

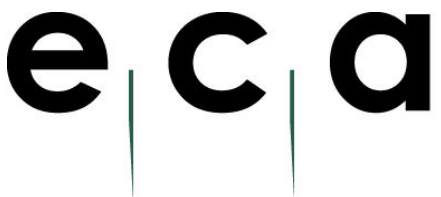
Assessment report

# Bachelor of Business Administration in International Business and Languages (IBL)

Stenden University of Applied Sciences



Certificate for Quality in Internationalisation



European consortium for accreditation



# Assessment report - Programme

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ECA OCCASIONAL PAPER

**European Consortium for Accreditation in Higher Education**



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## Glossary

CeQInt	Certificate for Quality in Internationalisation
EHEA	European Higher Education Area
HE	Higher education
IB	International Business
IBC	International Branch Campus
IBL	International Business and Languages
PBL	Problem Based Learning
QA	Quality assurance
UAS	University of Applied Sciences

# 1. Executive summary

The Bachelor of Business Administration in International Business and Languages (IBL) is provided by Stenden University of Applied Sciences. The programme was assessed by NVAO, the Accreditation of The Netherlands and Flanders. NVAO convened an assessment panel which studied the self-evaluation report and undertook a site visit on 13 December 2017 in Emmen, The Netherlands.

The panel expresses its gratitude for the openness and hospitality showed by the programme, for the meticulous provision of the relevant documents and materials, and for the excellent showcases by the students of the programme.

## **Standard 1. Intended internationalisation - Excellent**

IBL has actively and enthusiastically worked very hard in the past years to devise coherent and verifiable internationalisation goals, in line with the institution's goals and regularly measured (applying the Nuffic MINT tool). These goals are supported by stakeholders, as evidenced by the highest score on internationalisation in the National Student Survey 2017.

## **Standard 2. International and intercultural learning - Excellent**

The programme's internationalisation goals are well reflected in its intended international and intercultural learning outcomes, the student assessment methods are most suitable and the programme has demonstrated that these learning outcomes are achieved. The continued efforts to improve the testing of intercultural learning outcomes, the participation in the Global Mind Monitor and the excellent preparation of students to acquire intercultural skills can be regarded as exemplary examples.

## **Standard 3: Teaching and Learning - Good**

The curriculum, teaching methods and learning environment are suitable for achieving the intended international and intercultural learning outcomes. The panel commends the programme on providing multiple options for gaining international and intercultural experiences, and making every effort to let the international students feel at home. Identifying key partner institutions for exchanges, strengthening the opportunities of the international branch campuses in the mobility activities, and creating a space in the curriculum for non-European languages would further benefit the teaching and learning process.



**Standard 4: Staff - Good**

The panel commends the programme on its very committed and enthusiastic staff. The staff composition is adequate but could be more international diverse. The panel recommends that the programme drafts a recruitment plan with specific actions to attract more international staff members. The staff members have sufficient internationalisation experience, intercultural competences and language skills and are facilitated by the services provided to them.

**Standard 5: Students - Good**

The student composition exceeds the programme's objective of at least 3 nationalities but has an overrepresentation of German students in view of its targets. To ensure that the latter objective will be met in the coming years and more students will be attracted overall the panel recommends to devise a recruitment and marketing plan that includes measures such as engaging the international branch campuses, visiting secondary schools in target countries and turning alumni into ambassadors for the programme in their home country.

The 2018 merger of Stenden and NHL into NHL Stenden University of Applied Sciences and the national restructuring leading to a new International Business (IB) programme poses both challenges and opportunities.. The IB programme will comprise both the Stenden and NHL IBL and International Business and Management Studies (IBMS) programmes. As NHL and Stenden are already cooperating in providing the IBMS programme the opportunities are far greater than the challenges. The panel is confident that the strong international profile and coherence of IBL will be transferred to the IB programme.

To conclude, the panel has encountered an IBL programme that presents a true richness in its international and intercultural goals, learning outcomes, and student experiences. The engaged and enthusiastic staff provide a programme that is valued by its students and that offers unique mobility opportunities with its international branch campuses. The award of the ECA Certificate for Quality in Internationalisation is well-deserved and therefore strongly proposed by the panel.

## 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:

- Dr. Rolf Heusser, panel chair and CeQuInt trained, director of National Institute for Cancer Epidemiology and Registration (Switzerland)
- Griet Naeyaert MA, expert, International Coordinator, Artevelde University College (Belgium/Flanders)
- Dennis Richters MBA, MSc, lecturer Organisational Behavior & Marketing, Rotterdam Business School, Rotterdam University of Applied Sciences (The Netherlands).
- Lara Schu B.Sc., student expert and CeQuInt trained, student Computer Science (M.Sc.) at the University of Kaiserslautern (Germany).

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 NVAO upon simple request. The procedure was coordinated by Dr Mark Frederiks at NVAO who also acted as secretary of the panel.

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 skype meeting on 1<sup>st</sup> December 2017. The site visit took place on 13 December 2017 at Stenden University of Applied Sciences in Emmen. ([Annex 3: Site visit programme](#))

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

The draft panel report was then sent to the programme to review the report for factual mistakes. The panel amended the report where necessary. The panel approved the final version of the report on 20 June 2018.

### 3. Basic information

<b>Qualification:</b>	Bachelor of Business Administration in International Business and Languages (IBL)
Number of credits:	240 ECTS
Specialisations (if any):	-
ISCED field(s) of study:	34: Business and Administration
<b>Institution:</b>	Stenden University of Applied Sciences
Type of institution:	University of Applied Sciences
<b>Status:</b>	NVAO accredited, 30 September 2016
QA / accreditation agency:	NVAO
Status period:	From 30 September 2016 until 29 September 2022

## 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*.

<b>Unsatisfactory</b>	<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>
<b>Satisfactory</b>	<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>
<b>Good</b>	<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>
<b>Excellent</b>	<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

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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.*

#### *Findings and considerations*

The programme's internationalisation goals are included in the self-evaluation report and derived from the "Internationalisation Strategy & Implementation Plan 2016-17 – 2020-21" of Stenden's School of Commerce. This latter document includes an implementation plan with specific objectives for the IBL programme. The main goal of the IBL programme is to facilitate students' development of international and intercultural learning outcomes. To enable this the programme employs teaching and learning methods that make use of the international classroom. The four programme's internationalisation goals are formulated accordingly: to guarantee the international classroom; to guarantee alignment of international and intercultural learning goals with the curriculum, teaching methods and the learning environment; to ensure that staff is equipped for the international classroom; and, to collaborate internationally.

The programme has clearly set out how the IBL internationalisation goals are rooted in the School's of Commerce internationalisation strategy, the Stenden internationalisation policy (with the focus areas internationalisation at home, internationalisation abroad and staff development) and *World-wise* vision, as well as Stenden's overall mission. The internationalisation goals are visualised as a circle with international students, staff, curriculum and extracurricular activities/facilities. This visualisation has been used to present the programme's comprehensive internationalisation approach to stakeholders. This approach has been shared with internal and external stakeholders such as the programme's Curriculum Committee, Programme Committee, Advisory Board, Stenden's International Affairs and Community of Practice. The panel observed during the interviews that the internationalisation goals are supported by internal and external stakeholders.

The international branch campuses and the Grand Tour offer unique possibilities for student mobility but could be more emphasised in the IBL internationalisation policy.

The changes that IBL is facing because of the merger with the adjacent UAS NHL (leading to a new institution NHL Stenden from January 2018 onwards) and because of the national restructuring of the UAS business studies sector are significant and will be taking effect in the academic year 2018-2019. IBL Stenden will merge with both the IBL programme of NHL and the International Business and Management Studies programmes of Stenden and NHL into a new International Business (IB) programme. IB will be taught in English; IBL is already taught in English and may serve as an example. The panel is convinced that the strong international profile of IBL Stenden will be brought into the new constellation. Interviews with institutional and programme management, as well as with staff members, have confirmed the

confidence of the panel in a strong internationalisation perspective of the new IB programme of NHL Stenden.

#### *Conclusion and (re)commendations*

The panel concludes that the internationalisation goals for the programme are satisfactorily documented and coherent. The goals are shared and supported by stakeholders within and outside the programme. The international branch campuses and the Grand Tour are exemplary features of Stenden that stand out as unique opportunities for students to gain international experience and intercultural competences. The panel encourages the programme to highlight this unique selling point in the programme's internationalisation goals with full exploitation of the possibilities for mobility across the IBCs.

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

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

#### *Findings and considerations*

The "Internationalisation Strategy & Implementation Plan 2016-17 – 2020-21" of Stenden's School of Commerce includes an implementation plan with objectives, actions and how to measure achievement of objectives, the timing and responsible persons. The plan follows the five CeQulnt standards. Although the plan relates to all programmes of the School of Commerce, specific actions for IBL are highlighted. The programme has outlined how the objectives are derived from the four IBL internationalisation goals (see 1a) and which measures should be taken by which date and by whom.

For example: guaranteeing the international classroom, service to the community, and connecting sustainability and internationalisation are seen as necessary for the students' achievement of the international and intercultural intended learning outcomes. In turn, attracting a more diverse student population, more incoming exchange, and strengthening the reputation are set apart as objectives for guaranteeing the international classroom. The objective of a more diverse student population is made verifiable by aiming at an influx of at least 3 nationalities throughout an academic year: 1/3 Dutch, 1/3 German and 1/3 other nationalities. Also for other objectives measures have been identified, although this could be done in a more specific manner. Frequency of monitoring and responsible actors are also mentioned.

The programme has based its 2013 internationalisation improvement plan on the application of the Mapping Internationalisation (MINT) measurement tool of Nuffic. The MINT measurement in 2015-2016 showed that many of the initial objectives were met, and gave input for new objectives and improvement points, which were formulated in the "Internationalisation Strategy & Implementation Plan 2016-17 – 2020-21". Nuffic included the method applied by the programme as best practice in a review report for the Dutch Ministry of Education, Culture and Science.

#### *Conclusion and (re)commendations*

The panel concludes that objectives have been formulated and that these objectives are verifiable, with time lines and responsibilities indicated. The panel commends the programme

for its approach to allow the monitoring of the achievement of the programme's internationalisation goals, aided by the use of the Nuffic MINT measurement tool.

**Criterion 1c: Impact on education**

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

*Findings and considerations*

Evaluation of the internationalisation activities happens at different levels. The School of Commerce of which the IBL programme is part describes its goals and achievements and those of its different programmes in a trimester report. These reports are discussed with the Executive Board, summarised for the Supervisory Board, and shared with the members of the Programme Committee (students and staff). At the programme level, IBL receives feedback about the quality of different aspects of the education, including internationalisation, from students, lecturers, and committees. Students give feedback to individual lecturers, to their study coach, the team leader, and/or the Programme Committee, and students and lecturers engage in periodic evaluations. The student buddies evaluate the experience of the first year students with the internationalisation at home coordinator and give feedback to the programme. Matters concerning the formal curriculum are discussed in the Curriculum Committee; matters concerning the informal curriculum are dealt with at the level of the internationalisation coordinator and the internationalisation at home coordinator. The programme also engages in international benchmarking (“International benchmark Business programmes”, 2014).

The programme has documented how evaluations and discussions have led to improvements in the language curriculum, selection and composition of student groups, and bringing some international projects forward in the curriculum. Nuffic granted the IBL programme a final place in the Orange Carpet Award 2015 for its Quality Assurance in Internationalisation.

That the programme's internationalisation efforts are valued by students is showed through the National Student Survey 2017, in which the Stenden IBL programme scored 4.6 out of 5 for the aspect of internationalisation (by comparison the national average score for internationalisation is 3.23). The programme aims to further improve the quality of the education and connected research activities by investing even more in serving the community, and making the connection between sustainability and internationalisation. In this respect, the panel recommends the programme to investigate how it can benefit from the expertise of the newly created Centre for Internationalisation of Education.

*Conclusion and (re)commendations*

The panel concludes that the internationalisation goals relate in a relevant manner to teaching and learning and are evaluated at different levels. The measures included do contribute to the quality of teaching and learning. The panel commends the programme on its outstanding focus on the students, as exemplified by the highest score for internationalisation in the National Student Survey 2017.

**Overall conclusion regarding Standard 1. Intended internationalisation**

The panel found that IBL has actively and enthusiastically worked in the past years to devise coherent and verifiable internationalisation goals, in line with the institution's goals, on the

basis of regular measurements (MINT tool), and supported by internal and external stakeholders. The panel deems all of the underlying criteria of this standard to be systematically surpassed.

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

## **Standard 2: International and intercultural learning**

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### **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 and considerations*

The programme has stated 15 learning outcomes that are based on the national competency profile for IBL. This competency profile relates to International Business, International Communication, and Intercultural Awareness. The international relevance of the IBL learning outcomes has been validated by an international benchmark for the IBL curriculum carried out by IBL in 2013. International and intercultural competences are an integral part of these learning outcomes. With a few exceptions, all of the programme's learning outcomes contain international or intercultural aspects. The international ones are often related to the field itself (e.g. international market, business, company etc.). Compared to the international aspects the intercultural ones figure less frequently in the list of learning outcomes, although the interviewed students during emphasised the importance of intercultural awareness and skills in the curriculum.

The most explicit international and intercultural learning outcomes as stated by the programme are (numbers 11 and 10 in the list of learning outcomes):

“The graduate has demonstrated the ability to:

- understand and know the importance of intercultural differences in the various phases of the process of doing international business and is able to imagine him-/herself in the different cultures to support the business processes related to doing international business.
- present written texts and give oral presentations of different lengths and complexity in his/her own language, in English (at least C1 level for listening and reading and B2 for writing and speaking) and two other foreign languages at B1 level. This also entails advising on issues regarding society and behavioural issues and on adequately dealing with company culture in countries or regions where these foreign languages are regarded official languages or are used.”

Clearly the intercultural and international language aspects testify to the unique features of the IBL programme. The panel noted that in the learning outcomes of the new IB programme Intercultural Proficiency is one of the fourteen themes, whereby this theme covers four of the IB's learning outcomes. International Business Communication is another theme comprising two learning outcomes, including the optional use of one or two additional languages to facilitate international business. It seems, therefore, that the special features of IBL will also be preserved in the IB programme.



The panel found that the intended international and intercultural learning outcomes of IBL are grounded in the programme's internationalisation goals, although this link could be made more explicit.

*Conclusion and (re)commendations*

The panel concludes that the intended international and intercultural learning outcomes correspond with the programme's internationalisation goals. The specific characteristics of IBL are preserved in the programme learning outcomes of the new IB programme.

**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 and considerations*

The first two years of the curriculum are divided into four periods. Each period consists of one integrative building block where international business projects are carried out in groups, using Problem Based Learning (PBL) as a learning method. PBL groups are always international, thereby facilitating international and intercultural learning. Four supporting building blocks help students to develop the necessary knowledge, skills and attitudes. The integrative building blocks are based on typical professional situations and result in one or more professional products to be delivered by the students. The international and intercultural learning outcomes of the programme are integrated elements of these professional products. These professional products are assessed, as well as the students' input and attitude in the PBL group. Knowledge and skills are tested in the supporting building blocks. Each building block book describes the objectives and the intended learning outcomes, and how and at which level they will be assessed.

In the third year of the programme, students do an internship in an international company or organisation, and study abroad. In the fourth year, they study one semester at Stenden, and in the second semester they carry out their graduation project, again at an international company or organisation. For both the internship and the graduation project, a handbook describes the requirements, among which the level and the international setting; for both, assessment forms and criteria are in place. The courses that the student reads abroad, are assessed by the partner university or the International Branch Campus where the student reads them. The relevance and level of the courses are guaranteed beforehand by the approval of the outgoing exchange coordinator and examination committee after consulting the curriculum committee. The credits for the courses read abroad are validated by a Transcript of Records that is checked against the Learning Agreement.

The programme has specifically outlined for the learning outcomes on international communication and intercultural competence, and the courses to which these learning outcomes are connected, which assessment methods and grading approaches are applied. For international communication written exams and assignments, report writing, placement report, presentations, negotiations, speaking tests and portfolios are among the chosen assessment methods. International communication comprises of English and two other modern foreign languages. English is taught and assessed in combination with communicative skills like presenting and report writing throughout the curriculum; one modern foreign language is taught and assessed in the first year, and the other one in the second year. The learning line of the two modern foreign languages is continued in the third year,

when students are abroad, in the form of a portfolio consisting of written assignments and a video assignment and an intermediate Skype interview with the language lecturer. In the fourth year, the language line culminates in a speaking test in which students demonstrate their final level which needs to be at least B1.

For intercultural competence these are written exams, portfolios, presentations, research design and scientific papers. As such, a combination of methods and assessments is used. Students keep a Portfolio of Intercultural Competence which is introduced in the Intercultural Communication building block in the first period of the first year. Students update it throughout their study and include it in their Study Coaching Portfolio, which is discussed and assessed in their final interview for Study Coaching. The programme hopes to benefit from research on the assessment of intercultural competences by the newly established Centre for Internationalisation of Education.

The test matrices, assessment and portfolios forms are clearly set out. Lecturers state that over time the reflective element has become more important in the assessment. To have more flexibility in the application of assessment methods was advocated in the interviews with lecturers.

The participation in the Global Mind Monitor in 2017, which is an online tool to assess and monitor “global competences” should enable a greater understanding of the assessment of the intercultural learning outcomes and the required interventions. The panel saw results of the Global Mind monitor for the IBL first year students relating to multicultural intelligence, language skills, multicultural personality.

The panel finds the assessment methods clear, suitable, appropriately diversified, and appreciates the focus of the programme on continuous learning to improve the testing of intercultural learning outcomes.

#### *Conclusion and (re)commendations*

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 commends the programme on its participation in the Global Mind Monitor.

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

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

#### *Findings and considerations*

The programme argues that the achieved level is demonstrated particularly in the fourth year tests. The graduation assignment involves carrying out a professional assignment commissioned by an international company or organisation. This leads to a professional product in the form of an advice for the commissioner, e.g. a marketing, communication or export plan. The nature of the assignment is such that the student must always carry out research in an international context to collect the required information.

Further proof of achievement is demonstrated by a survey among alumni carried out in 2015 which showed that a majority of the respondents (strongly) agree that there is a match between the requirements of their current job and the skills they learned in the study programme. Moreover, a vast majority of the respondents (strongly) agree that there is a good match between the international/intercultural skills needed in their current job and the

skills they learned in the study programme. Alumni are positive about many of the international aspects of the curriculum: e.g. English, Dutch, intercultural competence and the team working skills they developed as preparation for professional life. Almost all respondents found a job within 9 months after graduating and the majority felt that their current level of responsibility matched their bachelor education.

In July 2017, a study of LinkedIn profiles of Stenden IBL graduates from cohorts 2004-2013 showed that 91% of the graduates with an active LinkedIn profile (68% of all graduates of these cohorts) are employed, and that 37% of them have master's degrees. 62% of the graduates live in Germany, 19% in the Netherlands, 10% live in other countries that are not their country of origin.

The panel concurs, after examining a collection of results from projects, theses, portfolios, graduation assessments and other student work, that the intended international and intercultural learning outcomes have been achieved. The panel was also impressed by the showcases of students where they demonstrated their international and intercultural achievements.

Learning to work together in different groups, experiencing that when seeing other cultures one views just the top of the iceberg, hands-on experiences in which a student has to know him/herself in order to be able to communicate with other cultures are some of the benefits of the programme that are mentioned by students. Many students relate to the strength of the programme when it comes to intercultural competence. Even if some specific aspects in the field of international business cannot always be fully covered, students learn in the programme how to approach this and adapt accordingly. The panel found that interviewed alumni and industry representatives were very positive about the intercultural skills gained at IBL. Also the language skills of IBL graduates were considered as better than is common in many international companies. The programme intends to create an alumni network and increase their involvement, which is supported by the panel.

#### *Conclusion and (re)commendations*

The panel concludes that the graduates demonstrably achieve the intended international and intercultural learning outcomes. The programme is to be commended on its exemplary preparation of students for working in a multicultural environment and supporting the development of their intercultural skills

#### **Overall conclusion regarding Standard 2. International and intercultural learning**

The panel found that the programme's internationalisation goals are well reflected in its intended international and intercultural learning outcomes, that the student assessment methods are most suitable and that the programme has demonstrated that these learning outcomes are achieved. The panel deems all of the underlying criteria of this standard to be surpassed. The continued efforts to improve the testing of intercultural learning outcomes, the participation in the Global Mind Monitor and the excellent preparation of students to acquire intercultural skills can be regarded as exemplary examples.

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

## 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.*

#### *Findings and considerations*

The content and structure of the curriculum are outlined in the Course Document IBL. An annex to the self-evaluation report shows in which courses the international communication and intercultural competence learning outcomes will be achieved.

During the first two years, students read the compulsory courses of the curriculum, although they can choose the foreign languages they want to study. Guest speakers are invited and there are some field trips that allow students to discover the industry. In contrast, the most of the third and fourth year is spent externally: studying abroad, doing an internship and a graduation project at an international company.

As 2/3 of the students are international they do not only learn about international and intercultural matters, they learn from working in international groups at the same time.

One of the learning lines is “International Communication”, comprising communication in English at a C1 (listening/reading)/B2 (speaking/writing) level, and in two modern foreign languages at a B1 level. In year three, students are expected to live and work or study in a country where one of these languages is spoken.

During the last two years the students do an internship and a graduation project of a semester each, both at an international company, and they study abroad for a semester. They are coached and supported by their study coach, the internship coordinator, the study abroad coordinator and internship and graduation tutors, but the essence is that the students learn to rely on their self-steering competence. Some interviewed students find it difficult to obtain an international internship outside of The Netherlands and Germany; more support from the programme towards securing such an internship would have been appreciated.

For their study abroad, students have three options: they can go on Exchange, a semester of study at one of Stenden’s partner universities (almost 100); they can go abroad as a “free mover” and study a semester at a university that is not one of Stenden’s partners; or they can go on Grand Tour. The Grand Tour is a unique possibility that Stenden offers students to study one or more minors at one of its International Branch Campuses (IBCs) in Indonesia, Qatar, South Africa and Thailand. The choice of locations on different continents enables optimal opportunities for gaining intercultural competences and international experiences. Although IBL students can and do go on Grand Tour, the panel is of the opinion that these opportunities at the IBCs could be used more extensively. The experience with the Bali IBC was not successful because of the language. The new IB curriculum should improve the possibility to include the international branch campuses for mobility purposes.

The first semester of the fourth year students work together in international groups again, this time to do an assignment for a local or regional commissioner willing to penetrate new markets. This so called the Export Carrousel is supported by the Province of Drenthe and established by the Chamber of Commerce. The project is supported by courses in Cross-Cultural Management and International Marketing. Afterwards, students will individually do their graduation project for a company.

The panel has learned from the interviews that students may be confronted with gender and discrimination issues (e.g. in Vietnam). The programme prepares students for this e.g. in a PBL case, and deals with it adequately when problems arise. However, it seems desirable to intensify these efforts to raise awareness and to make sure students can make informed choices when dealing with discrimination against themselves or others at an international workplace.

With regard to the languages the students indicated that their English improved a lot during the programme, and that they were more confident in speaking and presenting. However, when it comes to the other foreign languages the time allocated to learn a new language was sometimes seen as too short to feel confident to use it in business. More language hours in the week for those who want or need it was advocated. Although the emphasis on European languages was in general supported, some students felt that learning Chinese or Arab would have been useful. The panel advises the programme to consider including non-European languages as part of the programme as such languages are growing in importance in international business. From industry the panel heard that there could be a stronger focus on finances in the programme (e.g. costs of marketing strategy) but this should not take place at the expense of available credits for the languages, as this is a strong point for choosing Emmen.

The panel is convinced that, based on its examination of the documents and student interviews, it is certainly possible for students to achieve all the intended international and intercultural learning outcomes through the provided curriculum. However, the number of partners institutions is quite large. The management pointed out that partners should be chosen whilst keeping an eye on the language purposes of IB. The programme is advised to develop more key partnerships as has currently taken shape with Haaga-Helia University of Applied Sciences. The city may also be of help in opening doors to key partners, as happened in the case of the Vietnamese partner university where links between Emmen and Vietnam resulted eventually in a Vietnamese associate professor in Emmen.

#### *Conclusion and (re)commendations*

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 recommends that the programme prioritises the long list of institutional partners to identify key partners for the programme. In addition, finding internships outside of The Netherlands and Germany should be supported by the programme. Creating space in the programme for optional non-European languages should also be considered.

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

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

#### *Findings and considerations*

IBL applies Problem Based Learning (PBL) as its main educational model. PBL is blended with lectures and skills practicing for some parts of the curriculum. The different teaching methods are described in the IBL Course Documents. The programme gives an extensive explanation for the application of PBL and recalls that students appreciate working in

international PBL groups for developing their intercultural competences. However, the merged NHL Stenden will implement a new educational concept, design-based education, across the institution. The panel believes that it is important not to rush into the new educational concept but to allow the new IB programme sufficient time to adapt.

Students can take part in short-term international projects organised by the Businet network, consisting of different universities abroad. IBL students have taken part in several Trade Missions in different countries for which they researched the entry possibilities onto these markets and/or possible customers in these different destinations for a real company, and participated in the organisation of a Trade Fair in the destination country.

An interesting development is the project started up by Stenden and its partner Haaga Helia University of Applied Sciences in Finland. The project focuses explicitly on empowering international students for collaborative learning. In the English at Work project teams of students from both UAS are paired up to carry out research on the use of English, internal communication and external communication, in Finnish and Dutch companies. The project was entirely managed by students, being responsible of their own learning outcomes which were reflected in individual Learning Diaries, therefore empowering them to design and co-create their own project. Various research papers resulted from this project and were presented at different international conferences.

The panel is convinced that, based on its examination of the documents and its interviews with teaching staff and students, it is possible for all students to achieve the intended international and intercultural learning outcomes through the provided teaching methods. Students also commended the openness of teachers, and the informal contacts, which are of course helped by the relatively small scale of the programme.

#### *Conclusion and (re)commendations*

The panel concludes that the teaching methods are suitable for achieving the intended international and intercultural learning outcomes. With regard to the design-based education concept the panel believes that it is important to allow the new IB programme sufficient time to adapt.

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

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

#### *Findings and considerations*

IBL students always study in an international classroom thanks to the international composition of the student body and the international orientation of staff. To add more international experiences “at home”, international guest lecturers from partner universities and from the Stenden IBCs teach IBL students at irregular intervals. The annual International Week attracts lecturers and staff from partner universities who give guest lectures to IBL students as part of the week.

Before the formal curriculum starts, a Study Start Week (SSW) is organised to introduce all students to Stenden, the teaching methods, facilities, other students and lecturers. During the SSW, buddies are assigned to all first-year students. These buddies help them get acquainted with Stenden and will be guiding them throughout the first six months. One of the fraternities, Global Web, organises a special day for all IBL students. On this day, the international students get acquainted with the local environment of Emmen, and for the national students,

it serves as an eye-opener that makes them aware of the perspective of their international classmates.

Students can also do extracurricular activities that offer an intercultural experience and that can be rewarded with some elective credits as part of Study Coaching. Students can choose to be a buddy for first year students or a language buddy. Furthermore, students can assume different roles with the fraternities that are supervised by the internationalisation at home coordinator or become a Stenden Ambassador or member of the Promoteam.

To expand the scope of the international lectures offered, innovative teaching methods using online technology like co-teaching via Skype have become a new practice. With a view to the to be implemented design-based education in the new IB programme the management stated that an atelier workshop in which students work together with companies should be realised in Emmen.

#### *Conclusion and (re)commendations*

The panel concludes that the learning environment is suitable for achieving the intended international and intercultural learning outcomes. The programme is to be commended on the use of both formal and informal activities to make the students feel at home and increase their mutual cultural understanding.

#### **Overall conclusion regarding Standard 3: Teaching and Learning**

The panel found that the curriculum, teaching methods and learning environment are suitable for achieving the intended international and intercultural learning outcomes. The panel commends the programme's pioneering role and innovative spirit in providing multiple options for gaining international and intercultural experiences, and making every effort to let the international students feel at home. Identifying key partner institutions for exchanges, strengthening the opportunities of the international branch campuses in the mobility activities, and creating space in the programme for optional non-European languages should be considered to further benefit the teaching and learning process.

The panel therefore assesses *Standard 3: Teaching and Learning* as good.

## **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.*

#### *Findings and considerations*

The IBL programme is closely linked to two other small programmes in the School of Commerce. For these three programmes there is one staff team comprising of 34 people (3 management, 1 associate professor of the International Trade Expert Centre, 25 teaching staff, and 5 support staff). There is an internationalisation coordinator who is responsible for the internationalisation aspects of the curriculum, outgoing exchange, and a number of external contacts. Moreover, the internationalisation at home coordinator is responsible for incoming exchange, international aspects of marketing, hosting the international students, as well as coordinating the fraternities and the buddy programme.

Two staff members hold a PhD as highest degree, 22 a Master's, and 7 (of which 5 teaching staff) a Bachelor's. One staff member is carrying out a PhD on International Trade, another lecturer carries out a PhD under the umbrella of a research group in Sustainability, the

Internationalisation Coordinator is carrying out a PhD as part of the Centre for Internationalisation of Education. The Academic Dean is also Lector of Sustainable PBL Concepts in Higher Education. The panel encourages the programme to enhance these staff qualifications further. The new centre for internationalisation in education and the Stenden professorship open up new possibilities for contributions of lecturers to research. The panel recommends the programme to foster the links with research and to feed the research results into the teaching and learning.

With only a few exceptions all staff members are Dutch. The programme mentions staff diversity as a challenge in the self-evaluation report. The panel agrees that the diversity in national backgrounds should increase to further aid the development of the intercultural classroom. An opening up of the programme to some non-European languages would also require additional language skills among staff. The merger with NHL and the restructuring of the new IB programme should increase the possibilities for hiring staff with a more diverse background.

#### *Conclusion and (re)commendations*

The panel concludes that the composition of the staff does indeed facilitate the achievement of the intended international and intercultural learning outcomes. However, the staff composition is not ideal from a viewpoint of international diversity. The panel recommends that the programme drafts a recruitment plan to attract more international staff members.

#### **Criterion 4b: Experience**

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

#### *Findings and considerations*

Of the 25 teaching staff involved in IBL, 10 lived abroad for study or work; 17 have international work experience outside of Stenden; 9 have participated in a staff exchange; 19 have organised and/or led international field trips and/or projects within Stenden; and, 10 have participated in international research and/or have attended international conferences. Only one teaching staff member does not have any of the international experiences described.

The Associate Professor leads Stenden's International Trade Expert Centre and is a lecturer at the University of Economics of Ho Chi Minh City. All lecturers are also internship tutors. This way, all lecturers are in contact with international companies to some degree. Furthermore, the lecturers teaching in the international classroom gain international and intercultural experience that way.

The seven language lecturers are all certified teachers of that language; three of them are native speakers of the language they teach. Many staff members have participated in English courses at various levels.

The support staff who are in direct contact with students or prospective students have had training in English, and have at least some international experience. The entire management has international experience.

The panel appreciates these practical, hands-on intercultural experiences and from the interviews with students and staff it can be concluded that the intercultural competences of staff are sufficient, and that staff are committed and enthusiast teachers. The panel heard no complaints from students regarding the language skills of teachers.



*Conclusion and (re)commendations*

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

The panel commends the staff members on their commitment and enthusiasm in teaching.

**Criterion 4c: Services**

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

*Findings and considerations*

The policy of the School of Commerce is to provide opportunities for staff members to develop their English and intercultural sensitivity. The majority of teaching staff have received training in English according to their needs. English courses have been offered at three levels: Cambridge First, Advanced and Proficiency, and there have been individual and specific courses such as Teaching in English. Of the teaching staff, three are English teachers and one is a native speaker of English. The current required minimum level for teaching staff is Cambridge Advanced. Students will have to reach C1. The panel is of the opinion that the desired entry level should be C1, as seems to be the case in the future IB programme.

About half of the staff have received Intercultural Sensitivity/Diversity training. Three of the teaching staff are certified trainers of Intercultural Sensitivity.

Stenden has an annual International Week with lectures and workshops that all staff are welcome to attend, and in that week, many of the international participants of the week give guest lectures as well. The two internationalisation coordinators assist colleagues in organising staff exchanges and international guest lectures, and organise the Emmen based activities of the International Week.

The conferences organised by Businet and EAIE are always attended by one or two staff members.

The teaching staff mentioned in the interviews that there are sufficient opportunities for staff to obtain more international experiences (e.g. working with the Finnish partner institution).

*Conclusion and (re)commendations*

The panel concludes that the services provided to the staff are consistent with the staff composition. These services do adequately facilitate international experiences, intercultural competences and language skills. The panel recommends that the new IB programme will set C1 as required level in English for teaching staff.

**Overall conclusion regarding Standard 4: Staff**

The staff members have sufficient internationalisation experience, intercultural competences and language skills, and are facilitated by the services provided to them. The panel deems all of the underlying criteria of this standard to be met and commends the programme with its committed and enthusiastic staff.

The panel therefore assesses *Standard 4: Staff* as good.

The panel recommends that the programme drafts a recruitment plan with specific actions to attract more international staff members.

## Standard 5: Students

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### Criterion 5a: Composition

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

#### *Findings and considerations*

In October 2017 there were 143 students enrolled at the IBL programme. Of these students 45% came from Germany, 36% from The Netherlands, 5% were Italian, and the remaining 14% held 15 other nationalities. As the goal relating to the international classroom is to strive for 1/3 Dutch, 1/3 German and 1/3 other nationalities, it has to be concluded that German students are slightly overrepresented. Over the last five years, there were between six and twelve different nationalities in each intake. As one of the goals of IBL is to have an influx of at least 3 nationalities one can see that this goal is easily met.

The programme also hosts exchange students that are not registered at Stenden. In 2017-2018 there were 12 incoming exchange students: 4 from a Spanish university; 4 from France; 2 from Finland; 1 Belgian and 1 German. The numbers of exchange students dropped some years ago but have been increasing lately as the School of Commerce in Emmen appointed its own incoming exchange coordinator.

To attract a more diverse student population and more students in general, IBL aims to strengthen its reputation. The programme mentions the interest of potential students, National Student Survey results, monitoring alumni and the reputation among the industry and academia as indicators. However, the panel has not seen a very active monitoring policy in this regard. Nor is there a clear action plan to attract students outside of Germany and The Netherlands to Emmen. The panel advises the programme to include the yet unused opportunities of the IBCs in this regard. In the interviews students gave good suggestions for attracting more students and staff by focussing more on other countries than Germany, and by turning alumni into ambassadors of IBL and improve the marketing. The systematic recruitment practices in German secondary schools could be applied to other countries as well (e.g. in the UK). Interviewed industry representatives suggested to emphasise in the marketing the unique selling points of being part of an international student group, the small school, personal contacts with the staff, and a very international orientation from the start with the good practice of going abroad in the later years. Focussing marketing initiatives more on Eastern European countries was also mentioned.

#### *Conclusion and (re)commendations*

The panel concludes that the composition of the students is in line with the programme's internationalisation goals. The panel recommends that more international students will be attracted by devising an effective recruitment and marketing plan.

### Criterion 5b: Experience

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

#### *Findings and considerations*

IBL students at Stenden gain internationalisation experiences through the internationalised curriculum, working in the international classroom and in international PBL groups, through a semester of study abroad, international internships and graduation projects. The curriculum

also comprises guest lectures by colleagues from international partner institutes, international field trips and international projects. As a semester of study abroad is obligatory, almost 100% of the IBL students indeed gain this experience, with only a few exceptions made for students in extraordinary (personal) circumstances. Of the 18 students in the cohort 2015, 5 students did their Year 3 Study Abroad at an IBC (Bangkok and Qatar), 3 in Spain, 2 in Belgium and the others in Germany, Finland, Norway, France, Chile and South Korea.

Over the last three years, an average of 38% of IBL students did an internship in another country than their home country, and an average of 33% did a graduation project in another country than their home country. The internship or graduation project is always carried out in an international company or organisation.

#### *Conclusion and (re)commendations*

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

#### **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 and considerations*

Prospective students that have registered for IBL Stenden are contacted by the internationalisation at home coordinator to arrange an intake interview. In this interview, students are informed about the programme, including the international, intercultural and language aspects.

After definitive enrolment students are invited for the Study Start Week during which they get acquainted with their class, their study coach and their student buddy. All students have a study coach; the study coaches for IBL all teach intercultural communication, have ample international teaching and working experience, and have all lived abroad. During the first semester, students meet their study coach weekly. All students have at least four individual interviews with their study coach per year. In the interviews students also praised the important role of the study coaches. For matters that go beyond the expertise of the study coach, students can use the services of the Student Counsellors. For incoming exchange students the incoming exchange coordinator fulfils the role of the study coach.

The student buddy guides the student throughout the first semester and helps to integrate into the academic and social community. Incoming exchange students get student buddies like the incoming first year students, and have access to the services that other students have access to.

The internationalisation coordinator of the programme informs and advises students about the possibilities for study abroad, and is the contact person for registration for exchange whereas the Student Mobility Centre in Leeuwarden organises the actual exchange and the Erasmus grants, and is responsible for the Grand Tour. The programme has its own coordinator for (international) internships and graduation projects. The panel did hear in the interviews that the support of Stenden in obtaining work permits could be improved.

iStudy helps students with issues regarding registration, accounts, housing, and access to Stenden services. The Secretary of the programme deals with student files, registration, diplomas and diploma supplements, together with the Back Office.

Stenden Emmen did not have any accommodation of its own for the last few years. The informal network of students, in the form of fraternities and buddies, used to offer help to students looking for a room. Since September 2017, there are 25 rooms in a newly created student residence available for international students via Student Stay in Emmen. The panel heard from students that more or better housing for international students is indeed needed. Global Web (International Student Fraternity) and SEFF (Stenden Emmen Foodies Fraternity) aim at facilitating international students' integration in daily life in the Netherlands and on campus by organising a wide range of international events.

Noteworthy is the high score in the National Student Survey 2017, where the Stenden IBL programme scored 4.6 out of 5 for the aspect of Internationalisation.

When it comes to the facilities the lecturers made a plea for bigger student rooms in a more creative setting, which would be necessary for the design-based education to be introduced in 2018. A lounge area, gym, appropriate online facilities in each room were also mentioned. The panel has verified that the Diploma Supplement that is provided to students after graduation entails the necessary information.

#### *Conclusion and (re)commendations*

The panel concludes that the services provided to students are manifold and suitable for the student group.

#### **Overall conclusion regarding Standard 5: Students**

The panel found that the student composition comes close to meeting the programme's objective of 1/3 Dutch, 1/3 German, and 1/3 other nationalities. To ensure that this objective is to be met in the future and to increase the international student numbers the panel recommends that the programme devises a recruitment and marketing plan that includes measures such as engaging the IBCs, visiting secondary schools in target countries and turning alumni into ambassadors for the programme in their home country. The panel deems all of the underlying criteria of this standard to be met.

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

## 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	Excellent
	2b. Student assessment	
	2c. Graduate achievement	
3. Teaching and learning	3a. Curriculum	Good
	3b. Teaching methods	
	3c. Learning environment	
4. Staff	4a. Composition	Good
	4b. Experience	
	4c. Services	
5. Students	5a. Composition	Good
	5b. Experience	
	5c. Services	

## Annex 1. Composition of the panel

### Overview panel requirements

Panel member	Subject	Internat.	Educat.	QA	Student	CeQuInt	Review country	Other country
• Rolf Heusser		X	X	X		X		X
• Griet Naeyaert	X	X						X
• Dennis Righters	X	X	X	X			X	
• Lara Schu				X	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 QA or auditing; or experience as student auditor;  
 Student: Student with international or internationalisation experience;  
 CeQuInt: CeQuInt trained or more than three CeQuInt experiences as a panel member  
 Review system: at least 1 member from the higher education system of the programme under assessment;  
 Other system: at least 2 members who are not from the country of the programme under assessment.

### **Panel chair: Dr. Rolf Heusser, director of National Institute for Cancer Epidemiology and Registration (Switzerland).**

Dr. Heusser is part-time lecturer of the University of Zürich, ETH Zürich, University of Berne. He is a member of the accreditation advisory committee in Luxembourg and was Chairman of the scientific advisory board of the German accreditation agency AHPGS. From 2001 to 2010 he was the Director of the Center of Accreditation and Quality Assurance of the Swiss Universities (OAQ). From 2004 to 2014 he was the Chairman of ECA. He has been trained as a CeQuInt expert and participated in CeQuInt procedures.

### **Griet Naeyaert MA, International Coordinator, Artevelde University College (Belgium/Flanders).**

Since 2008 she has been building International Relations for the Bachelors of Business Management and of International Business Management at Artevelde University College in Ghent. From 2003 to 2008 she was Consular Officer at the Embassy of Belgium in Washington D.C.



**Dennis Richters MBA, MSc, lecturer Organisational Behaviour & Marketing, Rotterdam Business School, Rotterdam University of Applied Sciences (The Netherlands).**

Thesis coordinator (IBMS) and chair of the Participatory Council. He was guest lecturer at the University of Ljubljana and Geely Beijing University. Consultant with Q-Minds B.V. He was a panel member in several NVAO assessments of business programmes.

**Lara Schu B.Sc., student Computer Science (M.Sc.) at the University of Kaiserslautern (Germany).**

She was an expert in 16 expert panels of the German accreditation agencies ASIIN and ACQUIN, She was trained as a CeQulnt expert.

Process coordinator and secretary of the panel: Mark Frederiks, Coordinator international policy, NVAO.

## Annex 2. Documents reviewed

- Self-evaluation report
- Annexes:
  1. Summary of the Internationalisation Strategy and Goals of the Stenden International Business and Languages programme 2016-2017 until 2020-2021
  2. Overview of the curriculum in diagrammatic form
  3. Learning outcomes IBL Stenden
  4. Description units of studies
  5. International and intercultural LOs in curriculum
  6. Assessment of International and intercultural LOs
  7. Diploma Supplement Bachelor IBL
  - 8A. Outgoing students cohorts, 2012, 2013, 2014, 2015
  - 8B. Incoming exchange students 2015-2016, 2016-2017, 2017-2018
  9. CVs of teaching staff
  10. Staff nationality, international and internationalisation experience
  11. Internationalisation projects
  12. Student composition (update per October 2017)
  13. Poster NSE 2017 IBL Stenden
- Alumni IBL information per July 2017
- Internationalisation Strategy & Implementation Plan 2016-17 – 2020-21
- Survey alumni perception of the IBL programme
- Examples of student work, speaking tests and videos



## Annex 3. Site visit programme

### Overview

<b>Date:</b>	13 December 2017
<b>Institution:</b>	Stenden University of Applied Sciences
<b>Programme:</b>	International Business and Languages (IBL)
<b>Location:</b>	Emmen, The Netherlands

### Programme

#### Tuesday 12 December 2017

19.00: Preparatory meeting of the panel and dinner at Hampshire hotel, Emmen

#### Wednesday 13 December 2017

	Activity	Location
08.10 – 08.30	Welcome Gerry Geitz, Academic Dean Anne Klaas Schilder	Auditorium
08.30 – 09.15	Showcase, explanation room & documentation <ul style="list-style-type: none"> <li>• Joëlle Hietbrink, internationalisation coordinator &amp; students:</li> <li>• Shalom Freeman, 1st year</li> <li>• Costanza Sbardella, 2nd year</li> <li>• Lara Timme, 2nd year</li> <li>• Ilona Steinbrecher, 3rd year</li> <li>• Hannah Jakobi, 4th year</li> </ul>	Auditorium
09.15 – 10.00	Time to read documents	Auditorium
10.00 – 10.45	Panel interview students <ul style="list-style-type: none"> <li>• Julia Radi, 1st year</li> <li>• Nhan Nguyen, 1st year</li> </ul>	Auditorium

	<ul style="list-style-type: none"> <li>• Costanza Sbardella, 2nd year</li> <li>• Melissa Snitjer, 2nd year</li> <li>• Vanessa Fürstenau, 2nd year</li> <li>• Hannah Jakobi, 4th year</li> <li>• Sophia Heinig, 4th year</li> </ul>	
10.45 – 11.00	Coffee break	Audi- torium
11.00 – 11.45	<p><i>Panel interview alumni &amp; industry</i></p> <ul style="list-style-type: none"> <li>• Elisa Frank, alumna, graduated 2017</li> <li>• Larissa Wiedemann, alumna, graduated 2017</li> <li>• Igor Nalepa, alumnus, graduated 2017, Tuindec International</li> <li>• Svetlana Steinbrecher, alumna, graduated 2011, Holland Trading Group</li> <li>• Ard Bekel, Oldenburger Fritom</li> <li>• Anita Oosterveld-Janssen, Proxcys</li> <li>• Wouter Couprie, Municipality of Emmen, chair of the IBL Advisory Board</li> </ul>	Audi- torium
11.45 – 12.15	Lunch	Audi- torium
12.15 – 13.00	<p>Panel interview lecturers</p> <ul style="list-style-type: none"> <li>• Gert-Jan Hummel, Marketing lecturer, International Trade Expertise Centre</li> <li>• Joëlle Hietbrink, Internationalisation coordinator, Spanish and intercultural communication lecturer, study coach, curriculum committee, programme committee, PhD candidate Intercultural Competence Assessment</li> <li>• Julia Huisman, Internationalisation at home coordinator, English, Spanish and intercultural communication lecturer, study coach, curriculum committee</li> <li>• Rianne van der Vlist, Marketing lecturer, programme committee, study coach</li> <li>• Rina Drijfholt, English lecturer, examination board</li> <li>• Shilpa Samplonius, Economics lecturer, curriculum committee, International Trade Expertise Centre, PhD candidate International Trade</li> </ul>	Audi- torium
13.15 – 14.00	<p>Panel interview internationalisation &amp; management team</p> <ul style="list-style-type: none"> <li>• Gerry Geitz, Academic Dean</li> <li>• Johan Postema, Team leader</li> <li>• Joëlle Hietbrink, Internationalisation coordinator</li> <li>• Julia Huisman, Internationalisation at home coordinator</li> <li>• Dymphi van der Hoeven, Policy officer International Affairs Stenden</li> </ul>	Audi- torium
14.00 – 14.45	Internal consultation	Audi- torium
14.45 – 15.15	Feedback panel to programme and departure	Audi- torium



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