



ZUYD HOGESCHOOL
University of Applied Sciences

European Studies
International Business

Distinctive Quality Feature Internationalisation

Introduction

This is the assessment report of the Audit Panel that assessed the Distinctive Quality Feature Internationalisation of the Bachelors of European studies and International Business degree programmes offered by Zuyd University of Applied Sciences (Zuyd). The assessment was conducted by an audit panel compiled by NQA and commissioned by Zuyd. The panel has been selected in consultation with the study programmes and was approved by the NVAO prior to the assessment process. In this report the Netherlands Quality Agency (NQA) gives account of its findings, considerations and conclusions. The assessment was undertaken according to the *Frameworks for the Assessment of Internationalisation* (NVAO 14 November 2011).

The site visit took place on 4 June 2014.

The audit panel consisted of:

Mr F.A.A. De Decker MA (chairperson)

Mr I. Charles (representative profession/discipline)

Mr B. Sandbrink (representative profession/discipline)

Ms R.M. Hogerwerf (student member)

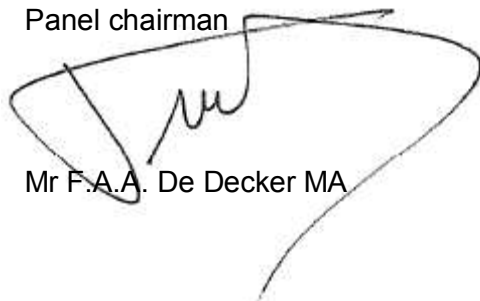
Ms drs. P. Göbel, NQA-auditor, acted as secretary of the panel.

The study programmes offered a critical reflection; in form and content according to the NVAO assessment requirements. The panel studied the critical reflection and undertook a visit of the study programmes. Critical reflection and all other (oral and written) information have enabled the panel to reach an informed judgement.

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

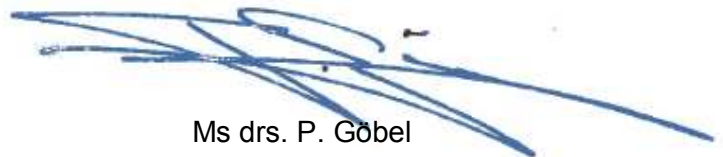
Utrecht, 7 July 2014

Panel chairman



Mr F.A.A. De Decker MA

Panel secretary



Ms drs. P. Göbel

Summary

The Bachelor programmes European Studies (ES) and International Business (IB) are part of the Faculty of International Business and Communication (FIBC) of Zuyd University of Applied Sciences. The audit panel assessed the distinctive quality feature internationalisation for both programmes as **good**.

Standard 1

The audit panel is satisfied with the vision on internationalisation as formulated by Zuyd and FIBC. The strategic goals of FIBC are derived from the vision of Zuyd. This in its turn was the basis for the definition of key internationalisation strategic goals for the study programmes ES and IB. The audit panel thinks that the goals of both study programmes are clear but there is still room for formulating even more specific visions on internationalisation for IB and ES.

The audit panel is pleased with the fact that the objectives form an integrated part of the mind set of everyone it interviewed who clearly support these. It shows that these objectives are internalised. The quantitative objectives are verifiable on the basis of available data and the programmes are busy making the qualitative objectives verifiable as well.

The quality assurance system for internationalisation is an integral part of the mainstream quality assurance of Zuyd and FIBC. This makes it a strong instrument. The fact that FIBC keeps searching for methods of measuring internationalisation and cultural sensitivity (e.g. Global Minds project) shows that there is thorough quality awareness among management, staff and students.

The audit panel assesses Standard 1 for both study programmes as **good**.

Standard 2

The international and intercultural learning outcomes are completely integrated in the overall learning outcomes of the programme of IB and ES and a clear reflection of the programmes' vision. In the end the outcomes will certainly guarantee that graduates possess the sought after international mind.

The assessment methods in both programmes have a sound basis that is guaranteed by a solid formal assessment system. The audit panel is impressed by the varied ways of assessing international and intercultural competences. In all tests and exams there are international and/or intercultural aspects. The IB and the ES programmes can guarantee that all students achieve the required international and intercultural competences. Because there is a relatively small number of graduates the audit panel took into account the achievements in the internship that is has seen, and the fact that many graduates pursue an internationally oriented master programme.

The audit panel concludes that IB and ES have tackled the difficult challenge of assessing international and intercultural learning outcomes in a thorough and consistent way.

With the Global-Minds project FIBC has found an instrument for measuring cultural awareness and sensitivity. Furthermore external professionals are asked to assess group exercises, e.g. lobby pitches (ES) and real-life business cases (IB).

The audit panel is of the opinion that both IB and ES could invest in collecting data from surveys on how alumni evaluate the international orientation of the courses. Also a more systematic research into the careers of the alumni could be developed to gain interesting data in the future.

The panel assesses Standard 2 for both study programmes as **good**.

Standard 3

The audit panel is convinced that both IB and ES have curricula and a learning environment that enables students to achieve the international and intercultural learning outcomes. Projects, company visits, study exchange and internships are all performed in an international context, mostly abroad. Every learning activity is either international and/or intercultural or is placed in an international context. Language training, two foreign languages for IB and three for ES, is an essential part of both curricula. The audit panel thinks it is a strong point that in both programmes there is an obligatory stay abroad (IB: internship, ES: study exchange). But it equally applauds that next to that students are provided with many opportunities for gaining international and intercultural experiences at home. The use of the virtual classroom and Skype make it possible to work in international teams of students. The strategic goals of international projects and the development and maintenance of an international curriculum and didactical approach are certainly met

The audit panel feels that the concept of the international classroom works out well in the curricula of IB and ES. The international classroom is not restricted to the classroom but can be found everywhere in the building which turns this into a real international learning environment suitable for achieving the intended international and intercultural learning outcomes. To transform the old building, where both programmes are housed, into an international community might be a challenge. On the other hand, the facilities are up to date and staff and students feel safe and comfortable at the Brusselseweg.

The panel assesses Standard 3 for both programmes as **good**.

Standard 4

The audit panel is very pleased with the teaching and support staff and the opportunities they get to develop and expand their international knowledge and skills. Both teaching and support staff hold international and intercultural experiences and almost all have engaged in international activities abroad much more than the required once every three years. The composition of the teaching staff is very good: in IB 18 percent has a foreign nationality, at ES this percentage is 33. In addition, a lot of effort is made to invite international guest lecturers to complement the skills of the regular staff.

The requirements concerning language skills are high: the minimum level for English is C1 and will be C2 in the near future. For the foreign languages there is at least one native speaker for English, French, German and Spanish. The emphasis on language skills is fitting for the programmes ES and IB, but also intercultural sensitivity, keeping up with international standards etc. are a continuous focus. The strategic goal, develop and maintain international professionalism is certainly met and exemplary for other programmes. The audit panel considers staff members real international role models for the students.

The audit panel is really impressed by the culture at FIBC where international and intercultural activities are stimulated by the management. The X-lab is a very interesting opportunity to communicate in a virtual classroom with the world through modern ICT-technology and several staff members already have some experience in using it for their courses.

The audit panel assesses Standard 4 for both programmes as **excellent**.

Standard 5

The audit panel is pleased to notice that from the start students are embedded in an international setting. The group composition of IB and ES enables students to achieve the intended international learning outcomes, although it would be good if the number of international student in the ES programme increases. The many experiences abroad (internships and study exchange) in particular offer students ample international and intercultural opportunities. Furthermore, there are study trips, international projects and international study cases. On a more informal basis students can participate in for instance the French Language Café.

The audit panel concludes that the coaching of the students is well organised and well appreciated by students. The intensity of the coaching diminishes year by year, but students can always get in touch with their coach. The buddy system guarantees a good introduction to the Dutch culture and the study programme for international students, while the Dutch students get more knowledgeable about the cultures of the international students.

The support from the International Offices and the Internship Office is excellent according to the students. They feel no hesitation in contacting these offices. With regard to the information, students gave comments on the Infonet which contains a lot of information in Dutch and is therefore not very user friendly for the international students. The audit panel understands and appreciates that Zuyd is working on this issue.

The audit panel assesses Standard 5 for both programmes as **good**.

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1 Basic data of the study programme

Administrative data of the study programme

1. Name study programme as in CROHO	European Studies International Business
2. Registration number in CROHO	IB: 30029 ES: 34419
3. Orientation and level study programme	European studies – B European studies International Business - BBA
4. Number of study credits	240 EC
5. Variant(s)	Full time
6. Location(s)	Maastricht
7. Previous year of audit visit and date decision NVAO	n.a.
8. Code of conduct	Signed

Administrative institutional data

9. Name institute	Zuyd University of Applied Sciences
10. Status institute	Funded
11. Result institute audit	n.a.

2 Distinctive quality feature Internationalisation

The bachelor-degree programmes of European Studies (ES) and International Business (IB) are part of the Faculty of International Business and Communication (FIBC) of Zuyd University of Applied sciences (Zuyd). FIBC also offers two other bachelor-degree programmes: Oriental Languages and Communication, and Translation and Interpreting. Although internationalisation is an important element in all four programmes, ES and IB are fully taught in English and apply an integrated international approach.

Standard 1: Vision on internationalisation

Criterion 1a: Shared vision

The programme has a vision on internationalisation. This vision is supported by stakeholders within and outside the programme.

Findings

The vision of FIBC is to 'educate global minds' (*Vision on Internationalisation*, Faculty of International Business and Communication, April 2013). FIBC envisions that its students learn to think and act internationally and gain a broad view of developments in the world by following an international study programme, including study exchange and/or an internship abroad. This vision fits well in the internationalisation agenda of Zuyd where an important element is formulated as the integration of internationalisation within all the regular processes of Zuyd. All ten faculties of Zuyd set their own ambitions with regard to internationalisation. FIBC is one of the faculties with the most far-reaching internationalisation ambitions.

FIBC has translated its vision into key strategic internationalisation goals, which were shaped by ES and IB. These goals have been translated into targets for internationalisation in the year plan of FIBC and the year plans of the study programmes. The goals are presented as follows:

Table 1 Overview of the key internationalisation strategic goals of FIBC, IB and ES, 2013-2017¹.

1	Develop and maintain the international curriculum and didactical approach	The curricula of IB and ES combine offering a strong international knowledge base (through the use of internationally recognised up-to-date literature, case studies and international content), with teaching multiple languages and intercultural communication. Both programmes are taught in English. It is this combination that offers students the tools to think and act globally. For more detailed information see (IB, 2013) and (ES, 2013).
2	Develop and maintain the international classroom	Achieving a global mind requires professional intercultural communication, knowledge and skills. IB and ES aim to strengthen the international classroom concept in which students from different countries and cultures learn from each other. To achieve this, IB and ES aim at increasing the international diversity of the student population. With regard to the international classroom, IB is also implementing the concept of the virtual classroom.
3	Develop and maintain international professionalisation	In order for students to acquire an international mindset, it is important that our employees have an international mindset. FIBC therefore strongly focuses on strengthening the international and intercultural competences of its employees,

¹ *Critical reflection internationalisation 'Educating international minds'*, International Business and European studies, Faculty of International Business and Communication, Zuyd University of Applied Sciences, 18 April 2014, p.6.

		who are the students' role models. Every employee (teaching, research and support staff) therefore needs to undertake at least one international experience once every three years. This is embedded in the HR policy. In addition, when new employees are recruited, specific emphasis is put on international and intercultural competences. Hence, vacancies are internationally published where applicable and the faculty focuses on employing native speakers for teaching foreign languages. Lecturers teaching in English are required to meet the minimum English language skills equivalent to the Cambridge Advanced level ² . In the long run, all (non-native English) lecturers should preferably meet the Cambridge Proficiency level of English or equivalent. The goal is to have at least one lecturer of the German, English, French and Spanish languages being licensed to take externally certified language tests.
4	Develop and maintain cooperation with cross-border and international partners	An international mindset for both students and staff requires strong international partnerships to build and maintain our international curriculum; working together on study exchange, internships and projects; and international benchmarking. Specific emphasis is put on maintaining and broadening cross-border cooperation and establishing strategic partnerships with a limited number of partner schools abroad.
5	Develop and maintain international research	Both IB and ES address international research as part of their curriculum. Students actively participate and conduct research in cooperation with companies throughout their study programme. Conducting research in an international context is also an essential part of the students' graduation process, see (IB, 2013) and (ES, 2013). Research within the faculty is mostly undertaken by the research centre of International Relationship Management (IRM) and the newly to be established research centre of International Trade Management (ITM) which specifically focus on cross-border issues. Lecturers of IB and ES participate in the above-mentioned and other Zuyd research centres such as Law in Europe and the Euregion. Research centres aim at embedding the outcomes of their research into the curricula of the study programmes. For more detailed information see (IB, 2013) and (ES, 2013).
6	Develop and maintain international projects	FIBC is undertaking projects with the support of EU funding and/or by seeking cooperation with/through Nuffic to support the above-mentioned international goals. It is FIBC's ambition and of IB and ES specifically to initiate and be involved in more international projects. For more information see the year plans of FIBC, IB and ES and the overview of international collaboration and projects (International Collaboration and Projects, 2013-2014).

In the study programme of **European Studies** the central theme is strategic communication across borders within a European context. ES prepares students for a career in either the public or private domain, where it is important to gain insight into the European Union. Students are educated to become 'European professionals'. In the last two course years students specialise in either Communication and International Business or Communication and Public Policy. Languages and intercultural competences are essential parts of the programme.

The mission of European Studies is to prepare students to be European Professionals working in an international environment in the field of strategic communication in the public and/or the private sector.³

In the study programme **International Business** the central theme is doing business across borders. Students are prepared for an international career, in multinationals as well as in small and medium-sized enterprises. Specific attention is paid in the programme to students mastering multiple languages, presentation skills, research skills and intercultural competences.

² <http://www.cambridgeenglish.org/>

³ *Critical reflection internationalisation 'Educating international minds'*, International Business and European studies, Faculty of International Business and Communication, Zuyd University of Applied Sciences, 18 April 2014, p.5.

The mission of International Business is to be a recognised centre of excellence in the realm of business education, with emphasis on entrepreneurship, innovation and the intercultural environment, in order to inspire and better prepare students for the ever-changing global business environment in which they will work.⁴

The internationalisation vision and strategy of Zuyd, of FIBC and of the study programmes IB and ES have been set up in close cooperation with relevant stakeholders, such as the Study Programme Committees, the Local Participation Council and the Work Field Advisory Committees. During the visit the audit panel has spoken with staff, students, alumni and representatives from the professional field. The audit panel was impressed by the involvement of the lecturers of **IB** in developing the vision. The management, lecturers and the international office initially spent some days together to discuss the vision. The involvement of students and external stakeholders is less pronounced. The vision of **ES** was discussed in several committees in which also students participated. The panel has the impression that in both study programmes, contrary to the in-depth discussions with internal stakeholders, the vision was not discussed at length with external stakeholders.

Assessment

The audit panel is positive about the way the vision on internationalisation works out in the different faculties and study programmes of Zuyd. The audit panel has seen that Zuyd and FIBC have clear visions on internationalisation. The strategic goals of FIBC are derived from the vision of Zuyd. This in its turn was the basis for the definition of key internationalisation strategic goals for the study programmes ES and IB. The audit panel thinks that the goals of both study programmes are clear but there is still room for formulating even more specific visions on internationalisation for IB and ES.

The audit panel was impressed by the involvement of staff in formulating the vision and the goals. Students have the opportunity to get involved in discussions on vision and goals through students singular associations. From the interviews the audit panel concludes that students from ES are more actively involved than students from IB. On the other hand it appears that the involvement of external stakeholders could be improved on. On the whole the involvement of stakeholders is very good.

The audit panel assesses criterion 1a for both study programmes as **good**.

Criterion 1b: Verifiable objectives

The vision on internationalisation includes verifiable objectives.

⁴ *Critical reflection internationalisation 'Educating international minds'*, International Business and European studies, Faculty of International Business and Communication, Zuyd University of Applied Sciences, 18 April 2014, p.6.

Findings

In the critical reflection FIBC shows that the percentage of international students has always been a long-term verifiable objective on internationalisation. In the current vision on internationalisation of Zuyd more verifiable objectives were set to measure internationalisation:

1. The minimum number of ECs specifically addressing international and intercultural competences.
2. The percentage of the international student population.
3. The number of students participating in student mobility programmes.

The study programmes ES and IB have formulated additional objectives:

Table 2 International critical performance indicators of IB and ES⁵

Objective	Indicator	IB current	IB Target		ES current	ES Target	
		2013-2014	2014-2015	2016-2017	2013-2014	2014-2015	2016-2017
1 International curriculum and didactical approach							
International orientation of the course	Level of student satisfaction with regard to the international orientation	6.6	7.0	7.5	7.0	7.0	7.5
2 International classroom							
International student population	Full-time international students taking part in the study programmes	19.9%	25%	35%	9.8%	15%	20%
	International incoming exchange students taking part in the study programmes for one or two semesters	4.9%	10%	15%	3.3%	10%	15%
3 International professionalisation							
International exposure staff	International outgoing staff exchange	33%	33%	33%	33%	33%	33%
English language skills lecturers	Minimum level of language proficiency (CAE) among the lecturers of the study programmes	58%	80%	100%	58%	80%	100%
4 Cooperation with cross-border and international partners							
International student mobility	Students going on an exchange abroad	63.7%	50%	50%	100%	100%	100%
	Students undertaking an international internship	100%	100%	100%	100%	100%	100%
	Level of student satisfaction with regard to the exchange abroad	6.8	7.0	7.5	6.8	7.0	7.5
	Level of student satisfaction with regard to the international internship	7.3*	7.5 (year 3 and 4)	8.0 (year 3 and 4)	7.6*	7.6	8.0

*Based on evaluation result study year 2012-2013 since the results for 2013-2014 are not known yet.

⁵ Critical reflection internationalisation 'Educating international minds', International Business and European studies, Faculty of International Business and Communication, Zuyd University of Applied Sciences, 18 April 2014, p.8.

During the visit the audit panel discussed these quantitative targets with management, staff, international office and students. It became clear that these targets are realistic and well understood by everyone concerned. The current percentage for English language skills of the lecturers is confusing as native speakers and lecturers who passed other English proficiency tests are not included. Otherwise the current percentage would be 81 percent for IB and 85 for ES. This makes the targets for the coming year realistic.

The audit panel concludes that FIBC and both study programmes are explicitly aware of other targets they want to realise, such as verifiable objectives for international research and international projects. The audit panel was pleased to learn that next to quantitative objectives FIBC also holds on to qualitative performances. The intercultural sensitivity is measured and monitored through for instance peer reviews, assessments and evaluations. In student surveys there are questions that shall provide further insight in areas such as experiences with the composition of groups in class or experiences with the International Week. Another interesting measuring tool is developed in the research project 'Global Minds'. Its focus is on measuring the progress of intercultural sensitivity of students as a result of their mobility experience (exchange and internship). The intercultural sensitivity of the students is measured before, during and after their international experience. In the future FIBC also intends to use this instrument to assess the increase of intercultural sensitivity of lecturers before and after an international staff mobility period.

Zuyd and FIBC will use benchmarking more explicitly for monitoring the internationalisation targets. As from 2014-2015 Nuffic's MINT tool will also be used.

Assessment

The audit panel is pleased with the quantitative and qualitative objectives set by the study programmes. They are realistic as well as ambitious. The quantitative objectives can be verified from available data. FIBC and the study programmes are busy making the qualitative objectives verifiable as well (ref. criteria 1c.)

The targets are sustained by everyone who was interviewed by the audit panel. The panel was especially pleased to learn from staff and students how internalised these objectives are.

The audit panel assesses criterion 1b for both study programmes as **good**.

Criterion 1c: Improvement-oriented evaluations

The vision on internationalisation is evaluated periodically and this evaluation forms the basis for improvement measures.

Findings

FIBC has a quality assurance plan (*Kwaliteitszorg FIBC, Waar staan we voor en waar willen we naartoe*, 2013) that is annually updated. A special quality assurance team in close cooperation with the FIBC management team is responsible for developing and executing this plan. The plan includes for example a description of each evaluation instrument, target group and frequency of the questionnaires.

The plan also includes who analyses the results, who is responsible for implementation etc. If the result does not meet the target, quality assurance systems highlight the result and improvement actions are set in motion.

Internationalisation is part of the mainstream evaluation tools. An example is the online block survey. Students are asked to answer questions through the online FIBC quality assurance dashboard. Besides questions about the block, the courses and the teachers there are also questions related to internationalisation. These include the attention to international aspects during the block or to what degree the block was international or not. Other examples are the online internship and study exchange surveys which contain questions about intercultural learning effects. As mentioned in criterion 1b the Global Minds project (still in its pilot phase) measures the intercultural state of mind of students before, during and after their study exchange and internship. Both survey results provide information on whether the study exchange and internship have reached its goal of increasing cultural awareness among students. The audit panel is positive about this instrument for measuring cultural sensitivity.

Apart from the above mentioned formal forms of evaluation FIBC and the study programmes also use more informal channels to gain information about internationalisation and interculturalisation. During their internship students reflect on their experiences in a written progress report. This feedback as well as feedback from verbal communication is channelled through to the management and the quality assurance unit. The quality culture is such that problems are signalled in an early stage. This was confirmed by the students during the interviews.

For instance, through their reflection/progress reports students provided feedback that there were issues with three partner schools (Sevilla, Montpellier and Salamanca). FIBC decided to put these three partnerships on a hold. In cooperation with these partners the issues and mutual expectations have been addressed, clarified and resolved. The exchange of students was continued. Another example is that international students expressed a need for a more intense introduction/welcome upon arrival in the NL prior to the start of their studies. FIBC and Zuyd have set up an intense and adequate introductions/welcoming week for international students.

IB and ES are both part of several networks and alliances where they can compare their activities and performance with schools both inside and outside the Netherlands. IB is for example a member of the Network of International Business schools (NIBS) and received the NIBS-accreditation in December 2009. The results from the benchmarks will be used to monitor internationalisation targets (ref. 1b).

Assessment

The audit panel considers the quality assurance system rigorous and effective.

Internationalisation is incorporated in the regular mainstream quality assurance system of Zuyd and FIBC. The audit panel is pleased with the way the formal quality assurance and the informal one complete the quality assurance cycle.

The audit panel is positive about the new instruments FIBC develops for measuring internationalisation and cultural awareness, e.g. the Global Minds project. From the interviews it became clear that the first sets of data are convincing.

The audit panel has seen a working quality assurance system although there are as yet few results because the study programmes are rather new in their present form.

The audit panel assesses criterion 1c for both study programmes as **good**.

Assessment Standard 1

The audit panel is satisfied with the vision on internationalisation as formulated by Zuyd and FIBC. As mentioned in 1a there is room for a more specific vision of the two study programmes. The audit panel is pleased with the fact that the objectives form an integrated part of the mind set of everyone it interviewed who clearly support these. It shows that these objectives are internalised. The quantitative objectives are verifiable on the basis of available data and the programmes are busy making the qualitative objectives verifiable as well.

The quality assurance system for internationalisation is an integral part of the mainstream quality assurance of Zuyd and FIBC. This makes it a strong instrument. The fact that FIBC keeps searching for methods of measuring internationalisation and cultural sensitivity shows that there is thorough quality awareness among management, staff and students.

The audit panel assesses Standard 1 for both study programmes as **good**.

Standard 2: Learning outcomes

Criterion 2a: Intended learning outcomes

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

Findings

The overall vision of educating 'international minds' is translated into the learning outcomes of both study programmes IB and ES.

In the critical reflection it is stated that **IB** graduates receive the title Bachelor of Business Administration (BBA). The BBA standard describes the competences which all BBA students need to acquire during their studies. IB has translated the BBA standard into its own set of competences to be achieved by the IB students. This was done in close cooperation with the Programme Team and the Work Field Advisory Committee. In July 2013 the first students from the IB curriculum graduated.

IB has chosen to internationalise its own set of competences, which can be divided into the following:

- 1) *International business competences* which focus on societal and international orientation, split into International Business Awareness competences and Intercultural Awareness competences;
- 2) *International core disciplines* which focus on the international 'Body of knowledge' (e.g. marketing, management, finance & accounting, supply chain management, and communication); and
- 3) *International professional competences* which focus on research orientation and professionalization in an international environment.

In the basic programme of IB (years 1 and 2) the student can choose between the Dutch stream and the English stream. The English stream is fully English-taught. In the Dutch stream the instruction language is Dutch, but the literature and other study materials are in English. As from year 3, the entire IB programme is English-taught.

The four core disciplines, marketing, management, finance & accounting and supply chain management, are taught from an international perspective. With respect to communication the focus is on acquiring knowledge and skills in languages, in English and at least one other foreign language (German, French, Spanish, Dutch, Chinese or Arabic)

ES graduates receive the title of Bachelor of European Studies. In October 2013 the four programmes for European Studies in the Netherlands decided upon one European competence profile. In cooperation with the Programme Committee and the Work Field Advisory Committee ES from Zuyd has formulated its competences in relation to this profile.

ES has designated six international and intercultural competences:

- 1) The student is thoroughly familiar with and understands Europe in general and its institutions in particular. He is able to apply this knowledge professionally in a multidisciplinary and integrative way;
- 2) The student can observe and analyse the differences between European cultures, evaluate these differences in terms of their relevance for the company or organisation and can apply this knowledge;
- 3) The student has an excellent command of English in both speech and writing;
- 4) In addition, the student also has a command of a second European language - and if applicable, a third language - at a working level.
- 5) The student is able to do research, both individually and in a group and presents the outcomes professionally both orally and in writing, using modern information technology if required.
- 6) Based on his knowledge of other cultures and of intercultural communication, the student is able to make and maintain contact with representatives of various organisations and cultures, as well as negotiate with them.

The command of English is enhanced by English languages classes and also by the fact that since the academic year 2010-2011 the entire ES study programme has been transformed into an English-taught programme. The purpose of this change was to better prepare students to work in a European environment by using European-focused literature in an international classroom setting.

Assessment

The audit panel has seen a thorough and pragmatic approach in defining the learning outcomes. The current description works for staff and students. In the end the outcomes will certainly guarantee that graduates possess the sought after international mind. The panel would however encourage the programmes to try and reformulate the international and intercultural learning outcomes from a more educational point of view. Since FIBC is already familiar with the project 'Tuning educational structures in Europe', the 'Tuning Guide to Formulating Degree Programme Profiles (Including Programme Competences and Programme Learning Outcomes)' could be an interesting starting point for this.

The audit panel assesses criteria 2a for both study programmes as **good**.

Criterion 2b: Student assessment

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

Findings

The **IB** study programme has a fully international set of final competences, linked to the learning outcomes. In the first two years and the first semester of year four international and intercultural competences are assessed by various methods. For example, written exams contain questions on international literature or internationally acknowledged instruments. Furthermore there are reflection sessions on intercultural and group dynamics. According to students, the projects are mainly truly international: e.g. a project where students are importing goods from Asia and exporting them to Africa.

Assessment of foreign languages at the end of year two is based on external certification. The assessment is based on the CEFR and done by native speakers and/or lecturers who have the qualification as examiners of foreign languages of the following external institutes: Cambridge (English), Goethe (German), Centre Delf-Dalf (French) and Instituto Cervantes (Spanish). The score for all IB students that have taken the Cambridge BEC Vantage language exam so far (the batches of 2011, 2012, 2013 and 2014) has been a 100% pass.

In the third year the students go abroad for their studies. There is a compulsory 20-week internship abroad. This is assessed by the school supervisor, based on the advice of the internship provider who fills in an intermediate and final assessment. Students write an internship report in which they reflect on their international and intercultural competences. This report is as well assessed by the schoolsupervisor. Students can also opt for a one or two semester study exchange, possibly leading to a double degree. The Learning Agreement has to be approved on by the Head of Department.

The assessment is done by the partner institutions. In addition students have to write three reflective reports on their experiences abroad.

Finally in the graduation project the students have to show that they have acquired level three (Bloom's taxonomy) of the international and intercultural competences (ref. 2c.).

ES is currently in a transition phase. In September 2014 the new set of internationally acknowledged competences will be implemented and if applicable testing methods will be adapted. At this moment ES uses various methods to assess the international and intercultural dimensions. In written exams there are questions on international literature or internationally acknowledges instrument (e.g. Down-Hazen questionnaire, SWOT-analysis). Students need to do presentations or take part in simulation games representing international organisations. Projects are assessed by asking students to write a reflective report on the intercultural and group dynamics, but also on the product and peer evaluation, according to the students who reported to be very content about this system.

Assessment of foreign languages is based on CEFR and carried out by native speakers and/or lecturers who have the qualifications as examiners of foreign languages of the following external institutes: Cambridge (English), Goethe (German), Centre Delf-Dalf (French) and Insituto Cervantes (Spanish).

In year three students undertake a study exchange for one semester. The Learning Agreement has to be approved on by the Head of Department and the ES Exam Board to ensure that sufficient ECs are linked to their specialisation. Students take part in the assessments at the partner institutions, and have to write three reflective reports on their experiences abroad.

In the fourth year students undertake an internship in an international environment, linked to their specialisation. The internship has to be approved by the internship coordinator to ensure that the internship is suitable and has an international or European dimension and contains research for the internship provider (compulsory).

In **both** programmes there are individual assessments as well as group assessments. In the interviews the panel learned that students value group assessments positively because groups are composed in such a way that international interaction is an integral part of the learning experience. Students pointed out the importance of real-life projects and simulations as useful tools, in particular to apply international / intercultural skills. Some projects are assessed by external professionals.

Assessment

The audit panel is impressed by the varied ways of assessing international and intercultural competences. In all tests and exams there are international and/or intercultural aspects. Therefore, internationalisation is really integrated, not only in the courses but also in the assessments.

The group composition is such that international interaction between students from different countries is possible and can be used as a means for assessment through peer evaluation. According to the students peer assessments works very well.

A variety of projects and games is offered in collaboration with partner institutes abroad (e.g. management game for IB students with Finnish and Russian students), so students have to interact with students from foreign study programmes which also allows for the assessment of such interactions. The audit panel is also very pleased with the external certification of the foreign languages. This guarantees a high level of language competences, something the study programmes aim at. The audit panel has seen that the necessary measures are in place to guarantee consistency in evaluations of both the internships and the study abroad period.

The audit panel concludes that IB and ES have tackled the difficult challenge of assessing international and intercultural learning outcomes in a thorough and consistent way. With the Global-Minds project FIBC has found an instrument for measuring cultural awareness and sensitivity (ref. criterion 1b). Furthermore external professionals are asked to assess group exercises, e.g. lobby pitches (ES) and real-life business cases (IB).

The audit panel assesses criterion 2b for study programmes as **good**.

Criterion 2c: Graduate achievement

The programme can demonstrate that the intended international and intercultural learning outcomes are achieved by its graduates.

Findings

There is a formal system in place for both programmes to ensure that the learning outcomes are translated into the programme (Curriculum Committee) and for the quality assurance of the examinations, assessments and competences achieved (Exam Board). The Exam Board mandates some of its responsibilities to the Exam Control Committee (validity, reliability and transparency of assessments). This committee has developed exam templates which all lecturers need to fill in to provide a blue-print of their assessment method. In addition, the Exam Control Committee undertakes an assessment analysis by sampling courses four times a year. Crucial exams are always included in this sampling exercise (*Toetsbeleid International Business, 2012, Toetsbeleid European Studies 2012*). The audit panel is satisfied with this system as part of the system for assuring graduate achievement.

During the second semester of year four **IB** students undertake an internship (15 EC) during which they work on their graduation research project resulting in their thesis (15 EC). The quality of the internship and the research project is approved beforehand. The specialisation and/or internship coordinator checks whether the research assignment is sufficiently international and adheres to the required contents of the specialisation. The internship is considered international when it is undertaken in a foreign language and is not situated in the native country of the student or if it is carried out in an international setting. The internship provider gives feedback in the form of an intermediate and final assessment. This feedback is used by the examiner of the IB programme to assess the student.

For their theses students are coached by an examiner. The monitoring and final assessment is done by two examiners who give a go/no go during three stages: research proposal, draft thesis and final thesis. For the final assessment a third external examiner who works in an international environment, is appointed.

There is a special graduation programme for five selected students to start up their own internationally oriented business. The students have to write a Business Plan, including the set-up of the required international organisation, and a Marketing research Plan, covering research of the international target market.

A small number of students follow a premaster programme, which includes statistics, academic skills and business research methods. This programme gives students immediate access to the master programme of International Business at Maastricht University. These students also write a thesis.

IB had its first graduates in July 2013. Research showed that 50 percent (43) of the graduates are currently working mostly in an international environment, 15 of those 43 work abroad, some 25 percent pursued a master programme. No data could be collected on 25 of the 88 graduates.

At the end of year three **ES** students need to start building their graduation portfolio, in which they collect all products of their specialisation and chosen languages to prove that they have acquired all ES competences.

A few excellent students have the opportunity to take part in a special pre-master track at the European Studies programme at Maastricht University. Upon graduation from ES they are allowed to enrol in the Master European Studies at Maastricht University.

The second semester of the last year students do an internship in an international environment. Students have to do research, commissioned by the internship provider, and write a research report.

The assessment is done by an ES examiner and comprises the internship activities, the internship research and the internship report. The internship provider gives feedback on the internship activities of the student. Finally, the students have to write a final reflection report on all acquired ES competences to complete their graduation portfolio. This portfolio is discussed in a final meeting with the coach.

Of the graduates around fifty percent continue their study career by enrolling in various internationally oriented master programmes in the Netherlands or abroad. The other fifty percent find work in international companies and organisations in the Euregion, Europe and the rest of the world. This was confirmed in the alumni research that was done in March 2014, although using a very strict definition of what a link with the EU entails (working in EU affairs or dealing with an EU-wide market) only ten percent of these first jobs has a direct link to the EU.

During the visit the audit panel has interviewed a few graduates from IB and ES who work in international companies. These alumni showed the ability to work in an international setting on an Applied Sciences level.

Assessment

Both programmes have a working assessment system. Both programmes have their own way of establishing that students have acquired the aimed at competences, but in both study programmes students have to go abroad for an internship (IB) or an exchange programme (ES). The audit panel thinks the thesis and the graduation portfolio are strong educational instruments.

Because the number of graduates is still relatively small (IB since 2013, ES since 2014 from the English-taught programme) there are no examples in the long run to compare. Using internships and the internship reports the audit panel has seen, as an indicator for graduation achievements the audit panel is more than satisfied that the international and intercultural competences are acquired. Another indicator of the achievement of international and intercultural learning outcomes is the number of graduates pursuing their study career in an internationally oriented master programme: 25 – 50 percent.

The audit panel advises FIBC, IB and ES to do more research among graduates and to follow their careers in a more systematic and in-depth way. The appointing Alumni officers is a good starting point.

The audit panel assesses criterion 2c for study programmes as **good**.

Assessment Standard 2

The international and intercultural learning outcomes are completely integrated in the overall learning outcomes of the programme of IB and ES and a clear reflection of the programmes' vision. The assessment methods in both programmes have a sound basis that is guaranteed by a solid formal assessment system. The IB and the ES programmes can guarantee that all students achieve the required international and intercultural competences. Because there is as yet a relatively small number of graduates the audit panel took into account the achievements in the internship that it has seen, and the fact that many graduates pursue an internationally oriented master programme.

The audit panel is of the opinion that both IB and ES could invest in collecting data from surveys on how alumni evaluate the international orientation of the courses. Also a more systematic research into the careers of the alumni could be developed to gain interesting data in future.

The panel assesses Standard 2 for both study programmes as **good**.

Standard 3: Teaching and Learning

Criterion 3a: Curriculum

The content and structure of the curriculum enable the achievement of the intended international and intercultural learning outcomes.

Findings

Both IB and ES curricula are provided in English. In year one and two IB also offers a Dutch stream with Dutch as the instruction language. Twenty percent of the IB students opt for this stream. According to one of the students the audit team interviewed, it would be better for the language training, but also in general, to have English as language of instruction from the start since the situation as it is, just postpones students' possible difficulties with English as the language of instruction. The IB curriculum is fully international whereas in the ES curriculum there is a small part, such as developing personal traits, like perseverance, that is not specifically international. The international intensity increases in both programmes with a culmination in the intercultural learning experience in the third and fourth year when students go abroad.

In the critical reflection the international dimension of the curricula of IB and ES is described as follows⁶:

- International books and articles are used.
- International theories and models are used. In the IB theme of Business & Finance (block 1.3) for example students learn the basics of financial management, management accounting and writing a business plan using international theories and models known and used worldwide. Another example is the ES course Marketing (block 1.4) in which students learn the fundamentals of marketing in an international context (SWOT analysis, Boston Matrix, 4 Ps).
- In the IB theme of Communication (block 2.1) students learn to understand the international legal constraints a marketing manager faces by comparing the Dutch situation with other countries. In the ES course International Comparative Law (block 2.4) students compare constitutional laws across the world.
- Foreign language training is an important part of the curriculum in years 1 and 2 of IB (20%) and ES (33%). For both IB and ES, English language training is mandatory, students must choose a second language, and in the case of ES a third language (French, German, Spanish or Dutch for foreigners). Emphasis is put on acquiring general knowledge of the languages and understanding the socio-cultural aspects of the countries where the foreign languages are spoken. The focus is on the application of languages in a professional environment. IB has recently started with the implementation of a language-country focus, for example *Karrierechance Deutschland* (two electives of 3 EC each) in order to make among other things language and intercultural skills and knowledge the students' unique selling point.

⁶ *Critical reflection internationalisation 'Educating international minds'*, International Business and European studies, Faculty of International Business and Communication, Zuyd University of Applied Sciences, 18 April 2014.

- International study trips are part of the IB and ES curricula to increase intercultural awareness. IB students go on an optional study trip in the second year and an obligatory short or longer study trip in the fourth year. During these study trips students and staff visit businesses (in Dublin for example Google and Intel), partner institutes (for example Trinity College) and follow a social programme to gain a valuable intercultural experience. In the IB study trip of year 4 a specific link is made to the intended learning outcomes of the graduation themes⁷. In their first year ES students visit the European Parliament and its visitor centre and the cities Aachen or Liège, while second-year students visit the city of Bonn⁸.
- Third-year IB students are required to undertake an international internship abroad of 20 weeks. Besides this international internship experience, third-year IB students can additionally choose to go abroad on an international study exchange of at least one semester. If they choose not to go on a study exchange, they are required to either take the international minor 'Doing business abroad' or an international minor offered by Zuyd. More than half of the IB students choose to undertake the international study exchange and are therefore abroad for an entire course year. Third-year ES students are required to go abroad for an international study exchange of one semester.
- There are real life business cases in multinational companies abroad. For example, fourth-year IB students with the specialisation Supply Chain Management did team assignments for BOSE in Tongeren, Belgium and for SKF, Belgium.
- In many IB themes and ES courses international cases are dealt with, so that students learn to apply their acquired knowledge within a fictitious or real-life international context. The IB programme focuses on business cases (often from the well-known Harvard database of international business case studies), an example is the Owens-Illinois case study in the second-year Logistics course. The ES programme focuses on cases linked to Marketing Communication or Public Affairs, depending on the specialisation. An example is the real case of Amnesty International in the ES Social Media Strategies course (block 4.1).
- During the fourth year the intensity of internationalisation reaches a peak in both the IB and ES programmes. All students are required to undertake an international graduation project in order to prove they have acquired the (international) final competences of the respective study programme in an internship including international research. The internships of IB and ES have to be in an internationally oriented environment, i.e. IB in years 3 and 4 and ES in year 4⁹.
- Students also get the opportunity to do their internship by taking part in the Young Professionals Overseas (YPO) project offered by Zuyd in India, Zambia and South Africa (and in the near future Nicaragua). The emphasis is put on work-based learning aimed at multi-disciplinary, demand-driven and sustainable internships. Each year, several IB and ES students take part in this programme.

⁷ Since the longer study trips are optional, students who do not wish or cannot join are offered an international programme which also includes visits to international companies and partner institutes during one-day trips to for example Leuven and Brussels.

⁸ If ES students do not participate in these one-day study trips they have a programme at home, free of charge, mostly an appropriate assignment.

⁹ Internship IB year 3 mandatory abroad, internship IB and ES in year 4 in an international environment, preferably abroad.

- During the first International Week in February 2014 more than 1000 students of all four study programmes at FIBC participated in multidisciplinary teams (consisting of students of each study programme) and worked on international assignments such as ‘creating the classroom of the future’, ‘what will the world look like in 2030’, and ‘create a portrait of an inspiring international person’. The goal of this week, in which every day represented a different continent, was to emphasise the innovative international and intercultural learning environment of the Faculty. Students and staff participated in workshops, active sessions, sports, films and quizzes.
- In 2013-2014 an IB student community was established and as a result of this the student association ‘Pegasus’ was established. The student association contributes to the IB student involvement with the IB study programme and contributes to interaction between students of different cultural backgrounds. Every regular student needs to actively participate in the activities of the student association such as the organisation of a study trip and the buddy programme for exchange students.

In the interviews with students and alumni the audit panel learned that they all appreciate the internationally oriented curricula of IB and ES. Their expectations of the programme were fully met: they go abroad for internship and exchange programmes, they do international projects and they meet students from abroad and from other cultures. Before going on internships both programmes organise meetings where second year students can learn from the experiences of the students who went on internship. The appreciation for the international orientation of the curricula is also confirmed in survey results, but IB and ES are not fully satisfied with the outcome (6.9 and 7.0 on a ten-point scale) and want to strengthen the international dimension of the curricula by adding e.g. more company trips, intercultural learning and language-country focus.

Assessment

The audit panel is pleased with the international orientation of the curricula of IB and ES. Internationalisation is definitely an integral part of both programmes. International projects represent one of the strategic goals (ref. p. 12-13) but the audit panel still sees room for more international projects e.g. Intensive Programmes or more joint curricula. The audit panel also thinks that even more synergy between both programmes should be strived at in their internationalisation activities enhancing the possibilities and quality.

The international strategic goal, to develop and maintain an international curriculum and didactical approach (ref. p. 12-13), is certainly met. Both curricula use ample international literature, work with many concrete international case studies and include a truly international content. The language of instruction is English, although in the first two years IB students can opt for a Dutch stream. Triggered by the comment of one student, to fully use English as the language of instruction from the start, the audit panel advises IB to review this choice for a Dutch stream. Language training, two foreign languages for IB and three for ES, is an essential part of both curricula.

The audit panel thinks it a strong point that in both programmes there is an obligatory stay abroad (IB: internship, ES: study exchange). But it equally applauds that next to that, students are provided with many opportunities for gaining international and intercultural experiences at home.

The audit panel assesses criterion 3a for both programmes as **good**.

Criterion 3b: Teaching methods

The teaching methods enable the achievement of the intended international and intercultural learning outcomes.

Findings

In the international classroom students (and staff) are exposed to a diversity of different cultural perspectives and approaches. This enables participants to gradually develop cultural awareness and sensitivity. Both IB and ES consider it imperative to have a balanced mix of non-Dutch, Dutch students and Dutch students with strong international backgrounds, so that all students can gain intercultural experiences. Also incoming exchange students are integrated in the regular international classroom. According to the students the audit panel interviewed, in the first year the majority of the students is Dutch (80-90 percent, ref. criterion 5a), but in later years the balance gets better, also due to a larger proportion of incoming exchange students in these years. As a consequence students in the first year often still use Dutch but from the second year on English becomes the common language.

Project-based learning and group assignments are the core of the teaching methods of IB and ES. Students work on assignments in small, internationally mixed groups which makes them aware of cultural differences and what this means with respect to the content they are learning. This was confirmed by the students the audit panel interviewed. Working in mixed groups makes them aware of different working styles. According to the lecturers culture-related subjects are discussed during practice and skills lessons and also in cross cultural projects. In one group of students the intercultural experience was compared to 'out of the box thinking'.

IB also uses the Cesim virtual business game in which students from IB have to work together with students from Finland and Russia on a project for the Doing Business Abroad theme (block 3.3 and 3.4). Mixed groups of students from the universities involved compete against each other to gain as much revenues as possible. The virtual classroom and Skype are used to communicate with each other. As part of the game students from the partner universities also get the opportunity to visit each other and work together. Students gave enthusiastic accounts of these experiences.

In the **ES** European Law and Politics course (blocks 2.1 and 2.2) students participate in a simulation of a meeting of the Council of the European Union, in which students represent an assigned country and get information on the positions of these countries on various topics. The result should be a joint agreement on the topics.

International guest speakers are invited on a regular basis to put particular content in an international and/or intercultural perspective. For marking the group assignments IB and ES invite international jury members who offer a different perspective. For example, IB students have to write an international business plan during the Business and Finance theme (block 1.3). The plans are assessed by an internal jury and the nine best business plans are then assessed by two external, international jury members. For ES an international jury assesses e.g. the lobby pitches in which students have to present their lobby proposal (block 3.3).

A particular element of the international classroom, although strictly speaking not a teaching method, is the buddy system. Regular students can sign up and help incoming exchange students during their stay to integrate in the Dutch and Zuyd culture and get acquainted with Dutch students.

Assessment

The audit panel appreciates the mixture of different teaching and learning approaches applied. Most of these have a clear link to international and intercultural learning. The panel is of the opinion that both programmes have a good idea of what an international classroom could look like and how to implement it well (in line with the strategic goal: develop and maintain the international classroom).

It appears to the audit panel that IB is more advanced in using virtual methods. Making use of the synergy mentioned in criterion 3a ES could profit from the experience in IB.

The audit panel assesses criterion 3b for both programmes as **good**.

Criterion 3c: Learning environment

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

Findings

All programmes of FIBC are located at Brusselseweg 150 in Maastricht. Although Maastricht may not be as international as a city like Amsterdam, according to some students, it is an attractive international city (third biggest conference city in the Netherlands) with Belgium and Germany as close-by neighbours. For international (exchange) students housing in Maastricht is arranged by the Zuyd International Office. The support staff of this office addresses students in both English and Dutch. Instructions and messages are mostly provided in bilingual versions. The audit panel has seen that this is still work in progress.

In criterion 3b virtual, international projects are mentioned. To be able to carry out such virtual projects, modern ICT technology is needed. FIBC has installed the X-lab to stimulate staff to make use of more innovative teaching and learning methods. In this room modern ICT equipment is available, so that students and staff can get in touch and can exchange ideas with partners worldwide. They can create virtual classrooms, conference through Skype, or digitise a lecture. The necessary ICT materials in the entire building are regularly updated. FIBC has many different classrooms available with all kinds of facilities: computer, beamer, conference set, and round-the-table set-up.

All relevant information for students is made available digitally and can be accessed from any computer anywhere in the world. Students use the electronic learning environment Blackboard where information is offered in English and Dutch. Next to that they can find information such as timetables, exam schedules and exam regulations in Infonet, although some information is hard to find as most of the texts are in Dutch.

The library offers students and staff relevant international publications in the field of business, languages and communication. Students upload their study exchange and internship progress reports to the library, so other students can learn from the experiences of their peers.

ES students have access to additional facilities as the lounge room which they share with students from other programmes. IB students have a separate lounge room for themselves. Students organise extracurricular international/intercultural activities, such as Zukunft Deutschland and the Café Français.

Assessment

The audit panel appreciates the combination of elements that are part of the formal, informal and even hidden curriculum of both programmes situated at the location Brusselseweg. The international classroom is not restricted to a physical classroom but can be found everywhere in the building which turns this into a real international learning environment suitable for achieving the intended international and intercultural learning outcomes. The physical building, especially the old part, offers a challenge for IB and ES to transform it into a real international community. Some of the students the audit panel has interviewed, commented for example on the lack of a modern hall. On the other hand both staff and students described the building as a comfortable place to be.

The panel assesses criterion 3c for both programmes as **good**.

Assessment Standard 3

The audit panel is convinced that both IB and ES have curricula and a learning environment that enable students to achieve the international and intercultural learning outcomes. Projects, company visits, study exchange and internships are all performed in an international context, mostly abroad. Every learning activity is either international and/or intercultural or is placed in an international context. The use of the virtual classroom and Skype make it possible to work in international teams of students.

The audit panel concludes that the concept of the international classroom works out well in the curricula of IB and ES. To transform the old building, where both programmes are housed, into an international community might be a challenge. On the other hand, the facilities are up to date and staff and students feel safe and comfortable at the Brusselseweg.

Of the strategic goals FIBC has formulated, three concern the programme:

1. develop and maintain the international curriculum and didactical approach
2. develop and maintain the international classroom
3. develop and maintain international projects.

IB and ES meet all three goals.

The panel assesses Standard 3 for both programmes as **good**.

Standard 4: Staff

Criterion 4a: Staff composition

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

Findings

The background, education, attitude and international experience of the teaching and staff members makes them role models for the students, according to FIBC.

FIBC has a teaching staff of 90 FTE in total, IB 31.2 FTE and ES 13.2 FTE. The student/staff ratio is 26.6 for IB and 25.5 for ES. The majority of the teaching staff have a Master's degree (IB: 78%, ES: 88%) and some have a PhD (IB: 3%, ES: 6%). At IB 18 percent of the staff holds a foreign nationality, at ES this is 33 percent. In addition, (international) staff members from other study programmes lecture within both IB and ES. In both programmes internationally oriented guest speakers are invited as well. The audit panel agrees that the teaching staff is highly qualified and that its composition facilitates the achievement of the intended international and intercultural learning outcomes. FIBC is supported by a support staff that works for all four study programmes.

To keep up the concept of the international classroom FIBC thinks it very important to have an internationally balanced team of staff. Therefore, they pay specific attention to the recruitment process. Vacancies are mostly published internationally to ensure that international staff is attracted and to guarantee that enough international and intercultural experience and language proficiency can be recruited. The audit panel has interviewed staff members who were recruited internationally which shows that the recruitment policy works out well.

The audit panel has spoken with students on the topic of the quality of the teaching staff. Students are very content with the quality of the staff, especially the number of native speakers is much appreciated. The only comment they had was on the mixed proficiency of English among the lecturers, but they all agreed that the lecturers work very hard to improve their English.

Assessment

The audit panel is impressed by the highly qualified teaching staff. Most of them hold a Master's degree. The percentage of lecturers with a foreign nationality is above what may be expected. The percentage of 33 at ES is very high. From the interviews it became clear that the composition of the staff guarantees the right skills mix to teach in an international context. In addition, a lot of effort is made to invite international guest lecturers to complement the skills of the regular staff.

The audit panel assesses criterion 4a for both programmes as **good**.

Criterion 4b: International experience and competence

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

Findings

To ensure that staff members keep up their international experience and intercultural competences up to date, the FIBC HR policy includes a requirement that all teaching and support staff engage in an international mobility experience at least once every three years. This may include attending international conferences and workshops, participating in international projects such as TEMPUS, field trips, staff exchanges and visiting partner school and internship providers. The audit panel has seen in the overview provided by FIBC that almost all members of staff engage in such experiences more than once a year. During the interviews with teaching and support staff it became clear that everyone takes the chance to go abroad as much as is practically possible and that the necessary arrangements are in place to facilitate this.

At home staff use international and intercultural skills when working with international students and colleagues, by working in an international environment and with international partners. They share their international experiences with colleagues during team meetings and through the FIBC newsletter. During annual performance reviews and appraisal meetings, staff members are asked to reflect on their international exposure including the international mobility. In future the Global minds research project will also be applied to staff.

The teaching staff and the staff of the International Office and Internship Office need to have a minimum level of English language skills: Cambridge Advanced (C1). The aim in the long run is Cambridge Proficiency level (C2). Currently 58 percent of both IB and ES staff holds Cambridge advanced or proficiency language certification. This number does not include native speakers and colleagues that have passed other English proficiency tests. The actual numbers are: IB 81 percent and ES 85 percent. Staff is given the opportunity to take part in extensive languages courses in order to pass the official language exams and obtain e.g. the Cambridge CAE certificate.

With regard to teaching foreign languages, lecturers are often native speakers and/or Goethe (German language), DELF/DALF (French language) or DELE (Spanish) qualified. FIBC aims at having at least one lecturer of the foreign languages who is licensed to take externally certified language tests. At the time of the audit visit there was at least one native speaker for every foreign language and at least one lecturer licensed to be an external examiner for the languages English, French, German and Spanish.

Assessment

The audit panel concludes that FIBC puts a lot of effort in searching for and recruiting staff that has sufficient international experience, intercultural experience and language skills and certainly offers members of staff excellent and diverse opportunities for keeping this at the right level and for gaining extra international and intercultural experience and expertise. Teaching and support staff use every opportunity they get to go abroad or to enhance their international and intercultural competences in other ways, even when this requires an extra (personal) investment. But also at home the setting is international and used for competence development. They are supported by services of FIBC. There is a lot of emphasis on language skills which is fitting for the programmes ES and IB, but also intercultural sensitivity, keeping up with international standards etc. are a continuous focus. The strategic goal, develop and maintain international professionalism (ref. p. 12-13) is certainly met and exemplary for other programmes. The audit panel considers staff members real international role models for the students.

The audit panel assesses criterion 4b for both programmes as **excellent**.

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.

Findings

Staff are offered an array of opportunities to gain international experiences such as attending conferences and workshops, participating in international projects, teaching abroad and visiting partner schools. Funding options such as Erasmus are available. Both Zuyd International Office and the FIBC International Office assist with staff exchanges by providing information and guidance. This was confirmed in the interviews with teaching and support staff. As one of the lecturers put it: “financially and mentally there are no obstacles, but the schedule for the lessons offers more difficulties”. However, lecturers receive all the support needed for rescheduling lessons or finding a replacement. Also modern technology such as Skype is used to give online classes while being abroad.

FIBC offers staff members language training. There is a 30-week Cambridge English exam course, and there is a 10-week refresher course English. Besides, there is the German Deutsch für Beruf course. During the interviews the audit team learned that lecturers can also take courses abroad.

A nice example of how to expand languages skills is the collaboration of a Dutch and a Spanish lecturer who collaborate together to get to know each other's native language.

In autumn 2013 the X-lab was opened. Here staff can get acquainted with and make use of new ICT applications to enrich their didactical competences. In the X-lab, along with two mobile virtual conference sets, they can connect internationally by making use of modern technologies.

The international setting is emphasised by the International Week for both students and staff. During this week new didactical approaches are introduced and there is a lot of international exposure.

Assessment

The audit panel concludes that services provided offer abundant facilitation for staff to gain international experience and intercultural competence and language skills. All staff members can use multiple opportunities to go abroad: to visit a conference, take part in an exchange or visit a partner institute. All staff members take ample advantage of these opportunities. They are very much stimulated by the management to do so and supported by the staff of the International Office.

Staff members are stimulated to take part in language trainings to improve their proficiency of English. The audit panel was pleased to learn of more informal ways of expanding language skills as well. The possibilities of the X-lab make the virtual classroom come true. Here staff can learn about and teach with modern ICT-technology, also in the framework of internationalisation projects.

The audit panel is very impressed by the support not only teaching, but also support staff get from the management to make use of the opportunities to expand their international and intercultural competences and the structural services and measures in place to support this.

The audit panel assesses criterion 4c for both programmes as **excellent**.

Assessment Standard 4

The audit panel is very pleased with the teaching and support staff and the opportunities they get to develop and expand their international knowledge and skills. All staff members have international and intercultural experience and almost all have engaged in international activities abroad much more than the required once every three years. The composition of the teaching staff is very good: in IB 18 percent has a foreign nationality, at ES this percentage is 33.

The requirements concerning language skills are high: the minimum level for English is C1 and will be C2 in the near future. For the foreign languages there is at least one native speaker for English, French, German and Spanish. The language portfolio is an area the faculty will continue working on with a particular eye on quality improvements and expansion (official language test centre).

The audit panel is really impressed by the culture at FIBC where international and intercultural activities are stimulated by the management. The X-lab is a very interesting opportunity to communicate in a virtual classroom with the world through modern ICT-technology and several staff members already have some experience in using it for their courses.

The audit panel assesses Standard 4 for both programmes as **excellent**.

Standard 5: Students

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 of internationalisation.

Findings

The population of IB comprises 831 students and ES 336 students. The students have a wide range of nationalities and cultural backgrounds. Currently twenty percent of the regular IB students have a non-Dutch nationality, for ES this is nearly ten percent. Both IB and ES aim at increasing these numbers to 35 percent for IB and 25 percent for ES in the first year. The international student composition differs for IB and ES. IB focuses more on global recruitment and will intensify its actions in Asia, Latin America and Russia, while ES focuses on European countries.

Furthermore, exchange students are enrolled in IB and ES courses (67 students in 2013-2014). These incoming students are integrated in the study groups. The majority of these students spends one semester at FIBC. Some stay for a whole academic year, for example to enrol in the double degree programme that IB offers with Anglia-Ruskin University in Cambridge and Kedge in Marseille.

FIBC has a PR & Student recruitment department that actively recruits students by attending fairs in and outside the Netherlands. From the interview with members from the department the audit panel learned that the different departments of Zuyd for recruiting student joined forces two year ago. They aim at a well balanced mix of nationalities in the composition of student groups. It would be quite easy to recruit more German students, but then the composition of the groups is out of balance. To recruit talented non EU/EEA students, there are eight Orange Tulip Scholarships offered every year.

Assessment

The audit panel is content with the composition of the IB groups. Twenty percent is a nice start. The number of international students increases in year two. ES has a more difficult start with ten percent international students. The panel is aware of the fact that the English taught programme of ES started in 2010 and the effects on recruiting students from abroad will become visible in the coming years.

Still it thinks extra recruitment activities, certainly for ES, may be needed since the core educational concept (the international classroom) depends a lot on the well-balanced student population. The department responsible for recruiting students has professionalised and is up for this challenge.

The audit panel assesses criterion 5a for the IB programme as **good** and for the ES programme as **satisfactory**.

Criterion 5b: International experience

The international experience gained by students is adequate and in line with the programme's internationalisation vision.

Findings

There are multiple opportunities for students to gain international and intercultural experience both at home and through international study exchange and/or internships.

At home the concept of the international classroom is used. The learning context is international. The varied student population enables students to familiarise themselves with different cultural backgrounds. Students work together in mixed groups on collaborative assignments. There are study trips abroad and international case studies. This year FIBC has introduced the International Week. This is a programme that runs for a week where students from the various study programmes within FIBC work on an international assignment in mixed groups. Various international guest speakers are invited to give presentations and workshops.

All students spend at least one semester abroad. For ES students an international study exchange and an international internship (preferably abroad) are a compulsory part of the curriculum. For IB students an international internship is compulsory and a study exchange is optional. The International Office assists with study exchanges and the Internship Office with internships, also abroad.

Another possibility for student to go abroad is the Young Professionals Overseas, a multidisciplinary social internship programme. It is offered in the following countries: South-Africa, Zambia, India and in the near future also in Nicaragua. In 2013 this programme was awarded the national Orange Carpet Award. The main focus of the programme is to encourage and facilitate students to widen their perspectives overseas, fostering global, responsible citizenship. The audit panel appreciates this initiative very much.

The **IB** programme offers international case studies, international business games (e.g. Cesim with students from Finland and Russia) and an International Week. In addition students can participate in international weeks at partner universities, e.g. the international Business Week and the International Law Week at KH Leuven in Belgium. Also one-year double degree options are available at Kedge (Marseille) in year three and Anglia-Ruskin university in year two, for which the number of applicants is higher than the number of places.

The internship abroad is compulsory for IB-students. The study trips in year four are connected to the specialisation and geographic region the student has chosen. The two-week Winter Session is a programme in which students from the specialisation courses Strategic Management and CST participate with one of the strategic partners ESC Rennes in France.

The table below shows the numbers and percentages of IB students who go abroad for both internships (year 3 and year 4) and for study exchange.

Table 3 International student mobility IB

	2012-2013			2013-2014		
	# Students	Abroad	%	# Students	Abroad	%
IB3 Internship	130	130	100	124	124	100
IB3 Exchange	130	62	47.7	124	79	63.7
IB4 Internship	158	38	24.1	138	33	24

ES organises many field trips, several of which are abroad. In the first year students visit the European Parliament in Brussels. Furthermore, students can go to Bonn, Aachen and Liège. The two minors Lobbying and Public Affairs and Human Rights also include field trips: lobby firms, representative organisations and the EU institutions in Brussels for the first one and the International Criminal Court and the International Court of Justice in the Hague for the latter specialisation. In addition students are offered an International Week and can take part in e.g. the International Law week of the KHLeuven in Belgium.

In the third year all student go on study exchange. The majority of the students take part and visit one of the Zuyd partners in Europe. Some students opt for an institution outside Europe. In the Learning Agreement students have to explain their choice of courses in relation to their specialisation and their competence development. In their last year students are required to do an internship which should have an international dimension. This means that either the company or organisation is located abroad and engages in international activities, or it is an international company or organisation in the Netherlands.

The table below shows the numbers and percentages of ES students who go abroad for internships and for study exchange.

Table 4 International student mobility ES

	2012-2013			2013-2014		
	# Students	Abroad	%	# Students	Abroad	%
ES3 Exchange	55	55	100	53	53	100
ES4 Internship	62	30	48.4	53	21	39.6

Students from both ES and IB stated in the interviews with the audit panel that their expectation of the international dimension of the programmes were met. There are many opportunities to engage in international and intercultural activities. Students always like to have more activities they can participate in, such as more exchange universities, more real projects, more international projects and more study trips. ES and IB are working on these issues. They would like to expand cooperation with partners, organise more field trips, involve more guest speakers and jury members in projects, etc.

Assessment

Students from both IB and ES enjoy various opportunities to participate in international activities in order to gain international and intercultural experience. From day one in the programmes they are being prepared for work in an international setting.

The audit team is pleased with the compulsory internships (IB) and study exchanges (ES) abroad and has noticed that many students take the opportunity to gain extra international experiences. Both programmes have these experiences abroad as their target. In addition, the possibility to participate in the Young Professionals Overseas programme is very interesting.

Both programmes offer their students also other international experiences: a variety of field trips, exposure to many international case studies and engagement in different international projects. The audit panel was for instance impressed by the Cesim project in which IB students work together with students from Finland and Russia by using modern ICT technology. In addition, it was seen as a very good approach in ES to integrate international professionals into their lobby pitch simulation. An expanding network of guest lecturers and the collaboration with international partners further complement the excellent impression that all is done at the FIBC to give its students a real international experience during their study course.

The audit panel assesses criterion 5b for both programmes as **good**.

Criterion 5c: Services provided to students

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.

Findings

Information and support for students from IB and ES is offered in English. The information for new students can be found on the website and on Facebook, and students can get information during open days and experience days as well. For students the information is available on Blackboard, Infonet, course outlines etc. According to the (international and local) students Infonet is not very user friendly because most information is in Dutch. Zuyd is working on a new intranet with information in English. For alumni information is available through a LinkedIn group, a Facebook group and contact with e.g. PR and Student Recruitment.

For all incoming students IB and ES offer a two-day introduction programme. In addition Zuyd International Office organises a Zuyd-wide introduction for all international students.

A central element in the services provided is the coaching of students. Both ES and IB students receive individual guidance and support from a coach. Regular non-Dutch and exchange students are allocated a coach who preferably speaks their mother tongue and is acquainted with their culture. The coach organises individual meetings and group meetings with the students to keep track of their study progress. If a student encounters particular private or mental problems the coach refers to the student counsellor or the student psychologist. Exchange students are assigned a buddy student who helps them prior to and upon arrival to get accustomed to the Dutch culture and life in Maastricht, to Zuyd and to the study programme.

The Zuyd International Office and the FIBC International Office offer support to incoming and outgoing exchange students to deal with various issues such as enrolment, course selection, housing, funding and visa requirements. The Internship Office offers students support when going on an internship (abroad). School supervisors have regular contacts with their students to discuss the contents and progress of the internship. If possible the school supervisor visits the students at their internship, otherwise they have contact through Skype and by email. The audit panel has interviewed students from IB and ES who are positive about these offices. They get all the help they need.

With regard to languages, students have the opportunity to take part in an official externally recognised examination (DELF/DALF, Goethe, Cambridge) at Zuyd. There are also some informal opportunities such as the French Language Café where various topics are discussed in French. Besides practising small talk in French, this also offers social interaction between Dutch students and international students. Furthermore, there are lounge rooms where students can relax and mingle.

Upon graduation students receive a diploma supplement with the Bachelor diploma. The audit panel has studied several of these diploma supplements and concludes that these are in line with the international requirements.

Assessment

The audit panel concludes that IB and ES offer very good guidance to both Dutch and international students. The buddy system is a nice addition to the formal guidance system and offers the students involved the opportunity to get acquainted with each others culture. The support from the International Offices and the internship Office is much appreciated by the students.

Although generally speaking the information available for students is good, the audit panel got some comments from students on the fact that not all information is available in English, e.g. Infonet. Zuyd is working on this issue. The audit panel also noticed that the labels in the canteen are in Dutch only. On this last issue it can be argued that it is part of the intercultural learning experience for foreign student to try and find out what there is on offer.

The audit panel assesses criterion 5c for both programmes as **good**.

Assessment Standard 5

The audit panel is pleased to notice that from the start students are embedded in an international setting. The group composition of IB and ES enables students to achieve the intended international learning outcomes, although it would be good if the number of international student in the ES programme increases. The many experiences abroad (internships and study exchange) in particular offer students ample international and intercultural opportunities. Furthermore, there are study trips, international projects and international study cases. On a more informal basis students can participate in for instance the French Language Café.

The audit panel concludes that the coaching of the students is well organised and well appreciated by students. The intensity of the coaching diminishes year by year, but students can always get in touch with their coach. The buddy system guarantees a good introduction to the Dutch culture and the study programme for international students, while the Dutch students get more knowledgeable about the cultures of the international students.

The support from the International Offices and the Internship Office is according to the students excellent. They feel no hesitation in contacting these offices. With regard to the information, students gave comments on the Infonet which contains a lot of information in Dutch and is therefore not very user friendly for the international students. The audit panel understands and appreciates that Zuyd is working on this issue.

The audit panel assesses Standard 5 for both programmes as **good**.

3 Overall assessment

	European Studies	International Business
Criterion 1a	Good	Good
Criterion 1b	Good	Good
Criterion 1c	Good	Good
Standard 1	Good	Good
Criterion 2a	Good	Good
Criterion 2b	Good	Good
Criterion 2c	Good	Good
Standard 2	Good	Good
Criterion 3a	Good	Good
Criterion 3b	Good	Good
Criterion 3c	Good	Good
Standard 3	Good	Good
Criterion 4a	Good	Good
Criterion 4b	Excellent	Excellent
Criterion 4c	Excellent	Excellent
Standard 4	Excellent	Excellent
Criterion 5a	Satisfactory	Good
Criterion 5b	Good	Good
Criterion 5c	Good	Good
Standard 5	Good	Good

The panel assess the distinctive quality feature for the programmes European Studies and International Business of Zuyd University of Applied Sciences as **good**.

4 Annexes

Annex 1: Expertise of the Panel Members and Secretary

Distinctive Quality Feature Internationalisation of hbo-bachelor study programmes European Studies / International Business - Zuyd University of Applied Sciences

Mr F.A.A. De Decker MA, chairman

Mr De Decker has primarily been placed due to his expertise in the domain of internationalisation. He was chair of the audit committee of NVAO pilot “distinctive (quality) feature for internationalisation”. He works as executive education at Ghent University Association, the umbrella organisation of the University of Ghent, Ghent University, Arteveldehogeschool and Hogeschool West-Vlaanderen. He is familiar with the accreditation system based on previous audit visits, has international knowledge of higher education and educational processes based on his qualifications and work experience. He has been individually briefed on the audit visit process, accreditation in higher education and NQA’s working method.

Education

- 1992 – 1993 Aggregation for higher secondary education (Training for Teacher) at University Ghent and Radboud University Nijmegen
- 1989 – 1993 Licentiate (Master) in Language and Literature: Germanic Languages (Dutch and English) at University Ghent and Radboud University Nijmegen

Work Experience:

- 2006 – present Executive education at Ghent University Association, the umbrella organization of the University of Ghent, Ghent University, Arteveldehogeschool and Hogeschool West-Vlaanderen
- 2004 – 2006 Department of Educational Development and Internationalisation
Arteveldehogeschool
- 1997 – 2004 Coordinator Internationalisation Service Arteveldehogeschool (one of the merger of colleges: Catholic College of Health East-Flanders)
- 1994 – 1997 Scientific Assistant Department of International Relations of University of Ghent
- 1993 – 1994 Various assignments in secondary schools, as a translator, at *Koning Boudewijnstichting*, et cetera

Other:

- Guest lectures / participation in debates about internationalisation, intercultural communication, ECTS and credit systems, Tuning-methodology, RPL (recognition of prior learning), renewing education (flexibility, competence based learning, et cetera) in organizations such as VLHORA (*Vlaamse Hogescholen Raad*), VLOR (*Vlaamse Onderwijsraad*), VVKHO (*Vlaamse Koepel van Katholieke Hogescholen*), EAIE (de European Association for International Education), Dutch-Flemish Rendezvous, COEHRE (Consortium of Higher Education Institutes in Health Care and Rehabilitation), Santander Group of Universities, et cetera
- Expert trainer on internationalization and intercultural communication in such as NUFFIC (Dutch organisation for internationalization in Higher Education), EAIE (European Association for International Education), EURASHE (European association of Higher Education Institutions, VLHORA (*Vlaamse Hogescholen Raad*)).

- Current or former member of various regional, national and international boards: workgroups VLOR (*Vlaamse Onderwijsraad* – a.o. Commission Diversity, Workgroup Student Centred Learning, Workgroup Professional Bachelor's Integration), Steering Committee of the Dutch-Flemish Rendezvous (NVOD), Council of COHEHRE (Consortium of Higher Education Institutes in Health Care and Rehabilitation), Flemish ERASMUS Committee, het Committee ADINSA (Advisory Council on International Cooperation of VLHORA), et cetera

Publications:

- Articles in NVAO magazine Q&A: “e-HBO: First Aid Education Cooperation” en “Learning two point zero”
- Contribution to “The SAGE Handbook of International Higher Education” (spring 2012).
- EUA Bologna Handbook: “Tensions between the Bologna process and Directive 2005/36/EC for nursing education: the Flemish case”

Mr. I. Charles, associate dean

Mr. Charles has primarily been asked due to his professional area of expertise in the domain of International Business. Mr. Charles is associate dean at International Business Academy in Denmark, visiting professor at London South Bank University and president of the Network of International Business Schools. He has written articles in a range of business education-related publications and has presented and been the keynote at various international conferences. He has experience with external audit procedures: with Network of International Business Schools as an accreditor and with International Business Academy being accredited by outside agencies, including two universities in United Kingdom, as well as the Danish National Evaluation Agency (EVA). Mr. Charles also attended an accreditation at KHLeuven, Belgium. He has audit expertise because of his participations in previous audits and has been individually briefed on the audit visit process, accreditation in higher education and NQA's working method.

Education:

1974 – 1975 Postgraduate Certificate in Education
 1968 – 1972 BA Hons (Double) in European Studies and Scandinavian Languages

Work Experience:

1998 – present Director of international collaborations and partnerships - International Business Academy – Kolding, Denmark
 1976 – 1998 Secondary, Further and Higher Educational teaching - United Kingdom

Others:

Visiting professor - London South Bank University
 President - Network of International Business Schools

Mr B. Sandbrink MA

Mr Sandbrink has primarily been asked due to his professional area of expertise in the domain of European studies and law. Mr Sandbrink works as senior EU Public Affairs Consultant at Platte Consult in Brussels (Belgium), where he is supporting strategically international companies and associations on EU policies in the fields of research and innovation, ICT, Digital Skills and Urban Development. Next to that he is EU-representative of the industry network German Innovation Roundtable (co-member of the “European Commission Working Group on Smart Cities”). He has received our manual for panel members and has been briefed individually on the audit visit process, accreditation in higher education and NQA's working method.

Education:

2008 – 2009 MA European Public Affairs - Maastricht University (NL)
2008 – 2008 European Studies (Int. Summer Programme) - University Vienna (AT)
2004 – 2008 BA European Studies - University of Osnabrück (DE)
2002 – 2004 Vocational Training as Banker – Westdeutsche Landesbank AG – Münster (DE)
1994 – 2001 Gymnasium Bersenbrück (DE)

Work Experience:

2012 – present Senior EU Public Affairs Consultant - Platte Consult, Brussels (Belgium)
2010 – 2012 EU Public Affairs Consultant - Platte Consult, Brussels (Belgium)
2010 Secretariat General, Blue Book Trainee - European Commission
2009 – 2010 Trainee at PRGS – Consultancy for Political and Crisis Management – Public Affairs-Team – Berlin (Germany)

Internships – as professional Training during Academic Studies:

Apr-Jul 2009 General Secretariat – Network European Movement Germany – Berlin (Germany)
May-Jun 2008 European Parliament – Cabinet of the President of the European Parliament in Brussels (Belgium) and Strasbourg (France)
Jan-Feb 2008 German Federal Ministry of Economics and Technology – Directorate General for European Policy – Berlin (Germany)
Oct-Dec 2007 German Bundestag – Committee on Affairs of the European Union – Berlin (Germany)

Other activities:

- EU-representative of the industry network German Innovation Roundtable

Ms R.M. Hogerwerf

Ms Hogerwerf has been asked as a student member. She is a fulltime student Bachelor International Business and Languages at University of Applied Science in Amsterdam. She is a study council, participates in the internal audits and provides information during information- and introductory days. Ms Hogerwerf represents the students' view on teaching methods, facilities and quality of field work. She received our manual for panel members and has been given additional individual briefing about audit visit procedures and NQA's working method.

Education:

2013 - 2014 International Business (Exchange Program Germany)
2011 - present International Business and Languages - University of Applied Science – Amsterdam
2010 - 2011 Bachelor – Political Science
2003 - 2010 VWO

Work Experience :

2011 - 2012 Part-time lingerie saleswoman - De Bijenkorf, Amstelveen
2010 Part-time lingerie saleswoman - Mirande, Uithoorn
2009 - 2013 Summer job - DAS Rechtsbijstand, Amsterdam
2008 - 2010 Part-time employee - Post selection and delivery, Amstelveen
2007 - 2008 Summer job - InFocus, Amsterdam/Almere
2007 Internship - Amsterdam Court

Ms drs. P. Göbel

Ms Göbel is deployed as NQA auditor. Apart from more than ten years' experience with audit visits in almost all sections of *HBO* [higher professional education], her auditor qualities are based on many years of assessment experience as well as having attended auditor courses at Lloyd's Register. She has worked in higher professional education for twenty years. Ms Göbel participated in the NVAO training for certified audit secretary.

Education:

1976 – 1979 Utrecht University, Dutch Language and Literature
1971 – 1976 Grade two teacher training: Dutch and English:

Work Experience:

2004 – present NQA Auditor
2000 – 2004 Policy advisor of Quality Assurance at *HBO-raad* [Netherlands Association of Professional Universities]
1997 – 2000 Project leader at *Saxion Hogeschool Enschede*
1994 – 1997 Director at *Saxion Hogeschool Enschede*
1987 – 1995 Student counsellor at *Saxion Hogeschool Enschede*
1980 – 1993 Lecturer of linguistic competence at *Saxion Hogeschool Enschede*

Other:

2006 – 2011 Boardmember VVAO

Annex 2 Programme visit

Programme audit “Distinctive Quality Feature Internationalisation“ 4 June 2014

Session	Time	Who/What
	08.30 - 09.10	Preparation panel
1	09.10 - 09.30	Management pitch
2	09.30 - 10.15	Students IB
3	10.30 - 11.15	Teaching staff IB
4	11.30 - 12.15	International Office Internship Office PR & Student Recruitment
	12.15 - 13.00	Lunch
5	13.00 - 13.45	Students ES
6	14.00 - 14.45	Teaching staff ES
7	15.00 - 15.45	Work field representatives/alumni IB and ES
8	16.00 - 16.45	Management
	17.00 - 17.45	Wrap up panel
9	17.45	Feedback by panel

Annex 3 Mobility data

International student mobility IB

	2012-2013			2013-2014		
	# Students	Abroad	%	# Students	Abroad	%
IB3 Internship	130	130	100	124	124	100
IB3 Exchange	130	62	47.7	124	79	63.7
IB4 Internship	158	38	24.1	138	33	24

International student mobility ES

	2012-2013			2013-2014		
	# Students	Abroad	%	# Students	Abroad	%
ES3 Exchange	55	55	100	53	53	100
ES4 Internship	62	30	48.4	53	21	39.6

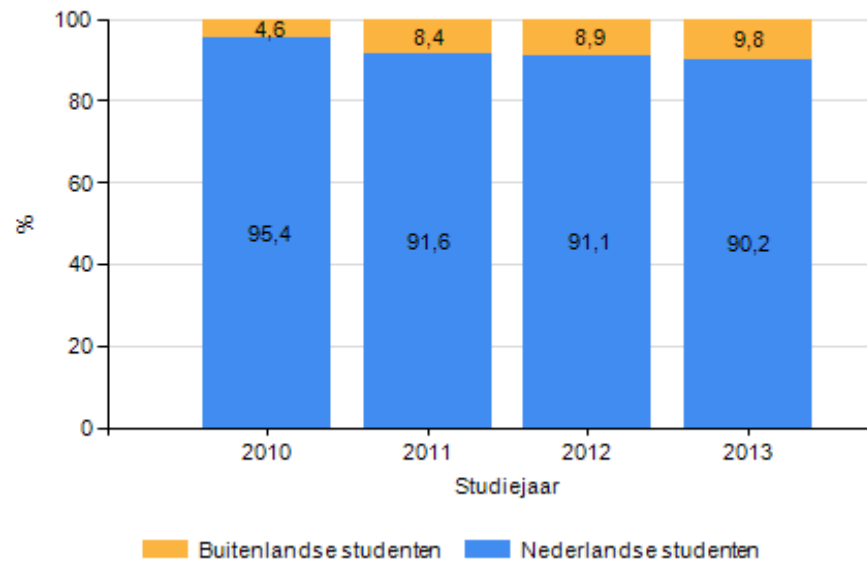
Annex 4 Students per nationality

Studenten per nationaliteit bij Zuyd ES

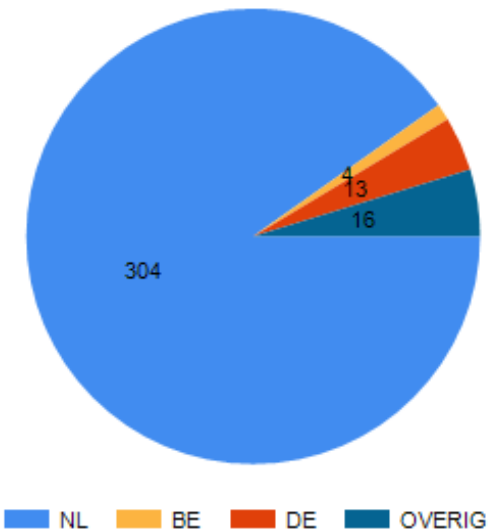


Studiejaar: 2010 - 2013

Aandeel buitenlandse studenten in totaal aantal studenten



Nederlandse - Belgische - Duitse studenten t.o.v. overige nationaliteiten: 2013



Aandeel buitenlandse studenten in totaal aantal studenten	Studiejaar			
	2010	2011	2012	2013
Totaal aantal studenten per 1 oktober	304	323	316	337
Aantal buitenlandse studenten	14	27	28	33
% Buitenlandse studenten	4,6%	8,4%	8,9%	9,8%

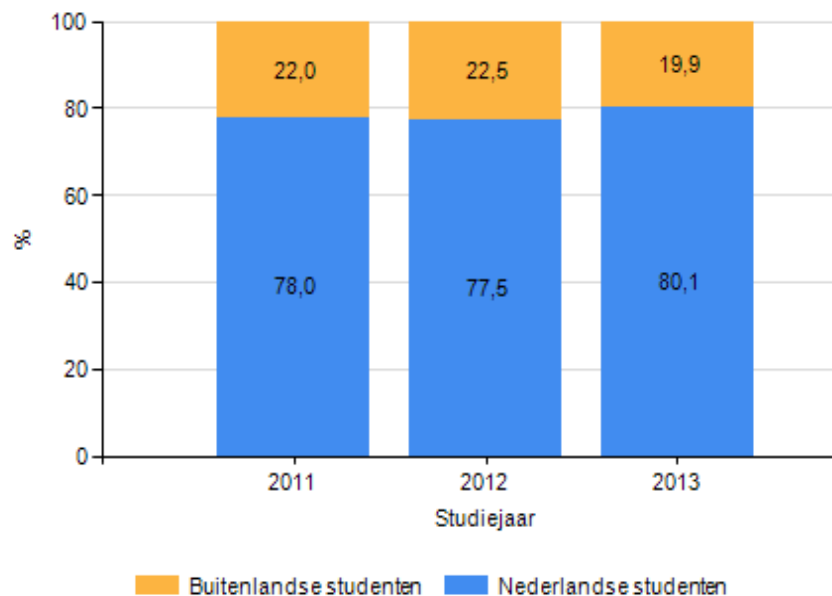
Studenten per nationaliteit aanwezig op teldatum per studiejaar		Studiejaar			
Werelddeel	Nationaliteit	2010	2011	2012	2013
Europa	<i>Totaal Europa:</i>	303	316	311	334
Noord Amerika	<i>Totaal Noord Amerika:</i>		1	1	
Overig	<i>Totaal Overig:</i>	1	6	3	3
Zuid Amerika	<i>Totaal Zuid Amerika:</i>			1	
	Totaal:	304	323	316	337

Studenten per nationaliteit bij Zuyd IB

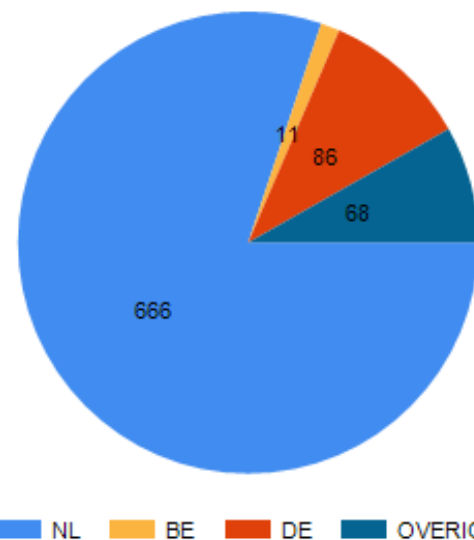
Studiejaar: 2010 - 2013



Aandeel buitenlandse studenten in totaal aantal studenten



Nederlandse - Belgische - Duitse studenten t.o.v. overige nationaliteiten: 2013



Aandeel buitenlandse studenten in totaal aantal studenten	Studiejaar		
	2011	2012	2013
Totaal aantal studenten per 1 oktober	850	826	831
Aantal buitenlandse studenten	187	186	165
% Buitenlandse studenten	22,0%	22,5%	19,9%

Studenten per nationaliteit aanwezig op teldatum per studiejaar		Studiejaar		
Werelddeel	Nationaliteit	2011	2012	2013
Afrika	Burger van Nigeria		1	1
	Marokkaanse	1		1
	Tunesische	1	1	1
	<i>Totaal Afrika:</i>	2	2	3
Azie	Afghaanse		0	
	Burger van Bangladesh			1
	Chinese	31	20	18
	Indonesische		1	2
	Iraakse	1	1	1
	Iraanse	1		
	Japanse	1	1	1
	Nepalese		1	1
	Saoeidarabische		2	2
	Turkse	0		
	Vietnamese			1
	<i>Totaal Azie:</i>	34	26	27
Europa	Belgische	9	11	11
	Brits Burger	8	7	6
	Bulgaarse	1	3	1
	Burger van Bosnie-Herzegovina	1	1	1
	BURGER VAN BRITSE AFHANKELIJKE GEBIEDEN	1		
	Burger van de Bondsrepubliek Duitsland	88	94	86
	Burger van Kroatie	1	1	1
	Burger van Oekraïne			1
	Burger van Rusland	1		
	Burger van Servië		1	
	Finse	2	1	1
	Franse	17	15	8
	Hongaarse		1	3
	Italiaanse	1	1	2

	Letse	1	0	
	Litouwse	1	1	1
	Nederlandse	662	639	666
	Noorse		1	
	Oostenrijkse		1	1
	Poolse	3	3	1
	Roemeense		2	2
	Slowaakse			1
	Spaanse	3	1	1
	Tsjechische		1	1
	Zweedse	1		
	Zwitserse	1		
	<i>Totaal Europa:</i>	<i>802</i>	<i>785</i>	<i>795</i>
Noord Amerika	Amerikaans Burger	1		
	Canadese		1	
	<i>Totaal Noord Amerika:</i>	<i>1</i>	<i>1</i>	
Oceanie	Australische			1
	<i>Totaal Oceanie:</i>			<i>1</i>
Overig	Onbekend	7	8	4
	<i>Totaal Overig:</i>	<i>7</i>	<i>8</i>	<i>4</i>
Zuid Amerika	Venezolaanse		1	1
	<i>Totaal Zuid Amerika:</i>		<i>1</i>	<i>1</i>
	Totaal:	846	823	831