

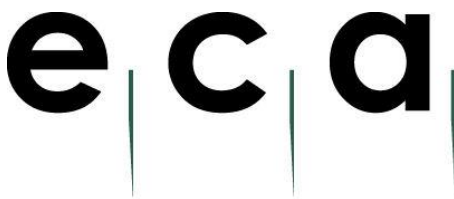
Assessment report

BSc International Business Administration

University of Twente



Certificate for Quality in Internationalisation



european consortium for accreditation

Assessment report

BSc International Business Administration

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European Consortium for Accreditation in Higher Education



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Glossary

CELT	Centre for Expertise on Learning and Teaching
EFMD	European Foundation for Management Development
EQUAL	European forum for formulating opinions and guidelines about quality assurance and development in higher business and management education
IBA	International Business Administration
PRME	Principles for Responsible Management Education
SAR	self-assessment report
SIUE	Southern Illinois University Edwardsville
STQ	Senior Teaching Qualification
TEM	Twente Educational Model
UTQ	University Teaching Qualification
UT	University of Twente

1. Executive summary

The Bachelor of Science International Business Administration was assessed by Certiked VBI. Certiked convened an assessment panel which studied the self-evaluation report and undertook a site visit at the University of Twente in Enschede, The Netherlands on 5, 6 and 7 March 2019.

The panel found well documented internalisation goals and awareness of them among the majority of the stakeholders. Monitoring of these goals is adequately embedded in Plan-Do-Check-Act cycles. The programme has a twofold approach of internationalisation via managerial indicators and via the intended learning outcomes, which the panel appreciates.

The panel found that the intended learning outcomes of the programme and the learning objectives of modules are well aligned with each other as well as with the internationalisation goals of the programme. It also found integration of international and intercultural learning objectives in all modules. This implies that the gradual development and assessment of these capacities is very much integrated in the programme. The extent of integration regarding the development and testing and assessing the international and intercultural competences can be regarded as an exemplary practice.

According to the panel, the teaching and learning environment is very inspiring and adequate. It is realised in accordance with the integrative principles of TEM. The panel especially values the conditions TEM creates for integrating international and intercultural competences. According to the panel, this can be regarded as an example internationally.

The panel met very dedicated and qualified staff. Faculty have sufficient internationalisation experience, intercultural competences and language skills. The panel noticed willingness among the staff to continuously professionalise, educationally as well as regarding intercultural and international competences. The panel appreciates the active involvement of the staff with international entrepreneurial projects. The supporting services adequately facilitate staff in maintaining and updating their international and intercultural competences.

The panel observed that the composition of the student group aligns with the programme's internationalisation goals, although it can be further optimised. Students have to gain appropriate internationalisation experiences. Services supporting students are adequate. The panel recommends to continue supporting the integrated international approach of the programme by further balancing the international composition of the student population.

To conclude, the panel is impressed by the alignment of goals and objectives and how they are materialised in the integrated approach of internationalisation through the TEM model. It values the monitoring of the programme and of the development of students and faculty. It also appreciates the supportive services offered to students and staff in order to realise the internationalisation goals.

2. The assessment procedure

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

A panel of experts was convened and consisted of the following members¹:

- Dr. A. Blackburn, Formerly Associate Dean Oxford Brookes Business School, Oxford Brookes University
- Dr. C. Terlouw, senior researcher & consultant, emeritus professor Saxion University of Applied Sciences
- Dr. J.W. Wierda, professor media, marketing and internationalisation, Glion les Roches Gruyère University of Applied Sciences, Montreux Switzerland
- Marijke Speelberg, MSc , recently graduated student Master Global Business and Master Sustainability, Erasmus University Rotterdam.

The composition of the panel reflects the expertise deemed necessary by the Frameworks. The individual panel members' expertise and experience can be found in [Annex 1: Composition of the assessment panel](#). All panel members signed a statement of independence and confidentiality. These signed statements are available from [abbreviation agency] upon simple request. The procedure was coordinated by [person's full name (title/position)] at [abbreviation agency].

The assessment panel studied the self-evaluation report and annexed documentation provided by the programme before the site visit. ([Annex 2: Documents reviewed](#)) The panel organised a preparatory meeting the day before the site visit. The site visit took place on 5, 6 and 7 March 2019 at the University of Twente in Enschede. ([Annex 3: Site visit programme](#)) The panel formulated its preliminary assessments per standard immediately after the site visit. These were based on the findings of the site visit which built upon the review of the self-evaluation report and annexed documentation.

The panel finalised the draft report on 12 April 2019. It was then sent to the programme to review the report for factual mistakes. Some minor issues were reported. The panel amended the report where necessary. The panel approved the final version of the report on 24 April 2019.

¹ This visitation combined two accreditations: EPAS and NVAO. Hence the panel also included two other members taking care of the EPAS part. A. Blackburn chaired the combined panel.

3. Basic information

Qualification:	Bachelor of Science in International Business Administration
Number of credits:	180 EC
Specialisations (if any):	None
ISCED field(s) of study:	645
Institution:	University of Twente
Type of institution:	Higher Education Institution / Research University
Status:	NVAO (2013) and EPAS (2016) accredited
QA / accreditation agency:	NVAO / EPAS
Status period:	NVAO expires 2019, EPAS expires June 15 2019

Additional information:

The site visits for EPAS and NVAO were combined for both degree courses, the bachelor and the master programme. The two peer review teams were chaired by the same chair. The visit lasted three days and addressed both programmes.

4. Assessment scale

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

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

5. Assessment criteria

Standard 1: Intended internationalisation

Criterion 1a: Supported goals

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

Findings

The goals of internationalisation at university and programme level are described in the self-assessment report (SAR). The SAR refers to the university's vision document² which presents four goals materialising the vision of educating global citizens: investing in programmes that prepare students for an international career, participating in national and international corporate and research networks, developing an attractive international university community and increasing the intake of international students. It also mentions as specific challenges the international classroom, intercultural communication and an international view on the subject of study.

In line with the university's vision, the programme formulated its own vision showing how the programme aims for graduates who are pioneering and curious with an inclusive mindset. The core values in this vision are operationalised further by explaining that pioneering is reflected in the international focus, curiousness appears through an open attitude to different cultures, and inclusiveness is shown in intercultural collaboration. The programme entails to strengthen internationalisation competences by providing students with knowledge about the international business context, intercultural skills and inclusive attitudes fitting the international classroom and opportunities for international experience and mobility. The abilities of graduates are centred around three roles: research, design and organise. Each of these roles takes place in internationally-oriented, interdisciplinary projects with a broad social and economic impact. Graduates are well-prepared to further specialise in an MSc business administration programme or to work in a general junior management (advisory) role in an international context. However, almost all of the BSc-students continue after graduation with a MSc, and not with work.

The many corporate contacts of the programme are important stakeholders for curriculum development, participation in the programme, internships, and thesis projects. These include international companies, the board of practitioners representing a variety of companies and a substantial number of partnerships with other universities and programmes. During the site visit it became clear that the goals for internationalisation are shared explicitly with the board of practitioners. This board turned out to be very involved with the programme, in an advisory role, regarding the intended learning outcomes and curriculum development. The programme management and faculty illustrated how they implicitly share the goals regarding internationalisation in their corporate contacts, particularly in contexts whereby activities are aligned with the learning objectives, as is the case with internships and thesis projects. Furthermore, the panel noticed that staff is collectively aware of the ambitions regarding internationalisation while continuously updating and improving the programme. The extent to

² UT Vision 2020

which the goals for internationalisation are shared through partnership contacts with other universities and programmes was not completely clear to the panel. The international connections and exchange programmes with the ECIU partners deserve a further specification and enrichment.

Considerations

The panel is convinced of the overall awareness of the goals for internationalisation among almost all stakeholders involved with the IBA programme. It found well documented goals for internationalisation at university and programme level, to which the interlocutors regularly referred during the site visit. Faculty and students provided explicit examples, especially in the context of the international classroom, projects and internships. Corporate representatives also showed international awareness. Specifically members of the board of practitioners on the advice they gave regarding (international) internships in the programme. The panel appreciated the openness when discussing challenging elements of internationalisation. This became clear for example in the repeated discussions regarding the balance of nationalities in the student population and how to shape this into a more international direction.

Conclusion and recommendations

The panel concludes that the internationalisation goals for the programme are documented and that they are shared and supported by stakeholders within and outside the programme. The panel has no other recommendation than to continue initiatives for improving the international balance within the population of the programme, students and staff. The panel has no doubt that this will be done both at the university level and the programme level because the international character is one of the two well-known features of the UT (the other is entrepreneurship).

Criterion 1b: Verifiable objectives

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

The programme addresses internationalisation in its SAR in a twofold manner: in the intended learning outcomes (see standard 2) and as a progressive process. For internationalisation as a process it recently developed eight indicators concerning conditions and processes to be realized. They focus on managerial questions like: the nationality of students attracted (2), the use and exposure of internationalisation related opportunities (4), and what graduates do after the programme (2). Each indicator has a rationale and a quantitative target. Scores for 2018 indicate that two aspects deserve improvement: the nationality of students and the share of graduation projects considering internationalisation or diversity. The SAR explains how data about these topics are collected. The indicators themselves will be evaluated after three years. Monitoring reports will be presented to the programme committee and to the board of practitioners.

Considerations

The panel appreciates the twofold approach for defining, realising and monitoring internationalisation. With regard to the content of the programme via the intended learning outcomes (see standard 2) and with regard to more managerial aspects via the indicators mentioned. The rationale for each indicator is clear and in line with the programme's vision on internationalisation. The targets seem ambitious and realistic. The data for 2018 shows satisfying scores for some indicators, for example the indicator on students spending a

semester abroad. The scores also show that other indicators deserve some extra attention, for example the division of Dutch and non-Dutch among the student population and the share of graduation projects considering internationalisation or diversity aspects.

The panel wonders why not also some more product-oriented managerial indicators, connected with the intended learning outcomes (standard 2), are developed such as e.g. the number of international business contexts addressed in the programme or the yearly state of affairs of the intercultural competence of students.

Conclusion and recommendations

The panel concludes that objectives have been formulated and that these objectives are verifiable. They allow to monitor the achievement of the programme's progress regarding internationalisation goals. However, the managerial indicators mainly address conditions and processes. Therefore the panel recommends to also try to identify and include appropriate product-oriented managerial indicators related to the intended learning outcomes.

Criterion 1c: Impact on education

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

Findings

The programme explains in the SAR the consequences of their starting point that research and practice in business are fundamentally international. Consequently, the international approach has been one of the core aspects taken into account when designing the curriculum. According to the programme, business graduates will have difficulties on the labour market when they are not trained properly in internationalisation. This is even the case if they stay in the Twente region as regional firms regularly cooperate with international firms, in particular start-ups. The international approach to designing the curriculum is further operationalised in the three key competences to be addressed (knowledge, skills/attitudes and opportunities). The curriculum should provide possibilities for students to acquire international knowledge, to develop intercultural skills and attitudes and to exploit opportunities for international experiences. The extent to which this is realised is subject to Plan-Do-Check-Act cycles. The programme is keen on continuously improving its quality. This became obvious from the SAR, the discussions during the site visit, the course and programme evaluations and the follow up on these evaluations.

Considerations

The panel found a coherent rationale and practice for taking into account internationalisation in the design and the delivery of the curriculum. It values the three key competences as adequate for obtaining the internationalisation goals set, due to how they are embedded structurally in the curriculum and addressed practically in teaching and learning. The panel also has confidence in the assurance of the quality as it noticed several Plan-Do-Check-Act cycles regarding different aspects of the curriculum as it is realised. So, the internationalisation goals explicitly include such measures as curriculum development, curriculum delivery, and quality assurance that contribute to the overall quality of teaching and learning

Conclusion and recommendations

The panel concludes that the internationalisation goals relate to the design of the curriculum and its realisation in teaching and learning (see also standard 3). The panel has no specific recommendation in this respect as it came across adequate practices.

Overall conclusion regarding Standard 1. Intended internationalisation

The panel deems the underlying criteria of this standard to be met. The panel found well-documented internationalisation goals and found that the majority of the stakeholders were well aware of these goals. Monitoring these goals is adequately embedded in Plan-Do-Check-Act cycles. The programme has a by the panel appreciated, twofold approach of internationalisation via managerial indicators and the intended learning outcomes. The panel wonders whether the managerial indicators could be also directed towards product-oriented indicators in relation to the intended learning outcomes, and recommends some further exploration of this aspect.

The panel therefore assesses *Standard 1. Intended internationalisation* as satisfactory.

Standard 2: International and intercultural learning**Criterion 2a: Intended learning outcomes**

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

Findings

The programme formulated eleven intended learning outcomes, which are organised per role: research (4), design (3) and organise (4). International business or international experience are included explicitly in all role descriptions covering the allocated learning outcomes. Intercultural aspects are explicitly mentioned in one of the design oriented learning outcomes and in two of the learning outcomes reflecting the organise role. The panel observed that the programme's key competences reflecting the internationalisation goals are integrated in the learning outcomes. Furthermore, compliance with international domain-specific frameworks, namely the SIUE proposal³ and the EQUAL⁴ guidelines, is mentioned in the SAR. The programme also signed the Principles for Responsible Management Education (PRME).

Considerations

According to the panel, the intended learning outcomes do not only comply with several international standards, but also reflect the internationalisation goals of the university and the programme properly.

Conclusion and recommendations

The panel concludes that the intended international and intercultural learning outcomes correspond with the programme's internationalisation goals. The panel has no recommendations in this respect as it is convinced that the intended learning outcomes adequately reflect internationalisation for the roles regarding research, design and organise.

³ Proposal for the Definition of Course Levels, LEVELS Task Force – SIUE (Southern Illinois University Edwardsville).

⁴ European forum for formulating opinions and guidelines about quality assurance and development in higher business and management education

Criterion 2b: Student assessment

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

Findings

The assessment plan of the programme shows the relation between the intended learning outcomes and the learning objectives of the modules, the assessment methods used to assess the learning objectives and the maturity level per learning objective. Each module has an assessment scheme specifying the assessment of module components, their relative weight and whether groups or individuals are assessed. These assessment schemes also show the coherence between the programme's international and intercultural learning outcomes and the learning objectives of modules. The SAR includes a table showing which learning objectives explicitly address international or intercultural learning elements of all modules (table 6). The assessment methods mentioned in the SAR, the assessment plans and schemes, and assessments found in the module materials include: multiple choice and open questions, essays and reports, portfolio assessments, project deliveries, presentations and assignments. The programme management, module coordinators and faculty illustrated that assessment methods are carefully chosen and adjusted when necessary.

Considerations

The table provided in the SAR and the assessment schemes made clear to the panel that international and intercultural elements are integrated in the module assessments. These assessments include various methods and consist of several parts, testing students either individually or in groups.

Conclusion and recommendations

The panel concludes that methods used for the assessment of students are suitable for measuring the achievement of the intended international and intercultural learning outcomes. The panel is impressed by how these methods are carefully chosen in line with the innovative educational model (see standard 3). Consequently, the panel has no recommendations in this respect.

Criterion 2c: Graduate achievement

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

Findings

In each of the mandatory modules the achievement of the intended international and intercultural learning outcomes is gradually built up, demonstrated and assessed. The SAR gives an overview of these internationalisation competencies per module and other curriculum components, thus establishing the planning of the development of these competences (table 8). The panel evaluated several module syllabuses and assessment materials and concluded that the intended international and intercultural learning outcomes could be proved.

The fifteen theses studied by the panel show that learning outcomes are achieved, especially those regarding the research role, including the international aspects of this role. E.g. "Analyse trends in international business and evaluate the forces shaping them". Usually this learning outcome could be found back in the problem analysis and the theoretical framework of the thesis, with a positive assessment of the thesis supervisors. The panel agreed with these positive assessments. The theses studied gave less sight on the achievements for the learning

outcomes on design and organise, unless the project explicitly focussed on either an international business problem or an applied problem requiring active (intercultural) interaction with business or industry. On the other hand, the SAR also reports the positive indicator that students successfully complete their study periods abroad by passing the exams of the partner universities.

Most graduates continue their career by following a master programme. In 2017-2018, those graduates staying at the UT either pursued a degree in business administration (27%) or another master programme (6%). 68% of graduates pursued a master degree elsewhere. Alumni confirmed during the site visit that all students intend to continue with a master programme, sometimes with a double degree abroad.

Considerations

The achievement of the intended international and intercultural learning outcomes is built up, demonstrated and assessed gradually in each of the mandatory modules of this BSc programme. The panel further noticed that theses mainly address the learning outcomes concerning internationalisation in the research role, unless thesis projects explicitly address the other roles as well. The panel also considers that the intended international and intercultural learning outcomes achieved appear to be a good preparation for entering a master degree, which almost all students do.

Conclusion and recommendations

The panel concludes that, in essence, the graduates achieve the intended international and intercultural learning outcomes, especially as international experience became mandatory. It also is clearly gradually built up, demonstrated, and assessed in an integrative way in the modules. The panel recommends to pay more attention to the design and organise role in the elaboration of the practical implications in theses.

Overall conclusion regarding Standard 2. International and intercultural learning

The panel found that intended learning outcomes of the programme and learning objectives of modules are well aligned with each other as well as with the internationalisation goals of the programme. It also found integration of international and intercultural learning objectives in all modules. This implies that the gradual development and assessment of these capacities is very much integrated in the programme. The panel noticed carefully chosen methods for assessing students, in line with the innovative educational model (see standard 3). The panel deems all the underlying criteria of this standard to be systematically surpassed. The extent of integration regarding the development as well as testing and assessing the international and intercultural competences can be regarded as an exemplary practice.

The panel therefore assesses *Standard 2. International and intercultural learning* as good.

Standard 3: Teaching and Learning

Criterion 3a: Curriculum

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

Findings

The SAR presents the IBA programme's five learning lines: three are thematic oriented and concern internationalisation, entrepreneurship and responsible management. Two learning lines

are skills oriented and address research methods and academic & professional skills. The programme consists of seven mandatory modules (15 EC each): Technology, organisations, people (TOP); Business operations management (BOM); Finance, accounting and information systems (FAIS); HRM, organisational behaviour, information management, business law (HOLI); Strategy, marketing and economics (SME); Innovation and entrepreneurship (INN&ENT); and Change management, corporate governance, business ethics, leadership & strategic and responsible foresight (CHANGEL). The CHANGEL module integrates the learning lines. Students can choose two out of four programme related electives⁵ (15 EC). A minor or study abroad (30 EC) and the thesis (15 EC) complete the programme. The additional SAR on internationalisation includes an informative table representing how the content of each mandatory module serves the development of the three key competences: acquiring knowledge about international business context, developing intercultural skills and attitudes, and exploiting opportunities for international experiences (table 8). It shows a general distribution of these three competences with an emphasis on knowledge in almost all modules, followed by intercultural skills and inclusive attitudes especially addressed in the SME, INN&ENT and CHANGEL modules and in the compulsory international experience.

The correspondence between the curriculum and the international and intercultural intended learning outcomes is demonstrated in three ways. First, through the alignment of the learning objectives of modules with the intended learning outcomes of the programme (see standard 2). Second, through the table in the SAR paying explicit attention to module elements serving the three key competences regarding internationalisation (table 8). Third, the programme management, faculty, students and alumni illustrated how international and intercultural learning objectives, and consequently the learning outcomes, are realised in courses and projects. They also explained that the international classroom is an important element in this respect, although the student population is not yet as diverse as intended.

Considerations

The panel found a well-documented curriculum. It became clear to the panel how intended learning outcomes are aligned with learning objectives of modules and how the three key competences for internationalisation are incorporated in the curriculum. Several interlocutors at the site visit provided convincing illustrations of how the curriculum is realised and indeed how it makes it possible for students to indeed achieve all intended learning outcomes.

Conclusion and recommendations

The panel concludes that the content and the structure of the curriculum provide the necessary means for achieving the intended international and intercultural learning outcomes. The panel has no specific recommendation except the one already provided concerning the balance in population of the programme.

⁵ Digital marketing for networked business or Supply management; and Financing entrepreneurial start-ups and innovative firms or Business innovation through IT project management

Criterion 3b: Teaching methods

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

Findings

The teaching methods aim for blended learning by using an electronic learning environment (Canvas), delivering conventional lectures and workshops, flipping the classroom with micro lectures (especially for research methods), simulation games, and using facilities like the 'classroom of the future' and a design lab. All teaching materials are in English and the academic literature chosen addresses different national contexts, varying from European and North American contexts to Asian and South American contexts. Students are made responsible for their own development and their self-knowledge increases in the course of the modules. They set up an individual personal development plan and create a career development and skills portfolio. In this portfolio they also document the mandatory international experiences chosen from several possibilities: a study period abroad, the crossing borders minor including a study tour, an internship, a summer school or a thesis project abroad. Students reported that they are encouraged to realise an internship and/or international experience in the minor period. The SAR mentions that students prefer developed Western market economies for their study abroad experiences.

Considerations

The panel appreciates how the development of international and intercultural competences is supported by the balanced mix of teaching methods chosen within the TEM framework. Teaching methods are varied and used deliberately. The personal development plan and the career development and skills portfolio stimulate students to actively develop themselves. The panel noticed a certain bias in the international experiences of students as they appear to choose mainly developed Western market economies. It presumes that this has to do with partnerships available in the context of the programme, given the list of partners presented in the SAR.

Conclusion and recommendations

The panel concludes that the teaching methods are suitable for achieving the intended international and intercultural learning outcomes and invite students to actively develop themselves as international oriented professionals. The panel has no recommendations in this respect.

Criterion 3c: Learning environment

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

Findings

The SAR clearly describes how coherence in the curriculum is not only achieved through the sequence of modules and the learning lines, but also via TEM, the Twente Educational Model. In TEM, each 15 EC thematic module consists of a set of courses and an integrating project in close cooperation with companies. The emphasis is on problem-oriented and project-based learning in an international environment. The combination of the TEM approach and the compulsory international experiences enable students to achieve the intended international and intercultural outcomes. Students are supported by a variety of facilities. These include arrangements like the Twente Mobility Fund and Erasmus as support programmes for

international experience, and facilities geared towards international students like housing, assistance with visa, counselling, exchange officers and language training.

Considerations

The panel met very enthusiastic and dedicated staff and students. Both groups appreciate the TEM model and showed enthusiasm and pride regarding the integrated, international and entrepreneurial character of the programme. The panel agrees with them entirely with respect to the design of the programme and TEM, including the more specific teaching methods and materials used. Furthermore, the panel noticed a variety of supporting facilities for students. The panel is convinced that students will achieve all intended international and intercultural learning outcomes upon completion of the IBA programme.

Conclusion and recommendations

The panel concludes that the learning environment is very suitable for achieving the intended international and intercultural learning outcomes. The panel recommends to continue the TEM approach as it provides very good opportunities for really integrating the development of international and intercultural competences.

Overall conclusion regarding Standard 3: Teaching and Learning

The panel encountered a very inspiring and adequate teaching and learning environment, realised in accordance with the integrative principles of TEM. The panel deems all the underlying criteria of this standard to be surpassed. The panel especially values the conditions created by TEM for integrating international and intercultural competences. According to the panel, this can be regarded as an international example. The panel has no specific recommendations. The panel therefore assesses *Standard 3: Teaching and Learning* as good.

Standard 4: Staff

Criterion 4a: Composition

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

Findings

UT policy states that all staff who have attained the position of full, associate or assistant professor should hold a doctorate degree and have (or gain) international experience. All IBA staff (44) in these positions comply with this policy. Most faculty (39) have a university teaching qualification (UTQ). Of all faculty, 14 have industrial experience and 16 are female⁶. The 19 non-Dutch faculty consists of 13 different nationalities. Besides this, 4 of the 25 Dutch faculty gained registered international experience complementing their international background through international work or study experience. The staff student ratio is 1: 11.

Two study advisors are dedicated to the business administration students (bachelor and master), and there is a coordinator for internationalisation. The SAR also mentions the influence of the PhD community (60% non- Dutch) and the programme for visiting researchers from international institutions. These aspects are highly appreciated in the 2016 external research evaluation.

⁶ Figures in the documentation sent before the visit and those provided during the site visit differ. Here the last figures provided during the site visit are used.

In principle, faculty are expected to spend 80% of their time on teaching and 20% on research. In the workload model, other factors influence the distribution of research and educational tasks as well; for example research grants obtained, special tasks like coordinating, being on the programme committee or the examination board; etc.

Considerations

The panel met very dedicated and cooperative staff representing several nationalities. They turned out to be adequately qualified for their teaching tasks and are fully aware of international and intercultural aspects.

Conclusion and recommendations

The panel concludes that the composition of the staff does facilitate the achievement of the intended international and intercultural learning outcomes.

Criterion 4b: Experience

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

Staff showed international and intercultural awareness during the site visit by giving examples from their teaching practices. All staff are expected to have some international background, either through international work or study experience (see 2a). International work concerns visiting scholarships abroad, OECD workshops, the double degree programmes already active (Italy, Finland and Germany) and under development (Universities in Norway, Germany, China, Vietnam, and Indonesia). Furthermore, the CVs of the staff show exchanges in the context of the European Consortium of Innovative Universities (ECIU), theses executed abroad, and all kinds of international project work on research, teaching, and consultancy abroad are mentioned, for example the involvement of NIKOS in entrepreneurial projects in developmental countries (e.g. Indonesia). The 19 non-Dutch staff members represent 13 nationalities, thus providing varied international experience to the teaching teams. Proficiency in English among staff seems to be an issue according to the national student survey and to the students met during the site visit. The heads of department and programme management, however, estimate that this is rather due to students not being used to and/or being able to cope with several different accents in English, than lack of proficiency. Therefore, they are now investigating if they can equip students to better understand different English accents. In the introduction week of the program, the faculty organises activities with culturally mixed student teams in order to stimulate intercultural behaviour

Considerations

The panel met dedicated staff showing international and intercultural awareness during the site visit. The panel also appreciates the active involvement of staff with international entrepreneurial projects. Nevertheless, staff remain especially keen on gathering international experience within companies.

Conclusion and recommendations

The panel concludes that staff members have sufficient internationalisation experience, intercultural competences and language skills. The panel recommends to invest in further aligning language skills among students and staff instead of only equipping students to better understand different English accents.

Criterion 4c: Services

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

Staff has to comply with policies regarding scientific, educational and international competences (see 2a). Support for further professionalization is available, for example through courses offered on teaching in international classrooms by CELT and on intercultural competences by the language centre. Furthermore, the SAR mentions possibilities for international staff exchange. During the site visit faculty mentioned some examples of courses followed in the context of preparing university teaching qualifications as well as through international exchanges. They also illustrated how professionalisation regarding (international) teaching is stimulated and facilitated through educational research, either in the context of the senior teaching qualification (STQ) or by preparing papers on educational topics. A recent paper, for example, addresses the relationship between cross-cultural competences and international entrepreneurial intentions.

Considerations

The panel noticed willingness to continuously professionalise, educationally as well as regarding intercultural and international competences, although this is not yet included in the workload model allocating time to staff members (see also 4a). The panel appreciates the practice of faculty also conducting educational research, for example regarding cross cultural and international competences.

Conclusion and recommendations

The panel concludes that the services provided to the staff are consistent with the staff composition. These services adequately facilitate international experiences, intercultural competences and language skills. The panel recommends to include time for professionalisation in the workload model in order to explicitly allocate allocated time for it.

Overall conclusion regarding Standard 4: Staff

The panel concludes that the composition of the staff does facilitate the achievement of the intended international and intercultural learning outcomes. Staff members have sufficient internationalisation experience, intercultural competences and language skills. The panel noticed willingness among the staff to continuously professionalise, educationally as well as regarding intercultural and international competences. The panel appreciates the active involvement of the staff with international entrepreneurial projects. The services provided to the staff are consistent with the staff composition and adequately facilitate international experiences, intercultural competences and language skills.

The panel deems all the underlying criteria of this standard to be systematically surpassed. Especially the activities regarding double degrees can be regarded as an international example. The panel therefore assesses *Standard 4: Staff* as good.

Standard 5: Students

Criterion 5a: Composition

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

Findings

The programme intends to enrol 45% Dutch students, 45% other European⁷ students and 10% non-European students per cohort. For the academic year 2018/2019, the percentages are 56%, 32% and 11% respectively (and 1% unknown). The figures in the documentation show a decrease of European students in favour of non-European students. In order to increase the percentage of international students, especially non-European ones, local agents have been contracted to promote the programme. Also, Navitas organises pre-university years in order to bridge the gap between the entry requirements of the programme and the education of the non-European students. The programme welcomed 48 exchange students from eleven different countries in 2018/2019 in addition to the international students already registered in the IBA programme. When students work in groups, each group has to include at least one non-Dutch student.

Considerations

The panel noticed that the division between Dutch, European and non-European students does not yet attain the programme's ambitions. It also noticed that marketing efforts have been made to improve the balance. It observed that the programme takes proactive measures, regarding for example mixed composition of groups, in order to ensure international cooperation between students in the programme. Furthermore, the TEM approach and perspectives chosen in teaching materials (see standard 3) facilitate the programmes' internationalisation goals.

Conclusion and recommendations

The panel concludes that the composition of the student group aligns with the programme's internationalisation goals. The panel has no other specific recommendation than to continue supporting the integrated international approach of the programme by further stimulating the international composition of the student population.

Criterion 5b: Experience

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

Findings

All IBA students are obliged to gain some international experience. They can choose from several possibilities: a study period abroad, the crossing borders minor including a study tour, an internship, a summer school or a thesis project abroad. They include these experiences in their personal development plans and their career development and skills portfolio. Thus, they are actively encouraged to add explicit international experiences to the implicit ones integrated in the programme's design and realisation. Students indicate that they appreciate the international mindset of the programme, even though the number of international students is rather low. They mentioned the value of mixed groups, not only in projects but also in 'STRESS', the study association.

⁷ European implies EU/EEA

Considerations

The panel appreciates the mandatory character of international experiences and how they need to be included in the personal development plans and career and skills portfolio's. It regards this as an important and valuable addition to the international character the programme has already in itself. Students convincingly illustrated how this is materialised in practise.

Conclusion and recommendations

The panel concludes that students gain appropriate internationalisation experience which contributes to the internationalisation goals. The panel recommends nothing in particular as it is convinced that the conditions for gaining internationalisation experience are adequate.

Criterion 5c: Services

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

Findings

The SAR explains how the UT stimulates students to use (international) scholarships and how it maintains a substantial network of international partnerships for exchanging students (and staff). It is also explained that faculty prepares students to work in a global environment by incorporating cross cultural and intercultural learning into teaching content, teaching methods and the international teaching environment as realised through TEM. This was illustrated by several interlocutors during the site visit and various of course materials studied by the panel. Furthermore, the panel observed several support arrangements for students concerning the provision of information, study guidance and counselling, assistance with visa, etc. Some of them are geared towards international students, others address internationalisation for all students. The favourable staff-student ratio contributes to this as well; students reported that they appreciate the approachability and assistance of faculty. The SAR refers to the International Student Barometer as an indicator for its international orientation. It shows the UT has obtained the highest score of all Dutch universities in terms of student satisfaction. It also shows that the UT climbed from the 108th position 2014 to the 80th position in 2016.

Considerations

The panel noticed that the programme has a variety of international partnerships and arrangements for students. Students can call upon several supportive arrangements and facilities, including those facilitating their particular international and intercultural needs. Personal study advice and counselling is not only available, but also proactively offered, especially in the first year. The scores on the International Student Barometer endorse the panel's impression obtained from the documentation as well as during the site visit.

Conclusion and recommendations

The panel concludes that services provided to students are adequate. The panel has no specific recommendation in this respect.

Overall conclusion regarding Standard 5: Students

The panel found that the composition of the student group aligns with the programme's internationalisation goals and that they gain appropriate internationalisation experiences. There are adequate services supporting students in obtaining the internationalisation goals. The panel deems all the underlying criteria of this standard to be met. The panel recommends to continue supporting the integrated international approach by further stimulating the international composition of the student population.

The panel therefore assesses *Standard 5: Students* as satisfactory.

6. Overview of assessments

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

Annex 1. Composition of the panel

Overview panel requirements

<i>Panel member</i>	<i>Subject</i>	<i>Internat.</i>	<i>Educat.</i>	<i>QA</i>	<i>Student</i>
• Dr. A. Blackburn	X	X	X	X	
• Dr. C. Terlouw		X	X	X	
• Dr. J. W. Wierda	X	X		X	
• M. Speelberg, MSc		X		X	X

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

Chair:

Alan Blackburn graduated in Business Studies, University of Northumbria, has a Masters in Industrial Relations, University of Warwick and a PhD in Educational Research, University of Lancaster. He started his career as an industrial engineer and subsequently fulfilled academic roles as course leader in a Management Services Programme, senior lecturer at Oxford Brookes Business School in Human Resource Management (1990) and principal lecturer leading the development of master programmes. As assistant dean (2000) first for postgraduate programmes and later for strategy and planning he was among other things responsible for developing a postgraduate portfolio, human resourcing and development, the internationalisation agenda and accreditation developments. He leads EPAS accreditations (since 2006) and is still active in the EFMD network, although retired.

Member:

Cees Terlouw has masters in instructional sciences, University of Groningen and a PhD in social sciences, University of Twente (UT). He started his career as a teacher in primary and secondary education. Since 1976 he fulfilled academic roles as lecturer and senior researcher at the UT. From 1999 onwards he fulfilled several management functions (among them being director) at the educational centre of the UT and at the UT's institute for expertise development and (post graduate) teacher training, as well as at the Saxion University of Applied Sciences. Alongside he realised several consultancy projects in Eastern Europe, South Africa and Asia. He became associate professor enrolment management and educational transition at Saxion (2007). He retired (2012) and since is emeritus associate professor and senior researcher and consultant.

Member:

Wes Wierda has a master in economics, University of Amsterdam and a PhD on Economics, Erasmus University Rotterdam. He started his career as a lecturer and member of the management team of Inholland University of Applied Sciences Haarlem. He has been business director of The Publishers BV which functions as a clearing house. He became professor of media business at the Inholland University of applied Sciences Haarlem (2008) and associate at Hobéon, an assessing and auditing company (2014). He is registered as a Lloyd's certified lead

auditor. Since 2017 he is also certified by ECA for assessing the quality of internationalisation. Since 2015 he is professor at Glion Institute of Higher Education / LRG University of Gruyere in Switzerland, specialised in the development and effectiveness of (digital) media focused business models.

Member:

Marijke Speelberg has a bachelor degree in liberal arts and sciences from University College Utrecht (2012) and two master degrees in international development studies, Utrecht University (2017) and in global business and sustainability, Rotterdam School of Management, Erasmus University (2018). She was involved in several extra-curricular activities including serving as student member of two programme committees, chairperson on an alumni board and student member of a NVAO panel. She was a winner of the MSc challenge of Nyenrode Business University and a finalist of the TEDxAmsterdam organised by McKinsey&Company.

Coordinator and secretary of the panel:

Johanneke Braaksma has a master in comparative education and educational policy making, University of Groningen. She started her career as a researcher in comparative education. She became reference librarian and head of a faculty library at the UT (1988). She participated in several advisory and exam committees. Since 2000 she has been an educational advisor at institutes affiliated with universities (e.g. IOWO), and since 2012 also as freelance consultant. She contributes, often as project leader, to a variety of projects regarding curriculum development, educational innovation, quality assurance, teacher professionalisation, coaching, and testing and assessment. She regularly participates in (inter)national audit teams.

Coordinator from Certiked for compiling the panel and organising the visit etc.:

Wim Vercouteren

Annex 2. Documents reviewed

- Self-assessment report, including documented internationalisation goals, a diagrammatic overview of the curriculum and annexes and with additional reports regarding entrepreneurship and internationalisation
- CVs of faculty
- Curriculum documents and assessment plans also indicating where intercultural and international learning outcomes will be achieved
- Module catalogue describing the curriculum components and the ECs
- Course materials and module syllabuses (also on Canvas), including tests and examinations
- Study abroad manual and an example of the diploma supplement
- Fifteen theses and their grading forms with a rubric
- Education and Examination Regulations (EER)
- Rules and guidelines of the examination boards BMS 2018 - 2019
- Figures regarding incoming and outgoing students of the last three years
- A list of international and internationalisation activities
- Policy documents of the university, the faculty and the programme, e.g. Policy letter Internationalisation and Entrepreneurship
- Minutes of the management, education and examination committees
- Evaluations of courses and the programme
- Module improvement plans
- Annual reports, programme budget and programme marketing budget
- Reflexion International experience (4 students)

Annex 3. Site visit programme

Overview

Date:	4-7 March 2019
Institution:	University of Twente
•	Programme: BSc International Business Administration Programme
•	Programme: MSc Business Administration Programme Set
Location:	Drienerlolaan 5, 7522 NB Enschede
	Meetings in building Ravelijn, Hallenweg 17, 7522 NH Enschede

Programme

Date:	4 March 2019 Arrival committees
Location:	Upark hotel, De Veldmaat 8, 7522 NM Enschede
19.30:	Briefing dinner of the Reviewers and Observer alone

Programme day 1

Date:	5 March 2019
9.00 - 10.00:	Meeting with Dean/Director and senior management team

<i>Full name</i>	<i>Position</i>
• Mr prof.dr. T.T.M. (Thom) Palstra	Rector Magnificus
• Mr prof.dr. T.A.J. (Theo) Toonen	Dean BMS
• Mr dr. H. (Henk) Boer	Senior Adviser Education BMS
• Mr dr. M.L. (Michel) Ehrenhard	Programme director BSc IBA / MSc BA

10.00 - 10.45: Meeting with Heads of academic subject areas (or equivalent) relevant to programmes

<i>Full name</i>	<i>Position</i>
• Ms prof.dr. T. (Tanya) Bondarouk	Chair Human Resource Management
• Mr prof.dr. J. (Jos) van Hillegersberg	Chair Business Information Systems
• Mr prof.dr. M.R. (Rez) Kabir	Chair Corporate Finance and Risk Management;

•	Mr prof.dr. H. (Holger) Schiele	Chair Technology Management – Innovation of Purchasing, Production and Logistics
•	Ms prof.dr.ir. P.C. (Petra) de Weerd-Nederhof	Chair Organisation Studies and Innovation
•	Ms prof.dr. C.P.M. (Celeste) Wilderom	Chair Change Management & Organisational Behaviour
<i>Programme</i>		<i>BSc International Business Administration</i>

10.45 - 12.15: Peer Review Team assessment of programme (set) 1 materials and student work

12.15 - 13.00: Lunch PRT

13.00 - 14.30: Meeting with Programme Director and management team

<i>Full name</i>	<i>Position</i>
• Mr dr. M.L. (Michel) Ehrenhard*	Programme director BSc IBA / MSc BA
• Ms drs. C. (Corrie) Huijs*	Programme coordinator BSc IBA
• Ms L. (Lena) Ay MSc	Study adviser BSc IBA
• Ms S.S. (Sanne) Gritter-Spuls MSc	Former study adviser BSc IBA
• Ms K. (Kim) Bruil	Marketeer
• Ms drs. I. (Inge) van Haare*	Faculty Internationalisation Coordinator BMS
• Mr J. (Jaap) Stout MSc*	Exchange coordinator BMS

* These participants deal with internationalization

14.30 - 14.45: Break

14.45 - 16.00: Faculty staff teaching on BSc programme IBA (Group 1)

<i>Full name</i>	<i>Module or Course</i>
• Mr dr. H.C. (Henry) van Beusichem**	Teacher mod 3: FAIS; programme committee
• Ms dr.ir. P. (Petra) Hoffmann**	Coordinator and teacher mod 2: BOM
• Mr dr. E. (Erwin) Hofman**	Coordinator and teacher mod 6: INN&ENT
• Mr dr. H. (Henk) van der Kolk**	Teacher Research Methods
• Mr dr. M.R. (Martin) Stienstra**	Coordinator and teacher Minor Crossing Borders

** Final Project Examiners

Faculty staff teaching on BSc programme IBA (Group 2)

<i>Full name</i>	<i>Module or Course</i>
• Mr dr. H.F. (Harry) de Boer**	Teacher mod.1: TOP
• Mr dr. J.G. (Jeroen) Meijerink**	Coordinator and teacher mod 4: HOLI; programme committee
• Ms dr. A. (Anna) Priante**	Teacher Mod 5: SME
• Ms A. (Annemarie) Ridder MSc	Coordinator and teacher Skills learning line
• Mr ir. E.J. (Jeroen) Sempel**	Teacher Financial Management in elective mod 9
• Mr prof.dr. J.J. (Hans) Vossensteyn**	Coordinator and teacher mod 11: CHANGEL

**** Final Project examiners**

16.00 - 17.00: PRT: Further assessment of BSc programme IBA and preliminary assessment of MSc programme BA

17.00 - 17.45: Meeting with Students on BSc programme IBA (group 1)

<i>Full name</i>	<i>Position</i>
• Mr Tom Benerink	3 rd year
• Mr Pascal Benincasa	3 rd year
• Ms Maeva de Graaff	1 st year
• Mr Rafael Guandalin Lubascher	2 nd year
• Ms Laura Kreuger	2 nd year, programme committee
• Mr Julian Sotscheck	3 rd year, University Innovation Fellows
• Mr Chris Sleurink	2 nd year, programme committee
• Mr Jorrit Hoekstra	2 nd year
• Mr Kieron Thomas	1 st year
• Ms Lisa van Disseldorp	3 rd year, Educational Quality Committee/study tour

Meeting with Students on BSc programme IBA (group 2)

<i>Full name</i>	<i>Position</i>
• Mr Christian Claßen	2 nd year
• Ms Anja Dömer	2 nd year, University Innovation Fellow
• Ms Nhu Phan	2nd year
• Mr Huub Stroet	3 rd year, STRESS board
• Ms Bregje Walraven	2 nd year, programme committee/Honours
• Mr Ömer Avci	3rd year
• Mr Max van Gaalen	1st year
• Mr Mohamad Mahayri	3 rd year
• Mr Eric Wan	1 st year
• Ms Alina Ritter	3 rd year

17.45 - 18.45: Meeting with Alumni/graduates from both programmes (IBA)

<i>Full name</i>	<i>Year</i>	<i>Position</i>
• Ms Marcella Claase MSc	2012 (IBA) 2014 (BA)	Alumnus BSc IBA + MSc BA; BrixCRM
• Ms Silke Oude Aarninkhof MSc	2016 (IBA) 2018 (BA)	Alumnus BSc IBA + MSc BA; Nedap
• Ms Dagmar Klopper MSc*	2016 (IBA) 2018 (BA)	Alumnus BSc IBA + MSc BA, TUB DD; EY (not present due to illness)
• Mr Danny Kappen MSc*	2011 (IBA) 2013 (BA)	Alumnus BSc IBA+ MSc BA; Bekader; Simon-Kucher & Partners (not present due to illness)

All are stakeholders for Entrepreneurship

** These participants are stakeholders for internationalization*

Meeting with Alumni/graduates from both programmes (BA)

<i>Full name</i>	<i>Year</i>	<i>Position</i>
• Ms Lisa Bakir MSc	2017	Alumnus MSc BA; PhD candidate UT
• Mr Altay Sahbaz MSc	2017	Alumnus MSc BA; Cap Gemini
• Mr Koen Kuijpers MSc	2015	Alumnus MSc BA; Extend SOWECO, Entrepreneur, external PhD candidate
• Ms Rianne Kortekaas MSc	2018	Alumnus MSc BA; Researcher UT (<i>student chapter</i>)
• Mr Carl Middelkoop MSc	2016	Alumnus MSc BA; TT-Engineering
• Ms Hanna Hanna MSc*	2018	Alumnus BSc IBA + MSc BA, TUB DD; PhD candidate UT

All are stakeholders for Entrepreneurship

** These participants are stakeholders for internationalization*

17.45 - 18.45: Meeting with Corporate links for both programmes (IBA)

<i>Full name</i>	<i>Position</i>
• Ms Annique de Greef MSc	Member of Board of Practitioners and alumnus, Education Director Erasmus Centre for Entrepreneurship Rotterdam
• Mr Daan Giesen MSc	Member of Board of Practitioners and alumnus, Head Optimization ZorgDomein
• Mr Gilles Meijer MSc	Member of Board of Practitioners and alumnus, Co-founder Golden Egg Check

• Mr Marc Zinck Stagno MSc*	Member of Board of Practitioners and alumnus, Co-founder & CEO Subasta de Ocio
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All are stakeholders for Entrepreneurship

** These participants are stakeholders for internationalization*

Meeting with Corporate links for both programmes (BA)

<i>Full name</i>	<i>Position</i>
• Mr David Molenaar MSc	Member of Board of Practitioners and alumnus, HR Manager Plukon Food Group
• Ms ir. Jenny Wassenaar*	Member of Board of Practitioners, Sustainability & Compliance Director Avery Dennison
• Mr Paul Höppener	Managing Partner Future Industries
• Mr Arnold Poelstra LLM	Partner EY
• Mr Arjen van de Werve	Director Stempher
• Mr René Seeder	Member of Board of Practitioners, Partner SeederDeBoer (not present due to illness)

All are stakeholders for Entrepreneurship

** These participants are stakeholders for internationalization*

19.30: Dinner at hotel for the PRT alone for discussion and preliminary evaluation of BSc programme IBA

Programme day 2

Date: 6 March 2019

09.00 - 10.30: Meeting with Programme Director and management team:

Programme BSc Business Administration programme Set

<i>Full name</i>	<i>Position</i>
• Mr dr. M.L. (Michel) Ehrenhard*	Programme director BSc IBA / MSc BA
• Mr dr.ir. A.A.R. (André) Veenendaal	Programme coordinator MSc BA
• Ms C.G.M. (Charlotte) Röring	Study adviser MSc BA
• Ms K. (Kim) Bruil	Marketeer BMS
• Ms drs. I. (Inge) van Haare*	Faculty Internationalisation Coordinator BMS
• Ms L.S. (Leonie) ten Have MSc*	International Student Support Officer BMS

** These participants deal with internationalization*

10.30 - 11.45: PRT: Further assessment of MSc programme

11.45 - 13.00: Meeting with Faculty staff teaching on MSc programme BA (group 1)

<i>Full name</i>	<i>Position</i>
• Ms dr. D.H. (Desirée) van Dun	Track International Management
• Mr dr. R. (Rainer) Harms	Track Entrepreneurship, Innovation & Strategy
• Ms dr. T. (Tamara) Oukes	Double Degree programme with TU Berlin
• Ms dr A. (Aldis) Sigurdardottir	Track Purchasing & Supply Management
• Mr dr. A.B.J.M. (Fons) Wijnhoven	Track Strategic Marketing & Digital Business

All are Final Project examiners

Meeting with Faculty staff teaching on MSc programme BA (group 2)

<i>Full name</i>	<i>Position</i>
• Ms dr. A.C. (Anna) Bos-Nehles	Track Human Resource Management
• Ms dr. N.S. (Niina) Erkama	Entrepreneurial Leadership & Responsible <i>Organizational Design course</i>
• Mr prof.dr. J. (Jörg) Henseler	Quantitative and Design Methods in Business <i>Research course</i>
• Ms dr. X. (Xiaohong) Huang	Track Financial Management

All are Final Project examiners

13.00 - 13.45: Lunch PRT

13.45 - 14.30: Meeting with Students on MSc programme BA (group 1)

<i>Full name</i>	<i>Position</i>
• Ms Roos ten Vregelaar BSc	Track EIS
• Mr Floris van den Heiligenberg BSc	Track HRM
• Ms Sjanne Hofman BBA	Track FIN

• Ms Henrike Fitschen	Track PSM
• Mr Martijn ten Elzen BSc	Track HRM
• Ms Esmee Peters BSc	Track PSM (added)
• Mr Anirudh Padmanabhan B.Tech	Track SMDB (Not present due to illness)

Meeting with Students on MSc programme BA (group 2)

<i>Full name</i>	<i>Position</i>
• Mr Wouter Rietveld BSc	Track EIS/DD-TUB
• Mr Wout Kattenpoel Oude Heerink BSc	Track FIN
• Mr Ayhan Chaush BBA	Track SMDB
• Ms Lea Möllering BSc	Track SMDB
• Mr Sercan Findik BSc	Track PSM
• Mr Taha Dehneh	Track HRM (not present due illness)

14.30 - 15.30: PRT: Further assessment of MSc programme and students work
Site visit: Classroom of the Future/Design Lab

15.30 - 16.30: Meeting with Resources relevant to both programmes
Group 1 - information & library resources; technology for pedagogy
Group 2 - financial resources, generalised student support & services

<i>Full name</i>	<i>Position</i>
• Mr ir. F.M.J.W. (Frank) van den Berg	Head of Centre of Expertise in Learning and Teaching
• Ms drs. K.A. (Katinka) Jager	Information Specialist /Library
• Ms M.G. (Marloes) Luttikhuis MSc	UTQ/BKO = University Teaching Certificate; Centre of Expertise in Learning and Teaching
• Mr ir. J.E. (Hans) Oeloff	Director Centre for Educational Support
• Ms drs. K. (Katja) Hunfeld	Head of Language Centre & International Support
• Ms ir. S.D.E. (Simone) Oolhorst	Head Student Affairs & Services, incl Admission
• Ms J.H.B. (Jacqueline) Weppelman-ter	Controller BMS
• Ms drs. R.R. (Rixt) Zeelenberg	Manager Educational Service Centre BMS

16.30 - 17.30: Meeting with Staff responsible across all programmes for Quality Assurance

<i>Full name</i>	<i>Position</i>
• Ms Prof.dr. T. (Tanya) Bondarouk	Chair Examination Board
• Mr drs. J.P. (Jan) van Diepen	Coordinator Quality Assurance BMS
• Ms drs. H.L.M. (Riet) Martens	Project Manager Quality Assurance
• Mr dr. M. (Matthias) de Visser	Chair Programme Committee

• Ms drs. W.D. (Helma) Vlas	Educational Consultant Testing and Assessment
• Mr prof.dr. C. (Ciano) Aydin	Vice Dean of Education BMS (responsible for QA)

17.30 - 18.30: PRT further assessment of MSc programme and students work

19.30: Dinner at hotel for PRT alone for discussion and evaluation of MSc programme BA

Programme day 3

Date: 7 March 2019

8.30 - 09.15: Meeting with NVAO Board of Examiners

<i>Full name</i>	<i>Position</i>
• Ms H. (Heleen) Baarslag MSc	(External) Member Examination Board
• Ms prof.dr. T. (Tanya) Bondarouk	Chair Examination Board
• Ms C.B. (Claudia) van Dijken	Registrar Examination Board
• Mr dr. R.P.A. (Raymond) Loohuis	Member Examination Board
• Mr dr. M.R.K. (Martijn) Mes	Member Examination Board
• Mr dr. D.M. (Devrim) Yazan	Member Examination Board

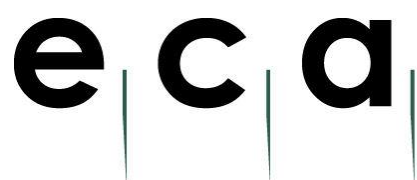
09.15 - 11.00: PRT: Final discussion and preparation of feedback

11.00 - 11.30: Oral feedback to the Institution

11.30 - 12.30: Development Dialogue (NVAO)

<i>Full name</i>	<i>Position</i>
• Mr dr. M.L. (Michel) Ehrenhard	Programme director BSc IBA / MSc BA
• Ms drs. C. (Corrie) Huijs	Programme coordinator BSc IBA
• Mr dr.ir. A.A.R. (André) Veenendaal	Programme coordinator MSc BA

End of site visit and departure



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