

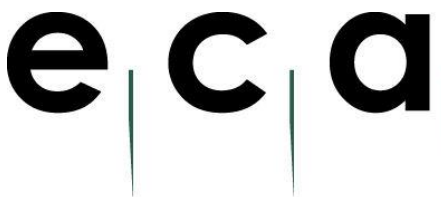
Assessment report

# Bachelor International Business

The Hague University of Applied Sciences



Certificate for Quality in Internationalisation



European consortium for accreditation



Assessment report

# Bachelor International Business

**European Consortium for Accreditation in Higher Education**  
ECA OCCASIONAL PAPER



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## 1. Executive summary

This report contains an assessment of the quality of internationalisation of the bachelor's programme International Business (IB) at *De Haagse Hogeschool* (The Hague University of Applied Sciences, further: THUAS). The audit was performed by an international panel, convened by AeQui and validated by the Accreditation Organisation of the Netherlands and Flanders (NVAO), during a visit to The Hague on 29 and 30 January 2020. The panel's findings, considerations and conclusions are based on a self-evaluation report, on additional materials illustrating the programme's performance on internationalisation and on a series of discussions with different internal and external programme stakeholders.

According to the panel, the IB THUAS programme fulfils all criteria and all standards of the CeQulnt evaluation framework and this up to a level that always surpasses the generic quality that can be reasonably expected from an international perspective.

The IB programme at THUAS aims "to provide curious and internationally-oriented students with the means to reach their potential as responsible business professionals and global citizens". Formulated in close consultation with all stakeholders, there is a common understanding among students, staff, alumni and professional field about the international character of 'their' IB programme and about the features that set IB THUAS apart from other similar programmes in the Netherlands: international students and staff, internationalised curriculum, global citizenship, inclusiveness, global partner network. The panel thinks highly of the interrelatedness between the mission of the programme and the core values of the university. The internationalisation goals are well chosen according to the panel, are strongly tailored to the IB curriculum and have a firm impact on the quality of teaching and learning, both directly and indirectly. These goals come with verifiable objectives that monitor the scope / content of the internationalisation goals and measure the progress on each goal.

The commonly agreed set of programme learning outcomes at national level constitutes a strong framework which allows IB THUAS to integrate its own focus areas and unique selling points (among other things its international orientation and character ). The panel thinks highly of the formulated graduate outcomes and their operationalisation in the curriculum. The structure of the new IB programme in terms of learning outcomes, module learning goals and assessment is developed strongly on paper. The panel is confident that, due to the extensive

preparation and the good quality learning environment, the new programme will deliver on its international and intercultural ambitions.

Students are offered good quality teaching and learning that fits perfectly with the type of education the faculty and the university want to offer to the IB students in The Hague. The curriculum, the educational principles, the teaching methods and the learning environment are all aligned, reflect the core values of the university and ensure that students can acquire the envisaged international and intercultural learning outcomes.

The geographically and culturally diverse composition of the staff body reflects perfectly the vision and ambitions of the programme. The staff quality is high and so is their disciplinary, professional, didactic, international, intercultural and language expertise. The opportunities for staff professionalisation are numerous and appropriate, and will be further developed in line with the objectives of the programme's internationalisation goals. Having met very motivated and enthusiastic teachers on site, the panel fully understands that students are highly satisfied with the knowledge, skills and availability of the staff who contribute to a safe and welcoming learning environment.

The composition of the student body is truly international and interculturally diverse. The curriculum allows students to acquire extensive international and intercultural competences both at home and abroad. Students can use a variety of services which are of good quality and benefit the international and intercultural dimension of the programme. According to the panel, mentoring constitutes a good example of how the core values of a programme and a university can be implemented in a proper way.

The panel has assessed the quality of internationalisation of the new IB programme. Throughout the visit, it has come to appreciate not only the recent efforts to internationalise the IB curriculum, but also the intrinsic DNA of the international business education programmes at THUAS in the past. This means according to the panel that also IBMS students have been and continue to be exposed to a highly international and intercultural learning environment where extensive attention is paid to international business awareness, intercultural competence, collaborative pedagogies, cultural diversity in the classroom and inclusive assessment.

In addition to all positive comments and appreciations, the panel sees room for improvement in three areas. It advises the IB THUAS programme to:



- make ethical and social responsibility/sustainability an important pillar of the programme's international and intercultural competences;
- ensure that the content of the internship allows students to acquire the learning outcomes on intercultural proficiency;
- consider offering also fast-track three-year programme students a compulsory experience abroad through the internship;
- design a testing format that establishes whether students have acquired the graduate outcome intercultural awareness at end level.

In sum, the panel considers that the bachelor's programme International Business at The Hague University of Applied Sciences fulfils each of the five standards of the CeQuInt assessment framework. Its overall judgement on the programme's quality of internationalisation is **positive**.

## 2. The assessment procedure

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

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

- Drs. Mariëlle Klerks, Panel chair on behalf of AeQui and CeQuInt certified auditor
- Dr. Gerry Geitz, Director Education and Research, NHL Stenden University of Applied Sciences Leeuwarden
- Dr. Babak Mehmenpazir, Vice Dean strategic management and international accreditations, EM Strasbourg Business School, France
- Prof. Dr. Natalia Ribberink, Professor of Foreign Trade and International Management, Hamburg University of Applied Sciences, Germany
- Joris Hahn BSc, Master student Spatial Transport & Environmental Economics, Vrije Universiteit Amsterdam
- Mark Delmartino MA, NVAO-certified panel secretary and CeQuInt certified auditor.

The composition of the panel reflects the expertise deemed necessary by the Frameworks. The individual panel members' expertise and experience can be found in [Annex 1: Composition of the assessment panel](#). All panel members signed a statement of independence and confidentiality. These signed statements are available from AeQui upon simple request. The procedure was coordinated by ir. René Kloosterman, Director of AeQui.

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 members shared their initial findings prior to visit and held a preparatory meeting at the start of the site visit. This visit took place on 29 and 30 January 2020 at The Hague University of Applied Sciences in The Hague. ([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 2 April 2020. It was then sent to the IB programme management to review the report for factual mistakes. The panel considered their feedback and approved the final version of the report on 15 April 2020.

### 3. Basic information

<b>Qualification:</b>	International Business, Bachelor of Business Administration
Number of credits:	240 EC (IB – 4 year programme) 180 EC (IB – 3 year programme)
Specialisations (if any):	Not applicable
ISCED field(s) of study:	Business Administration
<b>Institution:</b>	The Hague University of Applied Sciences
Type of institution:	Publicly funded institution
<b>Status:</b>	The programme is accredited by the Dutch Flemish Accreditation Body (NVAO)
QA / accreditation agency:	Previous programme accreditation – Hobéon Current programme accreditation - AeQui
Status period:	Programme accreditation is valid until 01.07.2020

#### Additional information:

The assessment of the Quality of Internationalisation (as reported in this document) was combined with an assessment of the programme quality of the Bachelor International Business according to Dutch regulations. The results of this assessment are presented in a separate report, which the institution will use to request an extension of the accreditation period with NVAO.

## 4. Assessment scale

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

### Unsatisfactory

The programme does not meet the current generic quality for this standard.

The programme does not attain an acceptable level across the standard's entire spectrum. One or more of the underlying criteria shows a meaningful shortcoming.

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### Satisfactory

The programme meets the current generic quality for this standard.

The programme shows an acceptable level of attainment across the standard's entire spectrum. If any of the underlying criteria show a shortcoming, that shortcoming is not meaningful.

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### Good

The programme surpasses the current generic quality for this standard.

The programme clearly goes beyond the acceptable level of attainment across the standard's entire spectrum. None of the underlying criteria have any shortcomings.

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### Excellent

The programme systematically and substantially surpasses the current generic quality for this standard.

The programme excels across the standard's entire spectrum. This extraordinary level of attainment is explicitly demonstrated through exemplary or good practices in all the underlying criteria. The programme can be regarded as an international example for this standard.

## 5. Assessment criteria

### Standard 1: Intended internationalisation

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#### 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.*

The bachelor's programme International Business (IB) at The Hague University of Applied Sciences (THUAS) started in 1992. Although it has changed names several times, high quality international business education has always been the key goal and quality of the programme. Over the years it has developed into a well-connected international learning community that currently, in 2019-2020, encompasses 1475 students, 65 lecturers, a large alumni network and connections with hundreds of companies around the world. IB claims to be the most international study programme of the university: it is among the bigger programmes in terms of student intake (around 500 per year) and international composition of its student (50%) and staff (60%) body that altogether represent more than 50 different nationalities.

The Hague University of Applied Sciences (THUAS) offers professionally oriented degree programmes in a broad range of domains. Currently THUAS has more than 25000 students and almost 2000 staff members. THUAS has its roots firmly anchored in the city of The Hague and is at the same time highly international. It has the outspoken ambition to be the most international university of applied sciences in the Netherlands. THUAS consists of 8 Faculties, 5 Service Departments and about 30 Research Groups. The assessment visit took place at the Faculty of Business, Finance & Marketing (BFM), which offers five degree programmes and features three research groups.

The programme under assessment, the bachelor's programme International Business, is being implemented incrementally since September 2018; students who enrolled before on the International Business & Management Studies (IBMS) programme still follow the IBMS curriculum, which is phasing out. While internationalisation has always be a key component of business education at THUAS and BFM, the international and intercultural components of the IBMS programme were more implicitly embedded in the curriculum. When designing the IB programme according to the new national IB framework (see standard 2), the programme management incorporated IB's internationalisation aspirations and activities explicitly in the mission, vision and educational frameworks of the university and the faculty.

The mission statement of the new IB programme was formulated in close consultation with all stakeholders: IB THUAS is "to provide curious and internationally-oriented students with the means to reach their potential as responsible business professionals and global citizens". In line with this mission, four collective ambitions were formulated as vision: graduates are ethically and morally responsible professionals, have an anchored professional business network, are highly internationalized global citizens, and are part of a robust IB learning community. The panel noticed that there is a clear connection between the key features of

the IB programme and the core values of THUAS, as stipulated in the university's educational framework: world citizenship, inclusiveness, internationalization and network university.

Taking into account the educational vision of both university and faculty, the IB programme used Betty Leask's conceptual framework "Internationalisation of the curriculum" to review its internationalisation practice and to formulate its internationalisation goals. Leask defines this concept as "the incorporation of international, intercultural and/or global dimensions into the content of the curriculum as well as the learning outcomes, assessment tasks, teaching methods and support services of a programme of study."

The panel learned from the extensive and highly informative description in the self-evaluation report how the programme has used Leask's conceptual framework to rethink and expand its internationalisation policy. In this process, the programme decided to focus on two graduate outcomes (see standard 2) that are at the foundation of the internationalisation goals: "international business awareness" and "intercultural competence". This exercise has resulted in a curriculum that is comprehensively international and takes into account also the institutional, the local, national and international context of the programme and the domain of IB. Moreover, eight internationalisation goals were formulated according to which the IB THUAS programme is to:

- comprehensively incorporate its vision on internationalisation of the curriculum and global citizenship in its programme's overall mission, vision and educational principles;
- incorporate a strong focus on international business awareness in IB's formal and informal curriculum;
- incorporate a strong focus of intercultural competence in IB's formal and informal curriculum;
- implement inclusive, activating and collaborative pedagogies to accommodate and leverage students' cultural diversity in the international classroom throughout the curriculum;
- review and, where needed, adjust assessment practice with the goals above in mind to ensure constructive alignment and inclusive practice throughout the curriculum;
- equip staff with the means to operationalise the goals stated above;
- build and strengthen local and international partnerships with new and existing partners in business and higher education;
- stimulate research, where feasible, into areas that strengthen any of the goals above amongst staff and students.

Based on the written materials and the discussions on site, the panel **considers** that the IB programme at THUAS has a clear profile with distinctive characteristics that are well-articulated. It thinks highly of the interrelatedness between the mission and vision of the programme and the core values of the university. THUAS has its roots firmly anchored in the city of The Hague and is at the same time highly international. The panel appreciates that the university's outspoken ambition to be the most international university of applied sciences in the Netherlands finds a sounding board in the endeavours of the IB programme.

Furthermore, the panel acknowledges the extensive efforts of the management to expand its internationalisation policy, and the systematic and comprehensive approach it took when internationalising the IB curriculum. The panel considers that the resulting internationalisation

goals are well chosen and constitute a good basis for implementing, monitoring and evaluating the international and intercultural dimension of the curriculum.

The panel thinks highly of the way in which the mission, vision and internationalisation goals of the programme have been validated by all relevant internal and external stakeholders. This appreciation is based on the panel's observation during the visit that there is a common understanding among students, staff, alumni and professional field about the international character of 'their' IB programme and about the features that set IB THUAS apart from other similar programmes in the Netherlands.

The panel **concludes** that the internationalisation goals for the IB THUAS programme are documented, shared and supported by both internal and external stakeholders.

#### **Criterion 1b: Verifiable objectives**

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

The panel learned from the information materials and the discussions on site that, while formulating the internationalisation goals, the programme has also set a number of verifiable objectives to monitor the progress and performance of the programme on each internationalisation goal. These objectives are formulated in a SMART way and relate directly to the respective goals. Moreover, in order to reach the international business awareness competence (goal 2) and the intercultural competence (goal 3), separate objectives have been formulated with regard to the formal curriculum and the informal curriculum.

As some of the objectives featured a clear timebound component, with delivery foreseen in June 2019, the panel was informed – and received a paper trail documenting the process - that these components of the respective programme goals had indeed been reached. For instance, the internationalisation goals had been discussed with a wide range of external stakeholders, and – as will be extensively described in section 2 - the IB programme learning outcomes on international business awareness and intercultural proficiency had been operationalised in the curriculum courses and projects.

The panel gathered from the written materials and the discussions that in the future, IB THUAS aspires international recognition through AACSB (school level) and/or EPAS (programme level). The panel understands the rationale for this ambition because such recognition would enhance the programme's reputation considerably among international institutions and students. According to the panel, IB THUAS should further increase the number of accredited international partners if they are seeking international accreditation themselves. Hence the panel's suggestion to sharpen the indicators for internationalisation goal 7 (partnerships) accordingly.

Finally, the panel learned that the internationalisation goals and their objectives will be integrated soon in the recently established IB dedicated Quality Management System. In this way, the goals will become an integral part of the internal quality assurance system of the programme that operates according to the Deming-cycle Plan Do Check Act.



Based on the written materials and the discussions on site, the panel **considers** that the IB THUAS programme has formulated highly adequate objectives: these objectives are relevant for measuring the scope/content of the programme’s internationalisation goals and have been formulated in such a way that they will also measure the progress the programme is making on each of these goals. Moreover, the first results are positive and instil confidence in the system: some indicators have already been reached and the international goals will become an integral part of the programme’s overall quality management system.

The panel **concludes** that verifiable objectives have been formulated that allow monitoring the achievement of the programme’s internationalisation goals.

**Criterion 1c: Impact on education**

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

The panel noticed that the internationalisation goals are highly connected to the development of the new IB THUAS curriculum and therefore explicitly include measures that contribute to the overall quality of teaching and learning. In fact, the first internationalisation goal – on vision and mission – impacts on all aspects of the programme delivery. The next four goals – on international business awareness, intercultural competence, inclusive pedagogies and assessment – directly impact on individual teaching and learning components of the programme. These goals aim to operationalise and consolidate the programme’s expanded vision on internationalisation in the new curriculum. The remaining three goals – which focus on staff, partnerships and research - indirectly contribute to the overall quality of teaching and learning, by supporting a learning environment in which the teaching and learning envisaged in the first goals can be shaped in a professional and sustainable manner.

The panel noticed furthermore during the visit that whilst the formulation of internationalisation in the curriculum has been considerably strengthened in view of the new IB curriculum, the respective components of the internationalisation goals were already – at least implicitly – present in the ‘old’ IBMS curriculum. This means that also IBMS students have been and continue to be exposed to a highly international and intercultural learning environment where extensive attention is paid in teaching and learning to international business awareness, intercultural competence, collaborative pedagogies, cultural diversity in the classroom and inclusive assessment. For a very long period already, emphasizing global citizenship as a key value of THUAS has meant that international students – and international staff - feel welcome and appreciated at IB/IBMS. The panel gathered from the discussions that the programme has been successful at implementing the THUAS, BFM and IB/IBMS values and has put in a considerable additional effort in the recent past to incorporate these values explicitly in the new IB curriculum.

Based on the written materials and the discussions on site, the panel **considers** that the internationalisation goals are strongly connected to the IB curriculum and will impact on the quality of teaching and learning directly and indirectly. The panel acknowledges that the

process of formulating goals and objectives that have a direct bearing on the quality of teaching and learning has been lengthy and laborious, but its results are good. Furthermore, it is important to underline that these efforts are about concretising and making explicit what was already in the DNA of the international business education programmes at THUAS in the past.

The panel **concludes** that the internationalisations goals explicitly include measures that contributed to the overall quality of teaching and learning.

### **Overall conclusion on standard 1**

The panel concludes that the IB THUAS programme meets all underlying criteria of this standard and this to a level that systematically and substantially surpasses the current generic quality for this standard. According to the panel, the IB programme at THUAS has a clear profile with distinctive characteristics that are well-articulated. It thinks highly of the interrelatedness between the mission and vision of the programme and the core values of the university. The panel acknowledges the extensive efforts and welcomes the comprehensive approach to internationalise the curriculum. The resulting internationalisation goals are well chosen and they are strongly tailored to the IB curriculum and will impact on the quality of teaching and learning, directly and indirectly. Moreover, these goals constitute a good basis for implementing, monitoring and evaluating the international and intercultural dimension of the curriculum. Furthermore, the panel thinks highly of the way in which the mission, vision and internationalisation goals of the programme have been validated by all relevant internal and external stakeholders: there is a common understanding among students, staff, alumni and professional field about the international character of 'their' IB programme and about the features that set IB THUAS apart from other similar programmes in the Netherlands. Furthermore, the programme has formulated highly adequate objectives, which are relevant for measuring the scope/content of the programme's internationalisation goals and will effectively measure the progress the programme is making on each of these goals. Finally, the panel wants to emphasise the above-mentioned efforts are about concretising and making explicit what was already in the DNA of the international business education programmes at THUAS in the past: hence, also IBMS students have been and continue to be exposed to a highly international and intercultural learning environment where extensive attention is paid in teaching and learning to international business awareness, intercultural competence, collaborative pedagogies, cultural diversity in the classroom and inclusive assessment. Based on the interviews and the examination of the underlying documentation, the panel assesses *Standard 1. Intended internationalisation* as **excellent**.

## 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.*

The bachelor programme IB at THUAS is relatively new and started in September 2018. During the previous accreditation round in 2013, the assessment committee issued a positive recommendation on the IBMS programme, which is now phasing out. In accordance with the Government's vision to have fewer but broader programmes, 14 Dutch universities of applied sciences have looked into their portfolio of programmes with an international business dimension and have adjusted these to reflect current international business practices and recent insights from research. After extensive discussions with relevant stakeholders and experts from academia and industry, a new framework for IB programmes was developed and validated in 2017. This framework features 24 programme learning outcomes (PLOs), which are reflected in all IB programmes in the Netherlands. The PLOs are organised in 14 themes and four domains – ways of thinking, ways of working, living in the world, and tools for working & management – which are derived from the KSAVE model (Knowledge, Skills, Attitudes, Values and Ethics). This approach ensures that in addition to disciplinary competences, IB students also acquire generic '21<sup>st</sup> century' skills that add value to a broad range of jobs.

The panel noticed that the nationally agreed IB PLOs constitute a robust framework within which each individual IB programme is at liberty to integrate and operationalise its own focus areas and distinctive characteristics. The THUAS variant of the IB programme stands apart as a highly internationalized programme: the panel learned that the unique selling points of the programme are its high percentage of international students, its internationally diverse group of lecturers, its network of global partners and its attention to internationalization as part of the curriculum content. Moreover, the programme takes on board the educational vision of the university and the faculty, addressing issues such as global citizenship, inclusiveness, networking and practice-oriented learning.

The panel learned that the curriculum committee, which is overlooking the development of the new IB curriculum, was tasked to ensure that all modules would align with the new set of PLOs, that students would reach all learning outcomes at the required level, and that there would be sufficient attention in the modules to acquiring the 21<sup>st</sup> century skills. Further to what was mentioned under standard 1, the programme's intended international and intercultural learning outcomes have been concretised in two graduate outcomes: "international business awareness" and "intercultural competence". These graduate outcomes, in turn, have been operationalized in six PLOs: this means that the international business awareness of IB students is addressed and assessed in modules and projects covering the Way of Thinking PLO 3 on international business awareness and in the Living in the World PLO 10 on ethical and social responsibility. The intercultural competence of IB students is reflected in the Living and Working PLOs 11-14 on Intercultural Proficiency.

The panel gathered from the extensive documentation in the self-evaluation report, which included a detailed overview of how graduate outcomes are operationalised per year, ILO,

course, assessment method and internationalisation goal, that both competences are addressed in each year of the curriculum and in a majority of courses and projects.

Based on the written materials and the discussions on site, the panel **considers** that the commonly agreed set of programme learning outcomes at national level constitutes a strong framework which allows IB THUAS to integrate its own focus areas and unique selling points. The panel thinks highly of the formulated graduate outcomes and the way in which these outcomes, which are specific to IB THUAS, have been incorporated in the nationally agreed programme learning outcomes.

The panel **concludes** that the intended international and intercultural learning outcomes correspond with the programme's internationalisation goals.

#### **Criterion 2b: Student assessment**

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

The panel learned that the assessment system of the IB programme is embedded in the policy and provisions of both university and faculty. For instance, the IB programme is using the assessment cycle specified in the Assessment Handbook of the faculty. This assessment cycle does not only focus on the entire logistical testing process from designing to administrating the test, but also serves as a check mechanism whether the quality of the testing and the assessment is adequate. Moreover, the panel noticed in the course materials it reviewed on site that the policies and principles underlying student assessment are implemented properly in the day-to-day reality of the IB programme.

The panel gathered that already in the old IBMS curriculum, both international business awareness and intercultural competence played an important role throughout the curriculum, in the assessment of the respective modules and projects, and in establishing whether the 16 generic and professional IBMS competencies had been achieved at programme level. Having started the new IB curriculum in 2018, the programme has explicitly incorporated its internationalisation goals in the learning outcomes and in its teaching and learning. Currently (2019-2020), the programme is consolidating its first year, implementing its second year and developing its third and fourth year.

The self-evaluation report contained an extensive overview demonstrating in detail how the international and intercultural learning outcomes are addressed in the courses and projects throughout the curriculum, and how these outcomes are tested. According to the panel, the attention to international and intercultural learning outcomes is comprehensive, and assessed through a wide range of relevant testing methods: written exams, individual reports, active participation in workshops, group portfolios, 360° reflection, individual pitches, internship report, thesis, etc. The panel noticed that this approach is fully aligned with the overall educational and assessment principles that will be described in standard 3.

In order to monitor the coherence of the curriculum, the programme has developed a matrix showing how each course contributes to the acquisition of relevant PLOs and at what level. The panel has studied the matrix and found it to be a comprehensive and useful document. Based on the curriculum matrix and the discussions on site, the panel gathered that the PLO 10 Ethical and Social Responsibility was not included in the programme focus, although it was mentioned as an explicit component of the graduate outcome “international business awareness”. Given the core values of the university and the programme’s reference to the principle “doing business, doing good”, the panel suggests to also pay explicit attention to this aspect of the graduate outcomes, operationalise this component in the relevant courses and projects, and identify adequate ways to assess student’s competence in “formulating one’s own position concerning ethical and social responsibility in a professional environment.” Furthermore, the panel was surprised to notice that this PLO is not assessed in any of three major components of the programme: study abroad, internship and thesis. It strongly advises the programme to make ethical and social responsibility, as well as sustainability, an important pillar of the programme and include / test it more extensively in the final part of the programme.

Based on the written materials and the discussions on site, the panel **considers** that policies and principles underlying student assessment in the IB THUAS programme are robust and implemented properly in the day-to-day reality of the IB programme. Although more implicitly integrated in the IBMS curriculum, the international and intercultural competences of students were also tested in modules and projects. In the new curriculum, the attention to international and intercultural learning outcomes is comprehensive, and will be assessed explicitly in many courses and projects through a wide range of relevant testing methods. The panel thinks highly of the well worked out structure; the extensive preparation and the existing learning environment give the panel confidence that the international and intercultural competences of the students will be assessed adequately. In view of the explicit profile of both university and programme, the panel advises to pay more attention in the curriculum to ethical and social responsibility (PLO 10), making it an important pillar of the international and intercultural competences in the THUAS variant of IB.

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

#### **Criterion 2c: Graduate achievement**

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

At the time of the site visit, January 2020, the IB programme was not yet fully operational in all four years. The students who started the new IB programme in September 2018 will have a graduation programme in 2021-2022 that is likely to consist of the IP 8 research project, the Internship report and the Personal and Professional Development self-reflection document.

In order to establish whether students are achieving the intended learning outcomes at the time of the assessment visit, the panel has reviewed a representative sample of graduation products from 15 students who graduated in the academic years 2017-2018 and 2018-2019.

These students were all enrolled in the IBMS programme and therefore had to demonstrate the achievement of seven generic and nine professional competencies. The panel noticed that both internship and research project include a clear international dimension. Moreover, all products were of a quality that can be expected from a final project of professional orientation at bachelor level. In addition to verifying the quality of the end level products, the career of bachelor graduates is another way to establish whether students achieve the intended learning outcomes upon completion of the programme. The panel gathered from the written materials and the discussions on site that the programme prepares students very well for a career in international business: about 60% of the graduates are offered a job with their internship company and can start right after graduation; another 20% finds a job that is commensurate with their domain and level of education; and the remaining 20% goes on to study a master's programme. Although the international and intercultural learning outcomes were only implicitly operationalised in the sixteen competencies of the IBMS programme, it is fair to state according to the panel that students who graduate IBMS at THUAS are "competent managers for business organisations in an international environment", as stated in the IBMS mission.

The panel learned that in the new IB curriculum, the modules are grouped in six learning lines. The graduate outcomes "international business awareness" and "intercultural competence" are acquired through the modules and projects that are interconnected both horizontally and vertically in these learning lines. The assessment forms for the IB thesis (IP8 research project) and for the IB internship were revised and now feature an explicit international dimension in the thesis and an explicit intercultural dimension in the internship. In line with its finding on student assessment, the panel thinks highly of the well worked out structure; the extensive preparation and the existing learning environment moreover give the panel confidence that the IB students will be able to demonstrate that they have indeed achieved the international and intercultural learning outcomes at the expected level by the end of the programme.

Based on its review of the study matrix, the panel noticed that the IB internship is expected to measure the students' intercultural proficiency at end level. Given the importance of the intercultural competence for the programme and the fact that the internship is the only component in the final year that addresses this competence and these PLOs, the panel thinks that the programme should be very careful in setting the terms of reference for each internship: the content of the internship should enable students to train this competence and acquire the necessary intercultural proficiency. Moreover, the programme will have to identify a way how students can demonstrate – and be tested - that they have acquired the PLOs and the intercultural competence 'on the job', i.e. during the internship.

Based on the written materials and the discussions on site, the panel **considers** that IBMS students are adequately prepared for a position on the labour market or a follow-up study: graduates are successful in pursuing a master's programme or in finding a job that is commensurate with the level, domain and international dimension of their study. Given that the current graduates enter the labour market as trained business professionals with explicit international and implicit intercultural competencies, the panel is confident that future IB graduates will be equally successful in achieving the intended learning outcomes. In view of the profile of IB THUAS, the panel strongly advises the programme to ensure that the programme learning outcomes on intercultural proficiency and ethical and social responsibility

are explicitly taken up in the learning goals of one of the major components in year 4, and assessed at end level.

The panel **concludes** that the graduates demonstrably achieve the intended learning outcomes and are likely to achieve the recently formulated international and intercultural learning outcomes.

### **Overall conclusion on standard 2**

The panel concludes that the IB THUAS programme meets all underlying criteria of this standard. The commonly agreed set of programme learning outcomes at national level constitutes a strong framework which allows IB THUAS to integrate its own focus areas and unique selling points. The panel thinks highly of the formulated graduate outcomes and the way in which these IB THUAS specific outcomes have been operationalised in the curriculum. The panel considers that the structure of the new IB programme in terms of learning outcomes, module learning goals and assessment is developed strongly on paper. Moreover, the extensive preparation and the existing learning environment give the panel confidence that the international and intercultural competences of the students will be assessed adequately throughout the programme and at end level, in the Internship and Research Project. In addition to these positive appreciations, the panel advises the programme to make ethical and social responsibility an important pillar of the international and intercultural competences in the THUAS variant of IB. Moreover, the programme should take care that its learning outcomes on intercultural proficiency and ethical and social responsibility are explicitly taken up in the learning goals of one of the major components in year 4, and assessed at end level. Based on the interviews and the examination of the underlying documentation, the panel assesses *Standard 2. International and intercultural learning* as **good**.



## Standard 3: Teaching and Learning

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### Criterion 3a: Curriculum

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

The THUAS IB programme is a four-year full-time programme, which amounts to 240 ECTS. Students enrolled prior to 2018-2019 follow the old IBMS curriculum, while students who started as of September 2018 are on the new curriculum according to the national IB framework. At the time of this assessment visit, early 2020, the two curricula still exist next to each other. Students with the appropriate educational background can opt for a three-year fast track study programme (TYP) leading to the same exit qualifications. This option exists since 2010 and has been launched in September 2019 for the first time under the new IB framework.

The 'old' IBMS curriculum has a focus on international marketing and finance and is divided in five main areas: Business Environment, Research, Finance & Business Analytics, Business Communication & Development, and Learning Skills. There is a strong vertical cohesion across the curriculum and the level to be achieved for each competency is gradually increasing. Moreover, the curriculum features a balanced combination of theory and practice, which is reflected in the didactical approach in the modules and projects.

In the new IB curriculum students achieve 24 PLOs and focus more on 21<sup>st</sup> century skills. The panel noticed in the curriculum overview that there is a considerable overlap in the names of the respective IBMS and IB modules, but learned that the contents have been adjusted to fit the IB framework. Specific features of both curricula are the extensive mandatory exchange study period abroad (30 EC) for the four-year students, as well as the mandatory internship (27 EC) and the IP8 research project (20 EC) for all students. In years 3 and 4, the new curriculum offers more flexibility and choice within the specialisations, minors and electives.

The panel understood from the information materials and the discussions on site that the design of the new curriculum is taking a lot of time and involving many staff members. Turning the IB framework into the IB THUAS curriculum, key staff members were appointed as 'PLO owners' to operationalise the PLO descriptions in more concrete descriptions of knowledge, skills and attitudes that corresponded with the three levels of the IB framework. The panel noticed furthermore that the learning outcomes are clustered in six learning lines based on their interconnectedness, similarities and weight in the programme: (i) International business knowledge; (ii) International business environment; (iii) Applied research; (iv) Cross cultural collaboration; (v) Personal and professional development; (vi) Integrated learning line. Over the course of four years, students progress gradually from level 1 to level 3 for each of the required PLOs. In order to monitor the coherence of the curriculum, the programme has developed a matrix showing how each course contributes to the acquisition of relevant PLOs and at what level. The panel has studied the matrix and found it to be a comprehensive and useful document.

Based on the written materials and the discussions on site, the panel **considers** that both IBMS and IB curricula are adequate. The module contents are relevant and their link towards



the bigger programme and its competency framework (IBMS) and learning outcomes (IB) is clear. According to the panel, the profile and unique selling points of IB THUAS are properly addressed in the curriculum, notably but not exclusively through the mandatory internship and mandatory study period abroad. The panel is convinced that the learning environment of the TYP is so rich that it offers students enough opportunities to achieve the international and intercultural learning outcomes, as well. However, TYP students do not have a study abroad semester, which adds a lot to the achievement of the international and intercultural learning outcomes. The panel therefore recommends the programme to keep monitoring the achievement of these learning outcomes by TYP students. Furthermore, the programme may consider a mandatory international internship for TYP students.

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

### **Criterion 3b: Teaching methods**

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

In line with the educational vision of both university and faculty, the programme aims to develop IB students in three ways: as international business professionals, as global citizens in a diverse world and as responsible and curious individuals. The panel understood that in order to achieve this, the programme is using three educational principles, which have been motivated extensively and properly in the self-evaluation report: (i) applied business learning in an international setting; (ii) intercultural collaborative learning; and (iii) responsible and critical learning. These principles are operationalised in the respective modules through a range of activating and diverse teaching formats, such as workshops, integrated projects, company projects, blended learning, self-study assignments, individual and group work.

The panel noticed furthermore that principles and methods of assessment are aligned with these educational principles and teaching formats. In addition to a number of general assessment principles, such as constructive alignment and transparent testing, the IB programme features principles such as integrated testing, professional field-related assessment methods, inclusive and accessible testing to live up to its educational approaches of applied business learning and international cultural learning. Moreover, the programme achieves responsible critical learning by paying ample attention to feedback and activating tests.

During the visit, students indicated to the panel that these educational principles and formats are indeed followed and implemented in the day-to-day reality of the courses. They appreciate in particular that lecturers divide the student groups in such a way that each group is geographically and culturally diverse. Moreover, the assignments often have a professional dimension and there is plenty of attention to feedback.

The panel gathered from the information materials that the specific description of the didactic concept is targeted towards the new IB curriculum. However, students and staff provided several examples illustrating that these principles were already 'mainstream' in the IBMS

programme. One new development is the specific build-up of the curriculum structure in such a way that the module contents per semester link even better than before to the integrated project in that same period.

Based on the written materials and the discussions on site, the panel **considers** that the teaching methods in the IB programme are relevant for the type of education the programme, faculty and university want to offer to the IB students. The panel thinks highly of the way the educational principles, which befit the programme, are developed nicely on paper and implemented successfully in the day-to-day delivery of the programme. The panel endorses the enthusiasm of students for the teaching formats that allow to acquire knowledge, skills, attitudes and values in a truly international and intercultural setting.

The panel **concludes** that the teaching methods are suitable for achieving the intended international and intercultural learning outcomes.

### **Criterion 3c: Learning environment**

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

The panel gathered from the information materials and the discussions that the international and intercultural learning ambitions of the programme can only be realised in a truly multinational and culturally diverse setting. In this regard, IB THUAS is doing very fine: the programme aspires a balance between international and Dutch students and a slight overrepresentation of international staff: in both cases, the actual percentages are close to the desired ones. Dutch and international students are deliberately mixed in all classes and assigned to work together in intercultural groups on integrated project assignments. The teaching staff is encouraged to bring perspectives, examples and contacts from their own cultural and international professional background into the classroom. Moreover, the large body of incoming exchange students (roughly 100 per semester) also add to a truly international and intercultural environment that is helpful in attaining the learning outcomes.

Furthermore, the panel noticed that the link with the (international) professional field is strong and takes different forms: IB staff members have contacts with industry and/or are part-time employed in industry, the Business Advisory Council provides advise and introduces students and staff to companies and opportunities, and recently the programme started developing projects with business partners in which students can apply both research skills and take care of marketing, sales, finance and operations.

The programme is aware of the importance of a strong, connected learning community and takes care to foster a strong sense of community by publishing a student newsletter, creating a warm, personal atmosphere in IB's hallway in the campus building and by organising extracurricular activities focused on building a strong intercultural community. In terms of the informal curriculum, (international) student trips are organised, and study and student associations organise extracurricular activities with the support of the programme. The panel

gathered from the materials and the discussions that the university, faculty and programme are committed to creating an international campus culture.

Based on the written materials and the discussions on site, the panel **considers** that the learning environment of the IB programme is very relevant for the type of education the programme, faculty and university want to offer to IB students. The panel thinks highly of the way in which the unique selling points of IB THUAS impact on the learning environment, and the other way around: the international and intercultural setting is a clear asset to the programme, and the programme makes the most of this setting by fostering a safe and inclusive learning community and by leveraging the diversity of its students, staff and partnerships. Moreover, the panel considers is a particular strong point of this programme that students can train in many ways their professional skills in an international environment.

The panel **concludes** that the learning environment is suitable for achieving the intended international and intercultural learning outcomes.

### **Overall conclusion on standard 3**

The panel concludes that the IB THUAS programme meets all underlying criteria of this standard, and this to a level that systematically and substantially surpasses the current generic quality for this standard. It considers that the IB students, and for that matter also the remaining IBMS students, are offered good quality teaching and learning. This appreciation relates not only to the curriculum, but also extends to the teaching methods and the learning environment. According to the panel, the curriculum, teaching methods and learning environment of the programme are relevant for the type of education the faculty and the university want to offer to the IB students in The Hague. Moreover, the panel thinks highly of the way in which the THUAS core values, and in particular the international and intercultural components, impact on the curriculum, the didactical underpinning and the learning environment of the IB THUAS programme. Based on the interviews and the examination of the underlying documentation, the panel assesses *Standard 3: Teaching and Learning* as **excellent**.

## Standard 4: Staff

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### Criterion 4a: Composition

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

According to the information materials, there are 63 staff in IB: about two thirds are non-Dutch representing 30 countries and all continents. Almost all Dutch staff have international experience. Moreover, several staff maintain a close relationship with the professional field and with business developments. A great majority is educated to master's level and 6 staff have a PhD. About ten IB staff are currently conducting research in the THUAS research platform or in other research groups. The panel gathered from the staff overview that teachers are competent in terms of domain expertise and didactics.

The student staff ratio stands at 30:1, which is considerable. The panel was informed that this ratio used to be lower but has increased because the number of students has grown faster than the number of staff. Both faculty and programme management indicated that they are aware of the issue, have hired a number of additional staff recently and will continue to recruit more staff in the near future.

Based on the written materials and the discussions on site, the panel **considers** that the international composition of the staff and their cultural diversity is a particularly strong asset to deliver the IB THUAS programme. Altogether the staff members bring a wide range of perspectives on (international) business and beyond, which the panel noticed they happily share with an equally diverse and international student group. During the visit, the panel noticed that both programme and faculty management are aware that more staff need to be hired soon and confirmed to the panel that they would do so.

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

### Criterion 4b: Experience

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

Although the panel has only met a small sample of lecturers and staff and does not know to what extent these are representative for the entire personnel, the interviewees were invariably motivated for the job and enthusiastic about the students. Moreover, they showed adequate expertise in terms of international exposure and intercultural awareness. The panel is also satisfied by the English language proficiency of the staff: it demonstrates that recruiting staff with an English language level C1 CEFR pays off. The detailed overview of IB programme staff confirms this impression as staff acquired a heterogeneous range of international or intercultural experiences prior to joining THUAS.

Moreover, some newly hired staff with a professional background in business emphasised during the discussion that they are well taken care of in the programme and trained to teach

in the international classroom; they did not regret the switch from industry to education and were happy to be part of the intercultural and international IB community of students and staff.

Students indicated during the visit that they are satisfied with the staff: teachers are competent in their respective disciplines and have good didactic skills. Support staff are service-minded and available. Overall, students appreciate the level of English of their teachers and mentioned that staff display a strong intercultural sensitivity in class. Asked what they particularly like about studying at IB THUAS, student pointed to the safe study environment and the attention they get from their teachers and staff.

Based on the written materials and the discussions on site, the panel **considers** that the staff has proper international, intercultural and language expertise to deliver the IB programme in The Hague. Having met highly motivated and enthusiastic teachers on site, the panel fully understands that students are very satisfied with the knowledge, skills and availability of the staff who contribute to a safe and welcoming learning environment.

The panel **concludes** that staff members have adequate internationalisation experience, intercultural competences and language skills.

#### **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.*

The panel learned from the information materials and the discussions that all lecturers are encouraged to develop themselves professionally and that this professional development is organised structurally in the staff appraisal cycle. Based on their individual professionalisation needs, lecturers are stimulated to build up international experiences, intercultural competence and expand international knowledge in their particular field.

Furthermore, the panel was informed that professional staff development is being aligned with the internationalisation goals: according to the verifiable objectives for goal 6 (equip staff to operationalise the internationalisation goals), the programme will re-assess the current expertise of the team, leverage expertise by stimulating peer-learning, facilitate structured staff training, and monitor the result of the staff development activities in the curriculum. During the visit, staff indicated that they are aware of these initiatives and confirmed that they have indeed the opportunity to attend training or participate in staff exchange and visits to partner universities.

Based on the written materials and the discussions on site, the panel **considers** that the opportunities for staff professionalisation are numerous and appropriate. It welcomes the link between the appraisal cycle, the professional development opportunities and the verifiable objectives of the internationalisation goal on staff.

The panel **concludes** that the services provided to the IB THUAS staff are consistent with the staff composition and facilitate international experiences, intercultural competences and language skills.

#### **Overall conclusion on standard 4**

The panel concludes that the IB THUAS programme meets all underlying criteria of this standard, and this to a level that systematically and substantially surpasses the current generic quality for this standard. According to the panel, the quality of the staff is highly appropriate to deliver the IB THUAS programme. Moreover, it appreciates the international, intercultural and language expertise of the staff. In this regard, the composition of the staff reflects the international and intercultural flavour and ambitions of the programme. The opportunities for staff professionalisation are numerous and appropriate. Having met highly motivated teachers on site, the panel fully understands that students are very satisfied with the knowledge, skills and availability of the staff who contribute to a safe and welcoming learning environment. Based on the interviews and the examination of the underlying documentation, the panel assesses *Standard 4: Staff* as **excellent**.

## 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.*

IB THUAS strives for a highly diverse classroom with roughly 50% domestic students and 50% degree-seeking international students. The panel learned that in the academic year 2019-2020, 1475 students are enrolled in the programme, representing 51 nationalities. Based on detailed information on student intake between 2016 and 2019, the panel noticed that in this period the yearly intake has grown by 20% from 453 to 540 students.

The share of international students, i.e. students with a foreign diploma, has increased at a similar rate, from 45% to 53%. The number of students on the fast-track TYP has grown, and also their share of the total intake has risen from 8% to 10%. The panel noticed furthermore that the four-year programme now attracts an almost equal number of international and Dutch students – before local students were in the majority - while four out of five TYP students are international. The panel learned that the programme is satisfied with the current intake, both in terms of numbers and composition. In this regard it is important to emphasise that apart from local students, there are no major nationality clusters: German and Chinese students are the biggest group with 26 and 25 students, respectively. If anything, the programme would like to reach more Dutch students on TYP.

The panel was informed that the programme also attracts students with Dutch roots but an international upbringing and/or Diploma; similarly, students with a diploma from an International School in the Netherlands find their way to the IB programme, as well. Finally, every year there is a substantial number of approximately 200 credit seeking inbound exchange students that bring in additional international perspectives in the classroom.

Based on the written materials and the discussions on site, the panel **considers** that the current size and composition of the student cohorts is very well balanced and that there is a robust international classroom. It is to the credit of the programme, faculty and university that the IB programme managed to create this rich international learning environment and maintain this composition over time. Such geographically and culturally diverse student population constitutes an excellent basis according to the panel to deliver the IB curriculum in an international and intercultural way.

The panel **concludes** that the composition of the student group is in line with the profile and the internationalisation goals of the programme.

### Criterion 5b: Experience

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

The panel learned that the international experience of IB students is built up throughout their study. During the first two years, students stay at THUAS and follow the internationalised

curriculum. They are purposefully trained, supported and assessed in developing their intercultural collaboration skills in an international, or intercultural context in the integrated project learning line. The collaboration with both partners in the international business field and within the intercultural student body is used to provide an integrated framework of increasingly complex international experiences. This structured international experience at home adequately prepares students for international experience abroad in their third and, possibly, fourth year.

The study-abroad experience remains a key feature of the four year curriculum. For Dutch students, this is often the first study abroad experience, for international students it is a new experience in addition to studying in the Netherlands. In the third year, all students spend a compulsory semester at one of the partner universities abroad. There is a guided trajectory that maximises the learning impact of this experience, including a preparation and reflection trajectory as part of the major. As part of this trajectory students create a reflection portfolio and a video to demonstrate that they have achieved the intended learning outcomes of their period abroad. Before and during their student exchange, they are supported by their mentor via structured online contact. Furthermore, students who wish to do so, can perform their fourth-year internship abroad. As already mentioned under paragraph 3a, given that TYP students do not study abroad as part of their curriculum, the panel suggests turning the internship into a mandatory internship abroad for TYP students. Every research project, moreover, has to include an explicit international dimension.

Students indicated both in the self-evaluation report and in their discussion with the panel that the IB programme at THUAS constitutes a truly international experience. They were informed before enrolment that IB THUAS is international and intercultural, but several students indicated that the reality surpassed their already high expectations. It goes to the credit of IB THUAS that some students were somewhat disappointed by the international dimension of the host university / programme during their study abroad experience, as the atmosphere was not as international and intercultural as they were used to at THUAS.

The panel gathered from the discussions with students and alumni that the international and intercultural component should also include proper attention to the language and culture of the Netherlands. Several interviewees mentioned that they would like / would have liked more opportunities to study Dutch in the curriculum, as this would enhance their employability with (international) companies in the Netherlands which operate in English but maintain a Dutch office/staff culture.

Based on the written materials and the discussions on site, the panel **considers** that the IB THUAS curriculum allows students to acquire extensive international and intercultural competences, both through the internationalised curriculum on campus and during the study period abroad. These experiences fully align with the programme's internationalisation goals. In this way, students are well prepared to leave THUAS as highly internationalised global citizens.

The panel **concludes** that IB THUAS students gain extensive internationalisation experience during their studies.



**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.*

The panel learned that many services that support the geographically and culturally diverse student population at IB THUAS are organised at university level. The international office organises housing, central information provision and the enrolment procedure for international students. Likewise, counselling, provision for special needs and career advice services are organised centrally.

At programme level, mentors work in close collaboration with the student counsellor to accommodate the diverse student population at IB. The panel was informed about the extensive mentoring scheme IB THUAS has developed to support students in their progress, professional orientation and personal development.

Mentors play a particularly important role in the life of the IB student during the first year. At the start of the academic year, a mentor is assigned to every group of 25-30 first year students. There are weekly group meetings on topics such as motivation and learning to learn, as well as four individual coaching sessions. Given the diverse student population, mentors also facilitate collaborative learning among students. In the main phase, students are assigned another mentor for the rest of the programme. Together they look not only at study progress but also to the orientation of the student on the professional world and prepare for key components of the curriculum, such as the study abroad period and the internship.

Students indicated to the panel that they are very satisfied with the quality and availability of the mentors, not only during the first year of the programme but throughout the curriculum. Mentors are very often the first contact point of students; if students need support in the personal sphere, then the mentor will refer the student to the student counsellor for specialised help. This counsellor is proficient in English and has good experience in working in an intercultural environment.

Based on the written materials and the discussions on site, the panel **considers** that IB students can use a variety of services which are of good quality and benefit the international and intercultural dimension of the programme. The panel thinks highly of the way in which the IB programme coaches its students throughout the entire programme. According to the panel, mentoring is a good example of how core values of a programme and a university can be implemented in a concrete way.

The panel **concludes** that student services are adequate and in line with the objectives of the programme and the composition of the student group.

**Overall conclusion on standard 5**

The panel concludes that the IB THUAS programme meets all underlying criteria of this standard, and this to a level that systematically and substantially surpasses the current generic quality for this standard. The composition of the student body is truly international and

interculturally diverse. The curriculum allows students to acquire extensive international and intercultural competences both at home and abroad. Moreover, students can use a variety of services which are of good quality and benefit the international and intercultural dimension of the programme. In this regard, mentoring deserves a special mention as it constitutes a good example of how core values of a programme and a university are implemented in a concrete way. Based on the interviews and the examination of the underlying documentation, the panel assesses *Standard 5: Students* as **excellent**.

## 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	Excellent
	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	Excellent
	3b. Teaching methods	
	3c. Learning environment	
4. Staff	4a. Composition	Excellent
	4b. Experience	
	4c. Services	
5. Students	5a. Composition	Excellent
	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>
• Mariëlle Klerks		X		X	
• Gerry Geitz	X		X	X	
• Babak Mehmanpazir	X	X	X	X	
• Natalia Ribberink	X	X	X	X	
• Joris Hahn	X			X	X
• Mark Delmartino		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;

**Drs. Mariëlle Klerks** Panel chair on behalf of AeQui and CeQulnt certified auditor

### **Dr. Gerry Geitz**

Director Education and Research, NHL Stenden University of Applied Sciences Leeuwarden

### **Dr. Babak Mehmenpazir**

Vice Dean strategic management and international accreditations, EM Strasbourg Business School, France

### **Prof. Dr. Natalia Ribberink**

Professor of Foreign Trade and International Management, Hamburg University of Applied Sciences, Germany

### **Joris Hahn BSc**

Master student Spatial Transport & Environmental Economics, Vrije Universiteit Amsterdam

### **Mark Delmartino MA**

NVAO-certified panel secretary and CeQulnt certified auditor

The procedure was coordinated by Ir. René Kloosterman, Director of AeQui.

## Annex 2. Documents reviewed

### Information reports

- Self-Evaluation Report International Business, The Hague University of Applied Sciences, December 2019.
- International Business. Self-Evaluation Report for the Certificate for Quality in Internationalisation, The Hague University of Applied Sciences, December 2019.

### Appendices to self-evaluation report

- National profile IB
- Educational Vision THUAS
- Educational Framework Faculty Business, Finance & Marketing
- PLO Matrix
- IBMS competency Framework
- Programme and Examination Regulation and OLP
- Staff overview
- Graduation manual IB 2017-2018 & 2018-2019
- Module descriptions IB and assessment matrix

### Materials made available on site

- Documentation Quality Management System IB
- Exam Board - annual reports
- IP8 (Thesis) Committee - annual reports
- Curriculum Committee – meeting minutes and annual reports
- Business Advisory Council - meeting minutes
- Degree programme Advisory Committee - meeting minutes
- Assessment handbook Faculty Business, Finance & Marketing
- Course dossiers
- Selection of handbooks, readers
- THUAS Compasses
- BFM Educational Vision
- Overview old curriculum
- Overview new curriculum
- Staff development plan

### Graduation Projects

Representative sample of IB-8 (thesis) projects, Internship reports and Strategic Management assignments and their respective assessments of 15 students who graduated in 2017-2018 and 2018-2019. The list of students is available.



## Annex 3. Site visit programme

### Overview

<b>Date:</b>	29 - 30 January 2020
<b>Institution:</b>	The Hague University of Applied Sciences
<b>Programme:</b>	Bachelor programme International Business
<b>Location:</b>	Johanna Westerdijkplein 75, The Hague

### Programme

#### Wednesday 29 January 2020

12.30	Arrival panel, preparatory meeting and lunch
14.00	Welcome by programme manager
14.15	Guided tour with presentations at information market
15.00	Round table discussion with student community and IB network
16.30	Meeting with Business Advisory Council and alumni
17.30	Meeting with Faculty & Programme Management
18.15	End of day 1

#### Thursday 30 January 2020

09.00	Internal panel meeting & open consultation hour
10.00	Meeting with programme management
10.45	Meeting with lecturers
12.00	Internal meeting and lunch
13.00	Meeting on international activities
13.45	Meeting with students
15.00	Internal panel meeting
15.30	Meeting with Exam, Assessment, Curriculum, Thesis committees
16.30	Internal panel meeting
18.00	Feedback to management
18.30	End of site visit

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