience <i>The international experience gained by students is adequate and in line with the programme's internationalisation vision. The Team found that this aspect is excellent for BSc and MSc IB, because of the strong partner network. This is slightly less developed in the other, younger programmes.</i>	4	4	3	3	3
Criterion 5c: Services provided to students <i>The services provided to the students (e.g. information provision, counselling, guidance, accommodation, Diploma Supplement) are adequate and in line with the composition of the student group. The Team found the services at an exemplary level of sophistication.</i>	4	4	4	4	4
Overall assessment					
<i>Based on its vision on internationalisation, the programme has implemented an effective internationalisation strategy, which demonstrably contributes to the quality of the teaching and learning provided. The Team calculated the overall scores on the basis of the scores per criterion.</i>	3	3	3	3	4
	BSc International Business	MSc International Business	MSc Management of Learning	MSc Infonomics	MSc Global Supply Chain Management and Change

DEFINITIONS

The following definitions are taken from NVAO's assessment frameworks.

Unsatisfactory (1)	The programme does not meet the current generic quality ¹ standards and shows serious shortcomings in several areas.
Satisfactory (2)	The programme meets the current generic quality standards and shows an acceptable level across its entire spectrum.
Good (3)	The programme systematically surpasses the current generic quality standards across its entire spectrum.
Excellent (4)	The programme systematically well surpasses the current generic quality standards across its entire spectrum and is regarded as an (inter)national example.

¹ 'Generic quality': The quality that can reasonably be expected in an international perspective from a higher education bachelor's or master's programme.