Decision of the FIBAA Accreditation and Certification Committee

1st Meeting on 26 February 2021

Project Number:	19/140
Higher Education Institution:	Stenden University of Applied Sciences - Qatar
Location	Doha, Qatar
Study Programme:	International Business and Management Studies (BBA)
Type of Accreditation	Initial Accreditation

The FIBAA Accreditation and Certification Committee has taken the following decision:

According to § 12 (2) in conjunction with § 16 (1) of the "Special Conditions for awarding the FIBAA Quality Seal for Programme Accreditation "FIBAA Programme Accreditation"", the study programme International Business and Management Studies (BBA) is accredited.

Period of Accreditation: 26th of February, 2021 until the end of the winter semester 2026.

The FIBAA Quality Seal is awarded.

Assessment Report

Higher Education Institution (HEI):
Stenden University of Applied Sciences - Qatar

Bachelor programme:
International Business and Management Studies

Qualification awarded on completion:
 Bachelor of Business Administration (BBA)

General Information on the Study Programme

Brief description of the study programme:
Stenden University of Applied Sciences – Qatar (hereafter SUAS-Q) is an international branch campus of NHL Stenden University of Applied Sciences in the Netherlands. The four-year Bachelor of Business Administration degree in International Business and Management is one of three Bachelor programmes the University currently offers. The programme was developed in 2001 by three European universities with specialisations in economics, service management and business. After being offered in the Netherlands for several years, the programme was introduced in Qatar in 2007. The International Business and Management Studies programme aims to educate students based on professional international orientation, to assume commercial and economic management positions to execute or direct different integrated international business operation in the fields of international marketing, finance and management. This is achieved through solid theoretical foundation of international management concepts combined with practical applications and implementation by professional training to become competent in intercultural leadership, communication, critical analysis, creative problem solving, planning and abilities to adapt.

Type of study programme:
Bachelor programme

Projected study time and number of ECTS points assigned to the study programme:
4 years, 240 ECTS points

Mode of study:
Full-time

Didactic approach:
Study programme with obligatory class attendance

Double/Joint Degree programme:
No

Scope (planned number of parallel classes) and enrolment capacity:
The enrolment capacity of the programme is 160 students

Programme cycle starts in:
Both winter and summer semester

Initial start of the programme:
2007

Type of accreditation:
Initial accreditation

Procedure

A contract for the initial accreditation of the Bachelor programme International Business and Management Studies (BBA) was made between FIBAA and Stenden University of Applied Sciences on 6th of April, 2020. On 10th of July, 2020, the HEI submitted a self-assessment report, which included a detailed description of the programme and further documents in order to prove that the criteria for programme accreditation are met.

At the same time, FIBAA appointed a review panel. The University has agreed with the chosen experts. The panel consisted of:

Prof. Dr. Peter van der Sijde
Virje Universiteit Amsterdam, The Netherlands
Professor for Organization, Entrepreneurship & Technology

Prof. Dr. Gabriele Mielke
Hochschule für Wirtschaft, Technik und Kultur - The University of Applied Sciences (hwtk), Berlin, Germany
Professor for Business Administration (International Marketing and Management, Market Research, (Applied) Project Management, Process Management, ELearning)

Dr. Tariq Khwaileh
Qatar University, Doha, Qatar
Chair of the Department of English Literature and Linguistics, College of Arts and Science
Assistant Professor, Linguistics

Tim Ackermann
TUI Group Global Head of Talent Acquisition, Germany
(Business Administration, Human Resource Management, Human Aspects of Digitalization (New Work))

Roland Meister
Fachhochschule Münster, University of Applied Sciences, Germany
Student of Business Administration (B.A.)

FIBAA project managers:
Mag.a Diane Freiberger, MBA, and Antonia Lütgens

The assessment is based on the self-assessment report, amended by further documents, as requested by the panel, and a digital conference. The digital conference took place on 10th-11th November 2020 online via the video conferencing tool Zoom. At the end of the digital conference, the panel has given a short feedback on its first impressions to representatives of the University.

The assessment report based on this was delivered to the University for comment on 28th January 2021. The statement on the report was given up on 3rd February 2021; it has been taken into account in the report on hand.

Summary

The Bachelor programme International Business and Management Studies offered by Stenden University of Applied Sciences, Qatar, fulfils the FIBAA quality requirements for Bachelor programmes and can be accredited by the Foundation for International Business Administration Accreditation (FIBAA) for five years starting on 26th February 2021 and finishing at the end of the winter semester 2026. The programme is in accordance with the national and the European Qualification Frameworks and the European Standards and Guidelines in their applicable version valid as of the time of the opening of the procedure, and in accordance with the Bologna Declaration.

The panel members identified several areas where the programme could be further developed:

- Positioning of the study programme in the educational market (see chapter 1.3.1),
- Methods and scientific practice (see chapters 3.1.6),
- Examination and final thesis (see chapter 3.1.7),
- Academic qualification of faculty (see chapter 4.1.2).

The measures that the University takes in order to implement the recommendations of the panel members will have to be considered during the re-accreditation.

There are criteria in which the programme exceeds the quality requirements:

- Skills for employment (see chapter 3.6),
- Student support by the faculty (see chapter 4.1.6),
- Career counselling and placement service (see chapter 4.5.1),
- Alumni Activities (see chapter 4.5.2).

For the overall assessment of the programme, please refer to the quality profile at the end of this report.

Information

Information on the Institution

Stenden University of Applied Sciences – Qatar (hereafter SUAS-Q) is an international private branch campus of NHL Stenden University of Applied Sciences in the Netherlands (public institution) and the oldest private university in Qatar.

SUAS-Q offers three Bachelor degree programmes in International Hospitality Management (IHM), Tourism Management (TM), and International Business and Management Studies (hereafter IBMS). The University also offers two Master programmes in International Hospitality and Service Management (IHSM) and in International Leisure, Tourism and Event Management (ILTEM).

The institution has primarily been a purely teaching organisation but also produces research. In 2018, SUAS-Q received a permission from the Ministry of Education and Higher Education in Qatar, by whom it is accredited and licensed, to start offering locally accredited IBMS degrees in addition to the Dutch accredited degrees which were offered until this point. In early November 2020, the Inspectorate of Education in the Netherlands released a report concerning NHL Stenden's provision of educational activities in Qatar. The report states that "NHL Stenden complies with laws and regulations regarding education abroad, the admission of students from Qatar into its programmes and the role of the exam committees."[1] Achieving the international FIBAA accreditation is one of the institution's strategic objectives.

The University provided the following statistical data (for data on cohorts 1 and 2, please see self-evaluation report, p. 8):

	3. Cohort 2014	4. Cohort 2014plus	5. Cohort 2015	6. Cohort 2015plus
Study places	60	40	60	40
Applicants	54	32	53	40
	Male: 25	Male: 15	Male: 23	Male: 25
	Female: 29	Female: 17	Female: 30	Female: 15
Application rate	90%	80%	88.33%	100%
First-year student	43	23	47	17
	Male: 19	Male: 11	Male: 22	Male: 12
	Female: 24	Female: 12	Female: 25	Female: 5
Rate of female students	0.558139535	0.52173913	0.531914894	0.294117647
Foreign students	37	16	45	12
	Male: 16	Male: 9	Male: 22	Male: 10
	Female: 21	Female: 7	Female: 23	Female: 2
Rate of foreign students	0.86	0.70	0.96	0.71
Percentage of occupies study places	71.67%	57.50%	78.33%	42.50%
Average dura-	4.7	4.1	4	4

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[1] Link to Report: https://www.nhlstenden.com/en/news/nhl-stenden-satisfied-inspection-report-regarding-qatar (retrieved on 28.12.2020)

tion of study				
Average grade of final degree	7.3	7.2	7.4	7.2

Year	2016	2017	2018	2019	2020
Number of graduates	10	32	48	27	In process

Appraisal

The panel members found a classical BBA programme, which is running smoothly. They were very happy with the information provided in the self-assessment report, all documents that were provided in advance and during the digital conference and were content with the level of detail. During the digital conference, the panel members observed well the processes of the programme and are convinced that the University takes all necessary measures. The following recommendations should be taken into account as a possibility to strengthen the BBA programme further.

Programme Description and Appraisal in Detail

1. Objectives

1.1 Objectives of the study programme (Asterisk-Criterion)

The objectives of IBMS programme are listed in the University's self-assessment report (p. 9) as follows:

1. The student acquires the foundations of International Business and Management.

2. The student starts to take charge and act tactically on both professional levels as on personal learning level.

3. The student broadens and deepens his/her knowledge and skills, integrates it, learns to act, think, decide strategically and also undertake further study.

4. The student can apply competencies learned in a professional context independently in a complex situation with complete control of the required skills.

5. The student can demonstrate knowledge in international business environment through various process of data handling like gather, interpret relevant data to make decision based on relevant social, scientific, cultural or ethical aspects, performs research independently and communicate information, ideas and solutions to specialists and non-specialists.

6. The student acquires negotiation skills, decision making skills in a labour market, which is characterised by growing complexity due to worldwide internationalisation of the economy.

In addition, SUAS-Q provided the programme learning outcomes in the self-assessment report (p. 10). Upon graduation, the students have proven the ability to:

1. Create professional products that are common in the area of international business such as recommendations, advice, reports and presentations based on research that involves collecting, organising, presenting, analysing, and interpreting information collected with desk and field research.

2. Devise and support solutions for problems and dilemma's arising in international business situations and meetings by applying theories and models in a responsible, authentic and accountable manner while considering ethics and corporate responsibility.

3. Design contribute to and implement management activities in an intercultural and international environment by means of a (change) plan or report in order to strengthen the synergy between strategic, structural and cultural aspects or an organisation.

4. Advise management on appropriate course of action in a business plan or report while considering relevant international business trends and the organisations international and local business environment; including socio-economic, demographic, cultural, political, legal, sustainable and ecological aspects.

5. Co-operate and participate in an intercultural team with a responsible, authentic and entrepreneurial attitude towards and creates professional products (e.g. business, change or marketing plan) as a team effort while considering the functional key-areas of the business environment.

6. Lead, create and maintain productive relationships within intercultural team meetings in order to reach a defined goal through apply theories on co-operation, leadership styles, conflict models and negotiation techniques.

7. Assess and contribute to the international strategic policy and business processes of an organisation by developing a change or strategic plan while respecting the organisational culture and business structure.

8. Contribute to the development of new opportunities for the corporate internationalisation strategy by applying entrepreneurial skills in a business setting, while considering the goals and constraints of the organisation and ethical and moral codes of the profession.

9. Command the English language in written and spoken word, CEFR level C1, and flexibility to use the language in varying degrees of formality and social, academic and professional purposes; demonstrated in detailed international (research) papers on complex matters and by leading discussions or presentations and thus showing managerial skills.

10. Command a second foreign language, being Spanish, Dutch, Chinese or German, on a basic (CEFR A1-A2) or intermediate (CEFR A2-B1) level. To communicate in general and specifically in international and intercultural business settings for instance meetings and discussions.

11. Develop and self-regulate personal professional objectives and learning processes in an intercultural work setting, as defined in a portfolio, in order to benefit from this for pro-active self-development.

12. Manage, evaluate and create an international Human Resource plan that suits the desired corporate strategy based on an analysis of the current and desired situation involving a gap analysis and implementation plan.

Appraisal:

The panel members think that the qualification objectives of the programme are explained and convincingly presented in relation to the target group, targeted professional field and societal context of the discipline. They embrace academic proficiency, comprehensive employability, as well as the development of the individual student's personality. The subject-specific and extra-curricular qualification objectives and skills to be acquired correspond with the aspired level at graduation. They take into account the requirements of the national qualification framework.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
1.1* Objectives of the study programme (Asterisk Criterion)			x		

1.2 International orientation of the study programme design (Asterisk Criterion)

The international orientation of the programme curriculum is important for the students' future employability in international organisations and the global market. The interlinked foundations for this programme are: International Business Environment, International General Management and International Key Areas: Marketing and Sales, Supply Chain Management, Finance and Accounting and Human Resource Management. The main focus of the study are the dynamics of the international economy within which companies operate, the appropriate management activities in it and the international dimension of conducting business. The student population, the structural participation of international foreign students and the medium of instruction lead to a high degree of international exposure. The faculty members who come from 15 different nationalities and have international industry exposure in real-life business organisations, help the students acquire a multi-cultural perspective and evokes a drive to internationalisation. In addition to the international curriculum and the multicultural nature of the faculty, each year the students from the IBMS programme are taken on an international field trip, during which they visit a number of business organisations in a foreign country. Some of the countries to which IBMS students have travelled in the past include Germany, Spain, and South Korea.

Appraisal:

The panel members stated that the international orientation of the programme design resounded throughout the self-assessment report and digital conference. The programme design appropriately takes into account the required international aspects, with respect, too, to its graduates' employability.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
1.2* International orientation of the study programme design (Asterisk Criterion)			x		

1.3 Positioning of the study programme

SUAS-Q provided a sound description on the positioning of the IBMS programme as regards the educational market in Qatar, employability as well as the position of the study programme within the University's overall strategic concept. In order to meet the high demand for international business education in the country and in the region, SUAS-Q decided to introduce the IBMS programme and became one of the first universities in the country to start offering business related university education. The students and alumni that were met during the digital conference stated that they chose to study at SUAS-Q because they sought a degree and not just a diploma. They appreciated the intercultural experience and international student group of the programme. They highlighted the programme's curriculum, its internships and practicality. The latter was highlighted a couple of times during the conversation in the digital conference.

The programme at SUAS-Q prepares students for an international career in Marketing, Finance, Human Resource, Export, Supply Chain and Logistics. Graduates are equipped with skills to grow from starting positions to middle and senior management positions. The programme is designed to develop a wide range of skills required in today's and tomorrow's dynamic world of international business. The international business competencies, general management competencies, functional key-area competencies, interpersonal competencies,

task-oriented competencies and intra-personal competencies are embedded in the programme curriculum in such a way that the graduates of this programme are valuable for employers who need diverse workforce both nationally, regionally and internationally. In addition, the programme includes 20 weeks of Industrial Placement and 20 weeks of Graduation Project. The Head of Industry and Alumni Liaison plays an important role in the placement of students in various business organisations. During their industrial placements, students can apply the theoretical concepts which they have learned in the classroom to real life business scenarios. As part of the overall education, keynote and guest speakers are regularly invited to the University to share their experiences with IBMS students and faculty members. During these lectures, students are provided with opportunities for expanding their professional network, and with valuable advice on how to develop and grow their future careers. In addition to the above, international study trips and local study trips which are organised for on-ground experiential learning, enhance the students' knowledge and understanding of complex business operations and improve their preparedness for the job market. The skills acquired by the graduates are needed in today's complicated and challenging international business environment. According to SUAS-Q, many students find employment even before graduation. This is also influenced by the fact that the economic situation of the country is good and that there are many international companies in Qatar. Some students also work in family businesses. 90% of the students find a job in the first year after their graduation. The internship in the programme also benefits the employability of the students. Positions of IBMS graduates include the following: Supply Chain Manager, HR Manager, Sales & Product Manager and Export & Logistics Manager.

SUAS-Q's main strategic objectives for the programme in the overall strategic concept are listed in the self-assessment report as follows (p. 17):

- Establish a complete and high-quality portfolio of educational products in the areas of hospitality, tourism and international business management.

- Establish SUAS-Q as a premier hospitality, tourism, and international business management higher education institution in the region and internationally.

- Establish SUAS-Q as an internationally accredited leading hospitality, tourism, and international business management higher education institution.

- Establish regional and international recognition of SUAS-Q as a leading hospitality, tourism, and international business management higher education institution for applied learning (practical application, internationalisation, applied research, problem-based learning).

- Establish SUAS-Q as the preferred educational partner by tourism, hospitality, and other business organisations in the region and internationally.

Appraisal:

The reasons given for the positioning in the educational market of this study programme are plausible. At the same time, the panel members think that there is potential for the University to sharpen their value proposition and sell their unique selling point better. There are a couple of unique advantages that differentiate SUAS-Q from other universities in their market. This includes the awarding of an accredited European degree and the connection to NHL Stenden University of Applied Sciences in the Netherlands, the international dimension of the programme as well as its practical approach and hands-on mentality. Other competing universities in Qatar are more American or local. The panel members encourage SUAS-Q to be

more confident in the positioning of the programme in the market and to mature from NHL Stenden University of Applied Sciences in the Netherlands in order to grow further.

The arguments in support of graduate employability on the basis of the stated qualification objectives are convincingly presented. The future fields of employment for graduates are plausibly set forth.

The study programme is convincingly integrated into the University's overall strategic concept. The study programme's qualification goals are in line with the university's mission and strategic planning.

		Exceptional	Exceeds quality re-quirements	Meets quality requirements	Does not meet quality requirements	n.r.
1.3	Positioning of the study programme					
1.3.1	Positioning of the study programme in the educational market			x		
1.3.2	Positioning of the study programme on the job market for graduates („Employa-bility")			x		
1.3.3	Positioning of the study programme with-in the HEI's overall strategic concept			x		

2.   Admission

Admission of students into the IBMS programme is based on the Teaching and Examination Regulation 2018-2019. The admission requirements and procedure have been explained in the self-assessment report (pp. 18-25) and provided in the appendices with the admissions policy 2019-2020 and a mini brochure of the programme (appendix 2.1 Admissions policy and brochure).

The IBMS programme has two intakes in a year, one in September and one in February. Entry into the programme is based on academic merit. In line with the national admission requirements for a Bachelor's degree, the IBMS programme admits students who have completed a High School degree. High School certificates in all majors are accepted even though students with commerce and business background are preferred for the programme. Student's application with a high school degree of minimum 70% grade / minimum of D for five components with International General Certificate of Secondary Education (IGSCE) and two Advanced Subsidiary Level (AS) or one Advanced Level (A Level) or GCSE (General Certificate Secondary Education), Business and Technology Education Council (BTEC) level 3 or O level are considered for unconditional entry into the programme. Exceptional entries with 60-69% are possible based on - a.) grades of English or b.) equivalency certificate provided by the Ministry of Education or c.) average grade of relevant subjects (e.g. business).

The i-Study office at SUAS-Q is at the centre of the admission process. It acts as a link between the applicant and the University throughout the whole application and admission procedure (see assessment report for details, pp. 21-22). The career fairs and open days conducted during the year provide opportunity for the applicants to understand the programme in detail. Throughout the year, the marketing team of SUAS-Q participates in various educational fairs and provides prospective candidates with detailed information about the programme, the admission requirements and the steps for application and admission. In addition to this, several Open Evenings and Open Days are organised for potentially interested students and their parents. Representatives from SUAS-Q (including faculty, students and alumni) also visit different schools in Doha and deliver introductory presentations about the programme and the University to prospective students. Potential candidates can also receive a lot of useful information regarding the IBMS programme and admission into the programme from SUAS-Q's website. Once the students receive sufficient information about the programme and decide to submit their applications, face-to face interviews with SUAS-Q's Admission Committee are organised. Throughout the application and admission process, potential applicants are assisted by SUAS-Q's admission officers and receive guidance in person, via telephone and via e-mail. The marketing department at SUAS-Q reaches out to potential students through a number of channels which include the institution's website, social media channels and webinars.

As regards the selection process, a four-member Admissions Committee, comprised of Chairperson, Vice-Chairperson, Secretary and Team member, on behalf of SUAS-Q, selects the applicants, based on their merits, abilities and aptitudes which are validated through the admission requirements. The student who fulfils the document related requirements is then screened through a personal interview. Two members usually panel the interviews- one being the Admission Committee Chairperson/ Vice Person and other being the member of the management (Executive Dean, Academic Dean, Head of Academic Support). The student motive to take the IBMS programme is assessed through a motivational letter and a face-to-face interview. The applicant's presentation ability, attitude and English literacy to communicate are measured in the interview to see if the applicant can enter the IBMS programme. Applicants may be admitted to the programme if they meet the entry requirements, which include the documentation and passing of the interview. The offer letter is usually issued within two weeks of the receipt of the application and completed the interview.

As the IBMS programme runs in English, it is mandatory for the applicant to prove English literacy in all varied skills of reading, writing, speaking and listening through IELTS/TOEFL/TOEIC/Cambridge ESOL2. Students who studied in international schools, with English as the medium of education can be exempted from this requirement by providing an English waiver letter from the school. The letter should clearly mention the medium studied as English for the last three years of high school or the immediate last three consecutive years of study. Further to the verification made through English proficiency documents, the applicant's English skills (listening and speaking) are checked during the interview and notes are made in the interview sheets. Through this process, an applicant's capability to undertake the programme in a foreign language (English) is ensured. Spanish is another foreign language which must be mandatorily to take by SUAS-Q's students during years 1 and 2. However, the student is not expected to have any prior knowledge of Spanish language to join the programme. A law has been passed in Qatar in 2019 to ensure the protection of the Arabic language, however, this programme is not affected as it is mandatory for it to be in English. No adjustments were made in this regard.

The admission procedures of the IBMS programme is documented in the Teaching and Examination Regulation 2019-2020 and the admissions policy 2019-2020. SUAS-Q's website and the IBMS mini brochure also describe the admission requirements in conformance with the regulations and the policy. The decision for accepting a student is communicated clearly through an offer letter, which is duly signed by the Chairperson and Vice-Chairperson of the Admissions Committee. The offer letter cites whether the applicant is accepted for conditional/ unconditional entry. In case of conditional acceptance all conditions with expected deadlines are clearly detailed in the letter and explained to the student. The offer letter or letter of acceptance is not valid unless signed and accepted by the student. In any case, if an applicant is rejected for admission, he/she will receive an email from the University. Conditionally accepted students in the programme are being tracked by the Admissions Committee. As the students meets the conditions with the grace period given to them, the Admission Committee issues unconditional acceptance letters.

Appraisal:

The panel members evaluated that the admission requirements are transparently defined in various documents and are comprehensible. The national requirements are presented and taken into account. Applicants can directly turn to the i-Study office for clarification of specific questions, of personal aptitude, of career perspectives etc. Personal dialogue between applicants and the University is provided by defined office hours, by telephone and via e-mail as well as via a number of online channels. Information on the programme is provided at numerous online and online events. The selection procedure is transparent and ensures that qualified students are admitted. The admission requirements ensure that students are able to successfully complete the study programme (courses, additional literature, utilisation of counselling services and extracurricular activities) in English. The admission procedure is described, documented, and accessible for interested parties. The admission decision is based on transparent criteria and is communicated in writing.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
2.1*	Admission requirements (Asterisk Criterion)			x		
2.2	Counselling for prospective students			x		
2.3*	Selection procedure (if relevant)			x		
2.4(*)	Professional experience (if relevant; Asterisk Criterion for master programmes that require professional experience)					n.r.
2.5*	Ensuring foreign language proficiency (Asterisk Criterion)			x		
2.6*	Transparency and documentation of admission procedure and decision (Asterisk Criterion)			x		

3. Contents, structure and didactical concept of the programme

3.1 Contents

The programme mirrors the programme in place at NHL Stenden University of Applied Sciences in the Netherlands and is thus not developed in-house. The programme is offered at the premises of SUAS-Q. The IBMS programme's functional key-areas are the following:

- International Marketing & Sales Management
- International Supply Chain Management
- International Finance & Accounting
- International Human Resource Management

The curriculum overview is shown below:

	Period 1	Period 2	Period 3	Period 4	Throughout the year
YEAR 1	**M1 – This is International Business and Management!** - Management and Organisation course work (cases) - **4EC** - Management and Organisation, theory – **4EC** - Managerial skills theory - **2EC**	**M2 - Going global: The international entrepreneur** - International Business Assignment – **3EC** - Cultural awareness & International Law – **3EC** - Economics - **3EC**	**M3 – Marketing, Sales & Research** - Marketing report - **3EC** - Marketing - **3EC** - Research I – **2EC** - Sales & Acquisition (part 1) - **0EC** - Bookkeeping - **3EC**	**M4- Accountability in international business** - Accounting (incl CSR)- **4EC** - Accounting assignment - **1EC** - Business IT - **3EC** - Sales and Acquisition (part 2) - **2EC**	- Spanish L&C basic - **6EC** - Internationalisation activity- **1EC** - First year assessment - **1EC**
	English Business Communication – **3 EC**		English Business Communication - **3 EC**		
	PDP & study skills - **3 EC**		PDP & study skills - **3 EC**		

	Period 1	Period 2	Period 3	Period 4	Throughout the year
YEAR 2	**M5- Staying ahead: Innovation and Project management** - Module assignment: Innovation project - **3EC** - Managing Innovation & IP - **3EC** - Project Management - **3EC** - Critical thinking - **2EC**	**M6- Leading people: International People management** - International people management – workshops (course work) - **2EC** - International People Management – theory exam - **3EC** - IPM module assignment - **3EC** - Cross cultural managerial skills - **2EC**	**M7- Export management and logistics** - Export plan - **4EC** - EML exam (Supply chain management, finance and International Business Law II) - **4EC** - PBL - **2EC**	**M8 – Staying in control: research, information and quality management** - Individual. Research project - **2EC** - Applied Statistics - **3EC** - Operations Management - **3EC** - Management Information System II - **2EC**	- Spanish L&C Intermediate - **6EC** - Internationalisation activities- **2EC** - Faculty Point - **1EC**
	English Business Communication – **3 EC**		English Business Communication - **3 EC**		
	PDP & study skills - **2 EC**		PDP & study skills - **2 EC**		

	Period 1	Period 2	Period 3	Period 4
YEAR 3	**M9- International strategic Management & HRM** - International Strategic management Cases – **3EC** - ISM theory - **3EC** - Project work - **3EC** - Managerial Skills - **2EC**	**M10- International Business Plan** - HRM - **3EC** - Entrepreneurship - **3EC** - Business plan Feasibility Studies - **6EC**	**M11 – specialisation courses** Doing Business in the Middle East and North Africa (**15EC**)	**M12 – specialisation courses** Doing Business in the Middle East and North Africa (**15EC**)
	English Business Communication – **3 EC**			
	PDP – **2 EC**			

	Period 1	Period 2	Period 3	Period 4
YEAR 4	**Internship project - 30 EC**		**Graduation project - 30 EC**	

The programme objectives are embedded into the competencies of the programme and are listed by the University as follows:

Professional Related Competencies	
International Business Competencies	1. International Business Awareness 2. Intercultural Competency
General Management Competencies	3. International Strategic vision Development

	4. Business Process & Change Management
	5. Entrepreneurial Management
Functional Key-area Competencies	6. International Marketing & Sales Management
	7. International Supply Chain Management
	8. International Finance & Accounting
	9. International Human Resource Management
Generic Competencies	
Interpersonal Competencies	1. Leadership
	2. Co-operation
	3. Business Communication
Task-Oriented Competencies	4. Business research methods
	5. Planning & Organising
Intrapersonal Competencies	6. Learning & Self Development
	7. Ethical & Social Responsibility

The IBMS competencies which are the basic guidelines for the objective of the programme are framed by taking into consideration the Dublin descriptors, BBA Standards and the professional competency profile of International Business Management.

The IBMS offers a broad general education with a process-oriented view on management, which emphasises the integration of the various management functions and the effects of international economic developments on the international organisation. The programme enhances the managerial perspective, business skills, entrepreneurial skills and also makes the graduates competent in intercultural leadership, co-operation and communication, in analysis, creative problem solving, planning and learning abilities which is required in the dynamic and captivating world of International Business. Students acquire competencies by integration of knowledge, skills and attitude in situations reflecting professional practice in the field of International Business and Management Studies. After completion of the programme, they are able to work independently and become empathetic leaders and practitioner who possess critical thinking and analytical skills, creative innovation skills, effective communication skills, project management skills, and decision-making skills.

The IBMS programme is designed in a way in which theory is integrated with practice and students have the ability to combine knowledge, skills and attitude to perform professional tasks in an intercultural business context.

The concept of IBMS competencies is implemented into the curriculum of the Bachelor programme using a Learning Track model. IBMS has a continuous Reflection Learning track and also has a continuous Integrative track, the size of which increases during the study programme. The conceptual track is emphasised at the beginning of the study programme. The Skills track forms a significant part of the study programme but the nature of it changes as during the progression of the programme it becomes more integrated. The table provided below displays the different learning tracks in the IBMS curriculum:

Learning track	Intended (sub)qualifications	Type of educational unit	Educational methods
Integrative track	Acquiring competencies by integration of knowledge, skills and attitude in situations reflecting professional practice / tasks. This includes practice based (applied) re-	(Module) projects / assignments, cases, PBL tasks first-year assessment. Internship, graduation project.	Tutor meetings, consultation, brainstorming, PBL, presentations, etc.

	search, methodological and reflective thinking and acting problem-based working.		
Conceptual track	Acquiring knowledge concerning the knowledge base of the profession, including application of its working models.	Courses	Lectures, workshops, PBL
Skills track	Acquiring (partial)skills	Training courses	Workshops (role plays, etc.)
Reflection learning track	Develop knowledge, attitude and skills aimed at self-steered working and learning (reflection on own performance, continuous professional development). Develop (study) career management skills for own competence development, specialisation profile and career.	PDP, Professional Development Programme (PDP) portfolio	Personal interviews, group meetings, training courses, workshops, lectures.

International study trips and local study trips are organised for experiential learning. The field trips enhance student's knowledge and understanding of real-life business operations and provide them with an opportunity to experience the application of theoretical knowledge into practice. Throughout the duration of their studies, IBMS students are provided with the opportunity to participate in different business-related competitions such as the International Business Case competition, the Qatar Stock Exchange Business Simulation competition, the United Nations debate, the Student Leadership conference (Taqadam) at which they can showcase their knowledge & skills and apply their theoretical knowledge to real life business scenarios. In addition to this, high-profile industry experts are invited regularly to the University to deliver guest lectures and keynote speeches, and to share their knowledge and experience with University staff and students.

Interdisciplinary study allows the students to develop critical thinking, communication and analytical skills with the ability to synthesise ideas and characteristics from different disciplines. SUAS-Q lists the following components which embed interdisciplinary thinking in the IBMS programme (pp. 34-35):

- **English business communication**
  A good command of the English language will help students to shift boundaries and establish new relationships that will help them to analyse a company's position & opportunities in international markets, build and improve relationships with clients, and bridge culture-bound behavioural differences. This is achieved through the English Business Communication modules offered in Year 1 and Year 2.

- **Spanish Language & Communication**
  In today's global economy, knowledge of any foreign language is vital for businesses, especially for communication, negotiations and conversation between

practitioners and foreign customers and has become an important managerial skill. The Spanish language is taught for eight modules, during which students learn how to exchange information, describe ideas, and express opinions.

- **Internationalisation activity**

Internationalisation activities provide students with an opportunity to extend their classroom knowledge through continuous and substantial immersion in a target environment accompanied with structured reflection. These experiences provide opportunities for the synthesis of theory and practice by offering the students a chance to apply their knowledge in the field. This helps the students to:

- Have deeper understanding of cultural differences and similarities
- Analyse and interpret behaviour of self and others
- Have effective communication skills
- To do networking

- **Personal Development Programme (PDP)**

PDP is integrated in the modules to help students develop into reflective professionals & world citizens by developing their intercultural sensitivity and helping them to identify a potential career. The main focus is on the personal development of students which includes the planning of their study career, orientation on their future career, creating cultural awareness, and broadening their views of the world. Students are required to include their reflections and experiences in a portfolio using the STARR method which helps them to:

- Identify their development needs
- Make a personal activity plan to indicate when and how they are planning to improve the identified areas for development
- Motivate their choice of specialisation
- Develop a better understanding of the international labour market

- **Applied Statistics**

The knowledge of Applied Statistics helps students develop their quantitative reasoning skills and be able to make important decisions in various business-related situations. The students are taught the necessary applied statistical skills which enable them to conduct in-depth analysis, interpret research findings, make informed decisions and present them in a meaningful manner. During their module assignments and projects, students are encouraged to apply statistical tools, analyse the data, interpret the findings and present them in a report format.

- **Cultural Awareness & International Law**

Cultural awareness and international law are integrated in the modules and provide students with an opportunity to learn more about the cultural and legal aspects of conducting business in an international setting.

- **Business IT skills**

Students develop knowledge and understanding related to the functionality of data centres, cloud computing, database architecture, and impact of data quality on business performance. Students also learn how companies can manage their information via ERP and CRM systems.

Ethical and corporate responsibility is one of the important generic competencies in the list of IBMS competencies, which is integrated directly or indirectly in all modules of the curriculum. Ethical and corporate responsibility is covered in the following modules:

- This is international business
- Going Global: International Entrepreneur
- Accountability in International Business
- International People Management
- Export Management and Logistics
- Staying in Control & Research
- International Strategic Management
- International Business Plan
- Doing Business in Arab World

This competency is embedded in the modules so that the students can:

- Contribute to social, ecological, and economic discussions based on contemporary trends.
- Formulate his/her own position concerning ethical and social responsibility in a professional environment.
- Assess the effect of changes in society's needs on the sustainability of the organisation's business model.
- Assess the impact of organisational decisions on the environment and sustainability.
- Interpret the recent developments in CSR issues and more specifically sustainability issues.
- Estimate whether an innovative business idea is ethically and socially acceptable within the international business context.
- Use ethical and corporate social responsibility actively and transparently throughout the research.
- Provide possible solutions to improve sustainable aspects of a business and/or society.

The ability to research and analyse relevant international business problems, to propose policy goals and objectives, to prepare alternative solutions in order to optimise and strengthen the synergy between strategic, structural and cultural aspects of the organisation is one of the important competencies for an IBMS graduate. The student develops the ability to conduct a scientific study by formulating a problem statement, developing a research question, collecting data, analysing it, and presenting the findings in the form of a report. As part of this process various sampling techniques, methods for data collection and quantitative & qualitative data analysis procedures are also covered. Student research skills are developed across various modules from the start of the programme at a gradually increasing level.

In Year 1, students are able to formulate a problem, develop a research question, use various information resources and assess the relevance of these sources. They are also able to present research findings and to translate them into useful information by using simple theoretical concepts. This is achieved through the following subjects in Year 1:

M1	This is International Business Management Management and Organization Course work
M2	Marketing, Sales & Research Marketing Research I English Business Communication

In Year 2, the students are able to work in more complex situations and to systematically execute a research study by reporting the findings and translating them into useful conclusions. They will be able to use theoretical concepts and to understand the application of these concepts. This is achieved through the following subjects in Year 2:

M5	Staying ahead: Innovation and Project management
	Module assignment: Innovation project Managing
	Innovation Project Management
M6	Leading People Management
	International People Management module assignment
	Cross cultural managerial skills
	International people management – workshops (course work)
M7	Export Management & Logistics
	Export plan
M8	Staying in Control, Research
	Individual Research project, Applied Statistics
	English Business Communication

In Year 3, students are able to identify complex issues, collect information from a broad range of sources, and integrate theory and practice. By the end of the third year, students develop the ability to apply relevant theories & concepts, gather relevant information, analyse it and draw conclusions in a methodical and reflective manner. This is achieved through the following modules in Year 3:

M9	International strategic Management
	International Strategic Management-Cases, Project work
M10	International Business Plan
	Entrepreneurship Business plan Feasibility studies
M11&M12	Specialisation: Business in the Middle East and North Africa
	Business Environment -1, Research Report – 1
	English Business Communication

In Year 4, the students need to identify an existing problem in an international company and through applying proper research methodology find possible solutions to this problem. During this process, they are expected to properly design a research study, follow proper research methodology and go through all the steps in the research process. This is achieved through the completion of a thesis (which is the students' final graduation project).

As can be seen in the curriculum overview (see appendix 3.2.1_A Overview of Curriculum), across the programme, a wide variety of assessment methods is used. This includes reports, written exams, portfolios, oral exams, listening exam (in language courses), assessments, assignments, task descriptions, presentation and the thesis. Formative and summative feedback is provided to the students via these assessment tools which include written examinations, report writing, portfolio, oral examinations, assignments, essays and presentations while for languages (English and Spanish as a foreign language) the student's listening, reading, writing and speaking skills are assessed. Except for written examinations which are always individual, for the other forms of assessment, students are required to work either individually or in groups. The assessment of the thesis is detailed in appendix 3.1.7 IBMS Dissertations - Assessment.

Appraisal:

The panel members assessed that the curriculum adequately reflects the qualification objectives of the study programme. The contents of the modules are well-balanced, logically connected and oriented towards the intended learning outcomes. The areas of specialisation enable students to acquire additional competences and skills. The degree and programme name correspond to the contents of the curriculum and the programme objectives. Theoretical questions are, where possible, explained by means of practical examples. There is evidence that the programme qualifies for interdisciplinary thinking. Ethical implications are appropriately communicated.

Students acquire methodological competencies and are enabled to do scientific work on the required level. However, the panel members conclude that methodological competencies and scientific practices could still be trained more thoroughly, particularly in the methodology course, to equip students with the necessary skills for research-oriented work and for applying those skills in the respective vocational fields.

All exams, as they are defined for the modules, are suited in format and content to ascertain the intended learning outcomes. The requirements are in accordance with the desired qualification level. The exams are characterised by a wide variety of test formats. The final theses are evaluated based on previously published and coherently applied criteria, rules, and procedures. The students prove their ability to do scientific work and the achievement of the study programme's qualification objectives.

The panel members acknowledge that the quality of the theses has been improved over the past years also by taking into consideration the feedback of the external examiner. While the processes in place here are fine and there are some stages during which the students receive feedback, there is still room for improvement as regards the quality of the theses which have been assessed by the panel members as average. The research question should be embedded more in the thesis so that it is not just a literature review. Quantitative data is not really considered and so the theses keep on a superficial level. The panel members strongly recommend that SUAS-Q improves the guidance and guidelines on the theoretical framework of the theses. In addition, it is recommended that the number of the research questions in the theses is reduced. Currently, there is one research objective and one research question which can lead into several sub questions (albeit not compulsory). The panel members recommend to keep this more focused. Also, the thesis supervision should involve Professors and faculty with PhD degrees who have been trained as researchers to ensure the academic standard and to comply with the standards for international publications.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.1	Contents				
3.1.1*	Logic and conceptual coherence (Asterisk Criterion)			x	
3.1.2*	Rationale for degree and programme name (Asterisk Criterion)			x	
3.1.3*	Integration of theory and practice (Asterisk Criterion)			x	
3.1.4	Interdisciplinary thinking			x	
3.1.5	Ethical aspects			x	
3.1.6*	Methods and scientific practice (Asterisk Criterion)			x	
3.1.7*	Examination and final thesis (Asterisk Criterion)			x	

3.2 Structure

Projected study time	1680 hours per year 6720 hours for the programme
Number of Credit Points (CP)	60 CP per year 240 CP for the programme
Workload per CP	28 hours for 1 CP
Number of modules	26
Time required for processing the final thesis and awarded CP	30 CP, the expected time for the completion of the thesis is 840 hours.
Number of contact hours	500 hours in Year 1 500 hours in Year 2 350 hours in Year 3 50 hours in Year 4 1400 hours for the degree

The IBMS programme has a duration of two and a half years. It consists of four modules per year and ten modules in total. Out of the ten modules, the first four constitute the foundation year and the remaining six are dedicated to core management subjects. Each module has eight weeks of study followed by two weeks of assessment, examination and evaluation. After the completion of the core programme, the students of IBMS can complete their specialisation in the second semester of the third year. The specialisation fields include the following areas:

- International Sustainability Management at Van Hall Larenstein
- Retail Business at Stenden
- Business to Business at NHL University
- Innovation and Leadership at NHL University

Subsequently they can take their internship in the first semester of the year 4 and work on their Graduation Project in the second semester of the same year. The overview of the IBMS curriculum and the module descriptions have been submitted as appendices with the self-evaluation report.

This information is specified in the Teaching and Examination Regulations (TER) which are updated on a yearly basis and are made available to all students at the beginning of each academic year. The Teaching and Examination Regulations are implemented across all pro-

grammes and the specific TER for the IBMS programme can be located in appendix 3.2.2 Teaching and Examination Regulations. Upon graduation, students can choose between the Qatar degree or a Dutch degree and certificate, provided they have studied in the Netherlands at the main campus in Leeuwarden for two semesters.

A student who believes that he or she qualifies for exemption from taking an examination or test can contact the i-Study office as regards the recognition of prior learning. The Examination Committee will follow the procedure listed in the SUAS-Q admissions policy when granting exemptions (see appendix 2.1 Admissions policy, p. 9). The recognition of periods of study at other universities or skills gained outside higher education is also regulated officially in the Teaching and Examination Regulations (appendix 3.2.2 Teaching and Examination Regulations, p. 22).

The programme is designed to encourage increased independence and autonomy in students as they progress through the study programme. Subsequently, in the first half of their studies, about 30% of the workload stems from contact hours with the remaining 70% being attributed to self-study. In the third year of the course, the contact hours are reduced to approximately 20% with an expected 80% of self-learning. During the final year of the degree, students are expected to demonstrate significant autonomy as they are required to undertake an internship followed by a research project. Throughout their studies, academic staffs remain available to support students outside of the classroom. In an academic year, examinations are held five times and scheduled at the end of every module period. An examination re-sit opportunity is made available at the start of every academic year. In the interview round of the panelists with the students, the latter have stated that the workload is adequate and was not perceived as a problem. The students added that they received support by the teachers in study periods that were busier and that the teachers also offered bilateral talks.

SUAS-Q strives to operate in an equal opportunity environment in line with its various policies:

i) Code of Ethics - University's Staff Handbook – appendix 3.2.4_A (see p. 9)
ii) Customer Service Policy - University's Staff Handbook – appendix 3.2.4_B (see p. 56)
iii) Student Admissions Policy – appendix 3.2.4_C

The code of ethics says that staff shall respect all persons, regardless of race, creed, colour, culture, nationality, gender or status by refraining from any form of discrimination, refraining from harassment (behaviour that annoys or upsets) and exercising tolerance and acceptance. The above-mentioned staff handbook also addresses the University's commitment to the students and associates by not discriminating and to offer the same quality of service to all regardless of age, race, gender, nationality, educational background, physical limitations or any other criteria.

Appraisal:

The programme structure supports the smooth implementation of the curriculum and helps students to reach the defined learning outcomes. The programme consists of modules and assigns CP per module on the basis of the necessary student workload. Practical components, are designed and integrated in such a way that CP can be acquired. The module descriptions provide detailed descriptions of intended learning outcomes and the information defined in the ECTS Users' Guide.

There are legally binding study and exam regulations which contain all necessary rules and procedures and take into account national requirements. The study programme is designed

so that students can study for a certain time at other universities or do internships without any extension of their overall study time. The recognition of degrees and periods of study at other universities is regulated in accordance with the Lisbon Recognition Convention. The final grade is supplied with a relative grade.

The feasibility of the study programme's workload is ensured by a suitable curriculum design, by a plausible calculation of workload, by an adequate number and frequency of examinations, by appropriate support services as well as academic and general student counselling. When reviewing the workload, the University also takes into account student feedback. The students that were interviewed during the digital conference, albeit saying that there were modules that were more work extensive than others, overall did not perceive the workload as problematic.

The University ensures gender equality and non-discrimination. Students with disabilities are provided with affirmative actions concerning time and formal standards/requirements throughout the programme and examinations. Students in special circumstances, such as foreign students, students with a migration background and/or from so-called non-academic backgrounds, are particularly assisted.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.2 Structure					
3.2.1* Modular structure of the study programme (Asterisk Criterion)			x		
3.2.2* Study and exam regulations (Asterisk Criterion)			x		
3.2.3* Feasibility of study workload (Asterisk Criterion)			x		
3.2.4 Equality of opportunity			x		

3.3 Didactical concept

At the beginning of every module, students are provided with detailed information regarding the different delivery methods, the assessments, and the deadlines for submission of different assignments. This information is present in the Module Book and delivered to the students by the Module Coordinator. The printed copy of module book and other required teaching materials are provided to the students by the Module Coordinator and can also be accessed online via the teaching and learning platform Blackboard. The prescribed textbooks are available in the library.

The faculty follows a problem-based learning approach in which students take an active role. Furthermore, the variety of teaching methods which are used for the delivery of education in the IBMS programme include the following: lectures, problem-based learning workshops, assignments and presentation, prototype presentations, workshops and role plays, personal interview, group discussion, case studies and presentation, personal development programmes and portfolio as well as the internship and graduation project. The aim of the internship and the graduation projects is the integration of knowledge, skills and attitude in a real-life business environment. This would also include practice-based (applied) research and reflective/problem-based thinking.

The lecturers are free to create their own teaching materials (e.g. case studies) on the basis of the given modules. SUAS-Q library provides students and staff with a wide range of books related to International Business and Management. The priority is given to the compulsory books referred to in the modules and course materials. SUAS-Q is keen on making these titles available not only in good quantities but also through the continuous update of these titles through the purchase of the newest editions. The provided module book is updated on a regular basis and contains the module's objectives, theme, rationale, main competencies, learning outcomes, structure and organisation of the module, credit points, weekly activities schedule for each study form, mode of assessment, testing procedure, scoring rubrics, assignment deadlines, submission procedure, exams, re-sit opportunities and list of faculty members who are involved in the specific study form with their email address. There is also an indication of recommended literature that has to be used for each module. In addition to the module books, additional educational materials such as presentations, case studies, videos are uploaded on Blackboard and can be accessed by the students.

During the Covid-19 crisis, SUAS-Q was able to adjust to the situation quickly and has been able to deliver the classes of the programme online. The online delivery mode included the use of Blackboard Collaborate, Zoom and Webinars. Training sessions on teaching online were also provided to the lecturers. At the time of this evaluation, the faculty offered a hybrid approach to students which means that entailed studying online and taking the exams on campus.

Guest lectures are organised and delivered to IBMS students on a regular basis throughout the academic year. The guest speakers come from various business organisations and can include high profile senior leaders such as CEOs and General Managers but also functional managers such as Human Resource Directors/Managers, Marketing Directors/Managers, Operations Directors/Managers etc. Guest speakers are asked to introduce their company to the students and to share their own experiences with specific business situations. They are also asked to provide students with a valuable advice on how to develop and grow their future career. In addition to the industry speakers, academic faculty members from other universities are also invited to share their experience and knowledge with the students. Guest lectures come from different backgrounds and are selected based on the academic majors which are offered at SUAS-Q. At the end of each lecture, students are provided with an opportunity to ask questions and seek further clarification on the topics which have been presented. During this discussion students also have an opportunity to personally interact with the speakers and ask them for professional advice or guidance. As a result of these keynote speeches and guest lectures many students have been able to find placement for their internships or to secure a permanent position with a particular business organisation.

With the goal of preparing IBMS graduates for future employment, application of knowledge is at the centre of the pedagogy of this programme at SUAS-Q. Keeping this objective in mind, for any subject that they teach, lecturers of the IBMS programme begin by introducing its core theories before making the students put these into practice. This is achieved via a number of channels including:

- The Problem-based learning sessions are a safe environment for students to apply the concepts to case studies.

- During workshops, students acquire hands-on experience of putting into practice the principles that they have started acquainting themselves with.

- The student-led sessions provide more opportunities for the students to develop competences and skills expected of future graduates.

- During the local and international field trips, staff accompany students to various relevant companies where they get first-hand experience of the real world.

- Consultation sessions are attended by students either individually or in group depending on the nature of the student query. These allow students to obtain personalised feedback and support from their lecturers based on their specific learning needs.

During the process above, IBMS lecturers guide students through the application of theory while paying particular attention to critical thinking and analysis in order to make them independent life-long learners.

Appraisal:

The panel members feel that the didactical concept of the study programme is described, plausible, and oriented towards the programme objectives. It allows for the application of different teaching and learning methods, such as, for instance, case studies or practical projects. Students are encouraged to take an active role in creating the learning process.

The accompanying course materials are oriented towards the intended learning outcomes and correspond to the required qualification level. They are up to date and digitally accessible for the students. They are user-friendly and encourage students to engage in further independent studies.

Guest lecturers are invited and contribute to the students' qualification process with their special experience, either from professional practice or scientific work. Lecturing tutors support the students in the learning process and help them develop competencies and skills.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.3 Didactical concept					
3.3.1* Logic and plausibility of the didactical concept (Asterisk Criterion)			x		
3.3.2* Course materials (Asterisk Criterion)			x		
3.3.3 Guest lecturers			x		
3.3.4 Lecturing tutors			x		

3.4 Internationality

The BBA programme provides the students with an excellent opportunity to learn more about the dynamic world of international business and become immersed in different international business practices through engaging case studies, industry presentations, keynote speeches, guest lectures and international fieldtrips. The international nature of the curriculum also helps the students to develop their intercultural competencies in a variety of modules such as:
- This is international business
- Going Global: International Entrepreneur
- Marketing Sales and Research
- Accountability in International Business
- International People Management
- Export Management and Logistics

- International Strategic Management
- International Business Plan
- Doing Business in Arab World

The intercultural competency is implemented in the curriculum in all the modules of the IBMS programme and is directly or indirectly imparted to the students in order to fully prepare them for the international business environment.

Stenden has taken the multinational nature of the University to a new level, through the development of the "Grand Tour concept". This development allows any student at any campus to undertake up to a semester of study at any of the other campuses (i.e. in the Netherlands, South Africa, Thailand or Bali). Not only are these students accruing valuable experience of studying and living in another country, they are also laying a perfect preparation for the real business world, within which they are highly likely to be relocated to several international relocations during their working career.

Through the fostering of an internationally diverse campus environment the University prepares IBMS students for the globalised business environment. The programme has a very international student group. There are also international exchange students. The lecturers ensure that each student group has one student who originates from the Netherlands.

SUAS-Q aims to have a multicultural workforce and sees diversity as a true strength and unique selling point. As a result, with over 15 different nationalities represented within its workforce, internationality is inherent to SUAS-Q. Besides every other academic staff being of a different nationality, all academics have experience abroad with a proportion having extensive international experience.

Another dimension to the internationality of the faculty lies in the fact that the IBMS programme originates from the campus in the Netherlands. Additionally, academic staff are encouraged to broaden their horizon and to share experiences with other colleagues through participation in staff mobility and exchange. Regular contact between the various Stenden campus sites through video conferencing and face to face meetings from time to time fosters transnational perspectives. Furthermore, as part of their professional development, several academic staff travel abroad to present their research papers, attend conferences, validate academic programmes at other universities or serve as Visiting Professors. In sum, the faculty is international and diverse. There are also regular international days/festival on campus.

Foreign language knowledge is considered to be a very important skill in the field of international business. Therefore, students in the IBMS programme are required to take Spanish as a compulsory second language in their first and second year of the Bachelor programme.

Before the start of the course students are provided with a textbook and a workbook, and all other relevant language materials, such as audios or videos are uploaded on Blackboard. After the first year, the students are able to acquire knowledge of Spanish at a basic A1/A2 level according to Common European Framework of References for Languages. At this level, they have acquired basic competencies in Spanish and will be able to have simple conversations, read and write simple texts.

After the second year, the students acquire knowledge of Spanish at A2/B1 according to the Common European Framework of References for Languages. At this intermediate level, they have acquired the knowledge and the competencies to understand more complex texts on concrete and more abstract topics, including technical discussions in their field of specialisation. They are also able to interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. They can

also produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue.

During the language training process future working situations are simulated, and the students are trained to develop the skills to speak, listen, read and write in Spanish which is relevant to a particular business situation.

Appraisal:

The panel members are convinced that international contents are an integral part of the curriculum. Students are prepared for the challenges in an international working environment. Through practical examples, students are enabled to act in an intercultural environment. The international composition of the student body corresponds to the programme concept. The measures taken to promote internationality are goal-oriented. The international composition of the faculty (teachers from different countries, teachers with international academic and professional experience) promotes the acquisition of international competencies and skills. The measures taken are goal-oriented. The proportion of foreign language courses and required foreign language materials corresponds with the qualification objectives of the study programme.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.4	Internationality					
3.4.1*	International contents and intercultural aspects (Asterisk Criterion)			x		
3.4.2	Internationality of the student body			x		
3.4.3	Internationality of faculty			x		
3.4.4	Foreign language contents			x		

3.5   Multidisciplinary competences and skills (Asterisk Criterion)

In the programme, communication and public speaking are practiced throughout the Personal Development Programme. Students are encouraged to present professionally and speak in public conveying their ideas and project developments. Individual and group presentations are focused on throughout the academic year within certain subjects. The objectives of the presentations differ exposing the students to different sorts of public speaking and behaviours.

Cooperation and conflict handling skills are also part of the Personal Development Programme. It gives the students the opportunity to learn how to manage group work and cooperate with different cultures of group members. The diversity of student culture plays an important role when placed in various groups every module. Students are encountered to face various conflicts and are guided to find the appropriate conflict resolution skill(s) that will help to resolve the problem. Conflict resolution skills are taught and implemented based on case to case and situation. With experience and as students grow, they develop conflict handling skills from what they have learnt and they start to apply them when needed.

Study and communication skills are essential key elements in the students' Personal Development Programme. The programme allows the student to transform into well rounded and outspoken individuals.

Appraisal:

The students acquire communication and public-speaking skills as well as cooperation and conflict handling skills in accordance with the module descriptions and particularly in the Personal Development Programme. The multidisciplinary competences and skills are supported by means of suitable didactical and methodological measures. The acquisition of further multidisciplinary competences is ensured.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.5* Multidisciplinary competences and skills (Asterisk Criterion)			x		

3.6 Skills for employment / Employability (Asterisk Criterion)

The international orientation of the programme curriculum is considered by SUAS-Q as very important for the students' future employability in international organisations. The employability of graduates from the programme is based on the following core elements:

- The integration of theories with practice
- Implementing IBMS competencies into the curriculum
- International and inter-culturally oriented curriculum
- Internship & Graduate projects where the students will have the ability to combine knowledge, skills and attitude to perform professional tasks in an intercultural business context.

The global framework of the curriculum comprising international business, general management, functional area competencies, and knowledge of key features of international legislation and regulations infuse and expose students to global topics and widen their perspective about the international business environment. As a result, students shall be able to make balanced and informed decisions within their specialisation which are based on their knowledge and skills.

The programme is designed to inculcate students' ability to gather and interpret relevant data within their field of study and to make informed judgements that include reflection of relevant social, scientific or ethical issues. Students shall also develop the ability to fulfil an exemplary role within the team by participating, contributing and providing new ideas to improve results collectively and also encourage others to obtain results through co-operation by sharing ideas and taking into consideration the perspective of other team members. Regular workshops and guest lectures further enhance the above-mentioned capabilities of the programme graduates.

The systematic development of the students' personal competencies helps them to increase the level of their cultural awareness, and become more flexible and adaptable when working in an international business environment. An excellent command of English helps them to maintain an extensive international network and communicate information, ideas, problems and solutions to both specialist and non-specialist audiences. This improves the employability of the graduates and makes them sought after by different multinational companies.

During their five–month long internship, students are provided with an opportunity to display their competencies, skills and knowledge and be employed by the respective companies after the end of the internship period. The internship handbook is provided in the appendices

(appendix 3.2 Internship handbook IBMS 2019-2020). The handbook introduces the internship project of the programme, explains its goals and process as well as assessment of the internship.

Appraisal:

The promotion of employability – for instance through the integration of theory and practice and through the promotion of multidisciplinary competences and skills – runs as a common thread of the study programme through all its modules. In addition, the programme enables the students to apply the acquired skills in new areas of work and to develop them further. The programme is systematically oriented towards meeting the anticipated requirements of the dynamic job market and makes use of the results of graduate evaluations.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.6*	Skills for employment / Employability (Asterisk Criterion)		x			

4. Academic environment and framework conditions

4.1 Faculty

The details of the structure and quantity of the faculty have been provided in the organisational chart (appendix 4.1.1_A SUAS Q Org Chart 2020), an overview of the faculty in the delivery of the IBMS programme (appendix 4.1.1_B Overview of Faculty), the CVs of all academic staff (appendix 4.1.1_C CVs) and a list of responsibilities of the academic staff as per their job descriptions (appendix 4.1.1_D Responsibilities). The overview of the faculty includes names and positions of 16 lecturers as well as the modules they are assigned to and the subjects they teach. The list of responsibilities includes the roles of the Academic Dean, Head of Academic Support, Programme Leader, Associate Professors, Assistant Professors, Senior Lecturers, Lecturers (both full-time and part-time), Head of Quality Assurance, Head of Industry Liaison and Student Counsellor.

The IBMS programme comprises academic staff who are academically and professionally competent. Sixteen teaching staff members directly contribute to the IBMS programme. All teaching staff is expected to possess a minimum qualification of a Master's degree (five staff members, an additional one has a Bachelor's degree). In addition, two staff members have a Master's degree and are a PhD candidate, seven staff members have a PhD and one has a postgraduate Diploma. The process adopted at SUAS-Q for the verification of the qualifications of academic staff is in line with the national regulations in Qatar detailed below. The documents required to process the attestation of degrees in Qatar are:

    i) Degree certificate (to be translated in Arabic after getting attested)
    ii) Transcript of records
    iii) Letter of confirmation from the university stating that the applicant has completed the degree at the university, the specific period of your study, and the mode of study (full-time or part-time)

All of the above documents should be duly attested by the following:

    a) Foreign Ministry of the country where the highest degree was achieved
    b) Qatar Embassy in the country where the highest degree was achieved
    c) Qatar Ministry of Foreign Affairs (may be obtained only after a & b)

Almost fifty percent of the faculty at SUAS-Q are PhD qualified and have undergone formal pedagogical and didactical training. SUAS-Q is strongly committed to improve the didactical and pedagogical qualifications of its faculty and therefore the University has introduced a system for peer evaluation of teaching. Faculty members are encouraged to observe each other's teaching and to provide their colleagues with feedback on how things can be further improved. During the peer evaluation process faculty are requested to identify best teaching practices and teaching practices which should be avoided. These practices are then compiled into a list and circulated among all faculty members.

As an established procedure at SUAS-Q, every academic year, based on their educational and pedagogical qualifications, assessors are appointed by the Examination Committee whose role in the University is to ensure the academic integrity of all assessment conducted within the Programme. More information about this can be found in the Teaching and Exam Regulations of the IBMS programme (appendix 3.2.2 Stenden Qatar Degree IBMS TER 2018-2019 Final). In 2017, all staff teaching on the IBMS programme received specific training related to assessment. The aim of the training was to ensure that staff are proficient in the assessment and examination in higher education particularly in an international setting. In June 2020, all faculty members at SUAS-Q were provided with the opportunity to partici-

pate in the Dutch University Examination Qualification ("Basis Kwalificatie Examineren"), which has become a requirement for all assessors in the Dutch higher education system. SUAS-Q stated the practical business experience of selected faculty members in the assessment-report (pp. 61-63). Most teachers have substantial professional experience besides teaching, e.g. in banking.

The internal cooperation takes place at different levels; it begins at the module level, builds from the programme level to the entire academic department level with interdepartmental cooperation. Every module has a team of academic staff delivering of the curriculum which is overseen by the Module Coordinator. The subject lecturers maintain regular communication (both formally and informally) with each other and the Module Coordinator via one-to-one and group meetings as well as in e-mail exchanges. The IBMS Programme is led by the Programme Leader who manages all aspects. He works continuously with the programme team to achieve the academic goals and objectives of the Programme. As is the case at the level of the module, members of the Programme Team stay in constant contact through various means: emails over and above one-to-one and group meetings. At the monthly faculty staff meeting chaired by the Academic Dean, the Programme Leader is provided with opportunity to inform the team about the latest developments and the plans ahead. During this forum all lecturers keep the entire team updated on any relevant academic matters while discussing pertinent issues. Academic colleagues also collaborate with each other in several other ways. For instance, when teams of students are encouraged to participate in national and international student competitions, academic staff jointly coach them so that they are better prepared for the challenge. Every year, an international field trip is organised by the Programme Team and the students. This requires significant cooperation and collaboration among all academics involved. The Executive Dean chairs a number of meetings with different colleagues periodically. For example, once every module period, all staff meetings are organised. Additionally, extended management meetings with representation from the Academic and Non-Academic departments are organised regularly. This maintains a flow of communication not only within the Academic Department but also across the entire organisation.

Outside of the classroom, academic staff provide extensive support to students via the following ways:

a. New Student Orientation: When new students join, their integration into the University is facilitated by a two-day orientation. In addition to introducing them to the staff, this aims to help the students familiarise themselves with the campus and all of its facilities, procedures and processes.

b. Personal Coaching System: Upon joining the University, every student is allocated a personal coach. The personal coaching system provides every student with an academic staff who gets to know them as an individual, who keeps an eye on their overall academic progress and who is concerned for their general welfare. Personal counselling sessions offer the chance for students to discuss their development beyond their formal studies. Personal counselling sessions can be used by students to sound out their thoughts, ideas and concerns with an experienced professional, who can guide them in the right direction, personally, professionally and academically.

c. Module Consultation Hours: Within several modules, consultation hours are planned and scheduled. Usually, this is arranged to enable students to obtain feedback and assistance with their module assignments.

d. Scheduled Meetings: Should students need assistance, they can schedule a meeting with their lecturers.

e. Office Hours: Every academic staff publishes office hours during which students are able to drop in, without prior appointments, in order to obtain advice and guidance, engage in academic discussions and seek help in general.

f. Open-door Policy: At SUAS-Q, an open-door policy applies which gives students the freedom to meet their lecturers any time.

g. Written communications: Emails are also a popular means of supporting students who obtain written feedback on their work and progress.

h. Pastoral Care by the Programme Leader: The Programme Leader also plays a significant role in guiding students throughout their studies as he offers pastoral care to students at a programme level. This often influences the student's study pattern and choices.

i. On-campus Student Counsellor: An on-campus student counsellor is available for all students. The aim of this service is to provide students with a welcoming and confidential environment to assist them with exploring personal and academic issues that influence their progress at SUAS-Q. The matters discussed with the Student Counsellor may vary widely in nature from academic to non-academic issues such as behavioural, personal, psychological, emotional, and so on.

j. Study Skills Programme: In addition, a study skills programme aims to better support students throughout their university studies. These sessions are conducted by the Student Counsellor who also runs custom-made sessions for students on demand. Examples of topics covered included stress management, preparation for exams, time management, APA referencing and note taking.

k. Other forms of communications: At their own discretion, a significant proportion of staff choose to extend support to students via other forms of communications such as WhatsApp.

In the light of the above, students are nurtured throughout their programme of study as they receive a personalised experience suitable to their own specific educational needs. All academic staff, to varying extents and in their own ways, act as a mentor and role model to the students of the University.

The panel members particularly enquired about the support that is provided to students in preparation of their studies abroad. The programme management explained the beginning of this process is informal, the formal planning then starts a year in advance of the abroad semester. The support is not only administrative (e.g. as regards the visa applications) but also include sessions on the Dutch culture. 25-30 students go abroad each semester. Students may be exempted if they cannot spend a semester abroad, however, all students at least need to go to the Netherlands for two weeks.

Appraisal:

Even when their teaching assignments in other study programmes, possibly even in other locations, are taken into account, the structure and number of the faculty correspond to the

programme requirements and ensure that the students reach the intended qualification objectives. The faculty's composition, consisting of full-time and part-time lecturers, guarantees that both the academic standards and the requirements of professional practice are fully satisfied.

The academic qualification of the faculty corresponds to the requirements and objectives of the study programme. The University verifies the qualifications of the faculty members by means of an established procedure which is based on national regulations. The panel members acknowledge that lecturers at SUAS-Q engage in continuous professional development in business and in research, for example in research of economics. The lecturers collaborate with other universities, attend local as well as international conferences and review journal articles. Faculty also keeps up with the knowledge of the field through webinars and exhibitions. SUAS-C also hosts research seminars regularly and hosted an international conference in 2015. That said, the panel members concluded that there is room for improvement as regards the academic qualification of the faculty members. The representatives that were met during the digital conference stated that "flexibility" was guaranteed for research periods but that there was no regulation in place for it. The panel members recommend to formalise the informal strategies in place, e.g. to implement a clear workload model in which research time is given to faculty with PhDs, so that they can be promoted from Assistant Professor to Associate Professor. At the moment, faculty members at the university have to do research in their own free time, but the institutions academic promotions depend on research. There is also not the possibility to do a research sabbatical. Therefore, a new academic workload model that incorporates teaching and research is important. Another suggestion of the panel members to enhance the research environment is for the institution to continuously host and organise international conferences.

The panel members particularly welcomed that all lecturers have obtained the Dutch University Examination Qualification ("Basis Kwalificatie Examineren" - BKE) in order to ensure a sound pedagogical qualification (the academic staff are still in the process of receiving the certificates). The University ensures that assessors are familiar with existing testing and examination methods and receive support in developing their own skills in this field. Specific measures for the further qualification of the faculty members are implemented. The practical business experience of the faculty corresponds to the requirement of the programme to integrate theory and practice. The faculty members cooperate with each other for the purpose of tuning the modules towards the overall qualification objectives. Meetings of all those teaching in the programme take place regularly.

Student support is an integral part of the services provided by the faculty. It is offered on a regular basis and serves to help students study successfully. In fact, the faculty members are available for the students outside the specified office hours as well. The students are "fully content" with the support they receive which was also confirmed in the session with the students and alumni during the digital conference. The students and alumni that were met by the panel members during the digital conference highlighted the "open door policy" as regards the support of the faculty members. The students also particularly highlighted the support they had received from the teachers during the Covid-19 crisis. In general, the students claimed that they had a quite heavy workload in the programme – with some modules being heavier than others – but also received a lot of feedback from the lecturers.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.1 Faculty					
4.1.1* Structure and quantity of faculty in relation to curricular requirements (Asterisk Criterion)			x		
4.1.2* Academic qualification of faculty (Asterisk Criterion)			x		
4.1.3* Pedagogical / didactical qualification of faculty (Asterisk Criterion)			x		
4.1.4 Practical business experience of faculty			x		
4.1.5* Internal cooperation (Asterisk Criterion)			x		
4.1.6* Student support by the faculty (Asterisk Criterion)	x				
4.1.7(*) Student support in distance learning (only relevant and an Asterisk Criterion for blended-learning/distance learning programmes)					n.r.

4.2   Programme management

The Executive Dean of SUAS-Q has overall responsibility for its leadership. In this role he is assisted by the Academic Dean and the Head of Academic Support. The IBMS programme is managed by a Programme Leader who has the following tasks and responsibilities:

- Overseeing and controlling the implementation of the programme in terms of content, form and process.
- Ensuring the respect of rules; regulations and quality standards in the above implementation.
- Ensuring that management is duly updated in terms of the running of the department.
- Assuring that administration tasks are completed in due time and expected quality.
- Assuming responsibility for the members of the team as well as the team as a whole.
- Acting as point of contact with various and relevant stakeholders/parents/sponsors.
- Acting as the liaison between SUAS-Q and NHL Stenden for matters pertaining to the programme.

The administrative support at SUAS-Q is fully facilitated through the i-Study department, which acts as the main service centre for all programmes, faculty members, students and other stakeholders. I-Study staff members participate actively in the educational process from the pre-application process to the post-graduation phase.

The main functions of the i-Study Office in relation to programme and faculty support are described below:

- Coordination of the student admissions process: i-Study is at the centre of the student recruitment and admission process and i-Study takes ownership of this process until a final decision is made by the Admissions Committee. i-Study is committed to provide a full support to the student, the programme and the Admissions Committee in this procedure by facilitating the communi-

cation, guiding the process, eliminating the obstacles and solving any problems that might arise.

- Preparation and Implementation of the Academic Calendar. I-Study also acts as the scheduling office for all academic -and non-academic activities. This process starts with the proposal of the academic calendar prior to the start of each academic year. This proposal is discussed with the programme and the management and once approved, i-Study is in charge of the dissemination and implementation of this calendar.

- Preparation of Module Schedules. As part of the implementation of the agreed academic calendar, i-Study is in charge of translating this into module schedules in order to facilitate the educational process. The programme provides a lessons plan (Module Details Sheet) for each module offered during a module period, which is used by i-Study to prepare the schedule, make it available for feedback by the programme and faculty before publishing it through the online platform for all staff and students. Once the module starts, i-Study continues to support the programme and the faculty whenever there is a need to make changes to the schedule.

- Preparation of Group Lists. Before the start of each module, i-Study ensures that all active students are placed in their respective group lists according to their study plan and their progression results. This task is completed in coordination with the Programme Leader and the progression decisions issued by the Examination Committee.

- Communication Centre. i-Study acts as the reception and communication centre for the whole University. The programme and faculty members rely on i-Study staff to serve as a communication channel with the students either through phone or email in order to forward messages or info to individuals or groups.

- The management of the Student Information System. One of the most important tasks that the i-Study Office is responsible for is the maintenance of an adequate 'Student Information System' and making information available to the programme and faculty when required. These files are maintained in a hard-copy and digital format.

- Administration of grades and transcripts: once faculty are ready with their assessments and uploading their grades through the online grades management system (Progress), i-Study staff is available to support them with the administration of these grades by guiding them to the right course codes and checking for any errors before publication. i-Study is also the right address for faculty for any enquiry about students results or progress.

- Secretarial Assistance. The programme, committees and faculty rely on the support of i-Study staff for different secretarial tasks they might require for the completion of their tasks, which can vary from taking notes/minutes in different meetings and administration of decisions to students to drafting letters and making phone calls.

The staff handbook has been provided in the appendices (appendix 3.2.4_A&B Staff Handbook 2016_Sept2016_Final). It includes a Code of Ethics, standards of professional conduct,

information on the role of faculty staff and academic support staff as well as information on health and safety, for instance.

It should also be mentioned that SUAS-Q has been an active member in the MENASA-NASPA (Association of Student Affairs administrators in Higher Education). Administrative staff are encouraged to participate in these activities including the 'Annual MENSA-NASPA Conference'.

The i-Study support for students includes the following:

- Student information Centre: i-Study serves as a one-stop-shop for students where their questions can be answered, and problems can be solved. I-Study staff will try to act as an intermediary between the students and the concerned department and when applicable, forward students to the right person.

- Student documentation: i-Study is the right address for the student to request any documentation regarding his registration, programme or results. I-Study would either prepare the document to be signed by the authorised signatories or coordinate this matter with the concerned official(s) or department(s).

- Help desk: i-Study acts as a help desk for students who are having problems with their registration, which might affect their access to some services. In this case, i-Study would either resolve the matter when it is a pure registration matter or coordinate with ICT department when there is a technical issue related to it.

- Grade administration: though all students have access to the digital platform where grades are published (Progress), some of them would still need direct assistance. i-Study is then the right address, where students can ask any questions about their grade, ask for an update or apply for an officially signed transcript.

- Student Events & Activities: i-Study acts as the students centre for organising activities and events either at their own initiative or in coordination with the management. i-Study would then lead or contribute to the implementation of these plans from small field trips or gatherings to major events such as the yearly graduation ceremony.

In the interview round of the panelists with the students, the latter stated that the administrative support they received was very good. They particularly highlighted the support they received during the Covid-19 crisis, i.e. during the switch from face-to-face teaching units to online learning.

Appraisal:

The panel members were fully content with the management of the programme. The programme manager coordinates the activities of everyone involved in the programme and ensures that the programme runs smoothly. It should be added that the Executive Dean of SUAS-Q has the overall responsibility for the programme leadership. He is assisted by the Academic Dean and the Head of Academic Support.

Faculty members and students are supported by the administration in the organisation of the study programme. The i-Study in this regard plays a significant role. Sufficient administrative staff is available. Decision-making processes, authority, and responsibilities are clearly defined. Teachers and students are included in the decision-making processes where their areas of work are involved. The opportunities of electronic service-support are used and supplement personal one-to-one counselling. The University offers the administrative staff opportunities for continuous professional development.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.2 Programme management					
4.2.1* Programme Director (Asterisk Criterion)			x		
4.2.2 Process organisation and administrative support for students and faculty			x		

4.3 Cooperation and partnerships

SUAS-Q has cooperation agreements with the following academic institutions and organisations:

a) Cooperation agreement with the University of South Carolina which includes the following aspects:
- Collaborative research, reciprocal lectures, symposia and cooperation in training projects for specific areas of interest.
- Faculty and scholar exchange between the Parties.
- Exchange of undergraduate and graduate students.
- Exploration of topics for joint project proposals for international funding.

b) Education Above All (EAA) programme
This collaboration (which refers to Al Fakhoora's project titled 'Dynamics Future Qatar') is based on a scholarship programme which aims to establish a cadre of non-Qatari youth in Qatar from underserved backgrounds empowered by quality academic programmes, capacity development, and support systems, making meaningful contributions in Qatar and globally.

c) Cooperation agreement with University of Northumbria in Qatar, represented by Qatar Finance and Business Academy (QFBA)
The agreement includes:

- Participation of students in the organisation of joint events.
- Collaboration in research and sharing of knowledge.
- Exchange of students and faculty

d) Cooperation agreement with the University Foundation College, Qatar
The primary areas of collaboration are in developing routes to allow graduating students from University Foundation College to enter International Business Bachelor's degree at SUAS-Q with advanced standing in the field of International Business (IB). Other areas of collaboration can be added by written agreement.

e) Cooperation agreement with Qatar Banking Studies and Business Administration School
According to the agreement students from the banking school will benefit from workshops and lectures organised by University faculty members. In addition, they will explore university life through the 'Student for a Day' programme. The programme provides potential students

with the opportunity to experience SUAS-Q for a day and spend a typical university student day. The students will be able to interact directly with staff members and current students and can also attend different classes and problem-based learning sessions. Furthermore, the students will have the priority to join the University if they meet its admission requirements.

SUAS-Q has signed a number of cooperation agreements with different business organisations which are listed and described below:

a) Cooperation agreement with Qatar Stock Exchange (QSE) which includes:

- Student Industrial Placements with QSE
- Volunteership of Stenden University students in events & activities hosted by QSE
- Training programs offered to SUAS-Q students by QSE
- Employment opportunities for students

b) Cooperation with Qatar Tourism Authority
According to the agreement which SUAS-Q is the preferred educational institute for QTA in terms of training programmes for its own staff and professionals in the field. QTA provides SUAS-Q students with internship opportunities and employment possibilities after graduation.

c) Cooperation with Banana Island Resort Doha by Anantara, which includes:

- Internship opportunities for students
- Employment opportunities for SUAS-Q students
- Delivery of professional training programmes by SUAS-Q faculty members

d) Cooperation agreement with Katara Cultural Village Foundation
As a part of this partnership Katara is providing SUAS-Q students with internship, employment opportunities and the opportunity to organise and be actively involved in different events. SUAS-Q students and faculty are entitled to use of the world-class facilities of Katara Cultural Village.

e) Cooperation agreement with Katara Hospitality
According to this agreement SUAS-Q provides education for current and potential Katara Hospitality staff through the Student Sponsorship programme. Katara Hospitality provides SUAS-Q students with internship opportunities at their headquarters and their hotel properties.

f) Collaboration with Qatar Charity
SUAS-Q is working very closely with Qatar Charity, which is a leading Gulf-origin nongovernmental organisation dedicated to carrying out humanitarian and development programmes to fight global poverty by working in partnership with vulnerable communities regardless of faith, race, gender or political beliefs. Qatar Charity enables people to survive, recover and rebuild their lives while also empowering them to become self-sufficient through practical knowledge, focused expertise and innovative solutions.

g) Collaboration with the Al Faisal Without Borders Foundation
SUAS-Q is working closely with Al Faisal Without Borders Foundation, which is a charitable foundation established in 2011 by HE Sheikh Faisal bin Qassim Al-Thani, one of Qatar's leading entrepreneurs and Chairman of the Qatari Business Association.

Examples of the cooperation agreements have been provided in the appendices (appendix 4.3 Cooperation agreement). In addition to the above partnerships the programme works very closely with the following business organisations:

- IKEA Qatar store (Integrated with the Supply chain and logistics Module)
- Agility Global Intergraded Logistics (Integrated with the Supply chain and logistics Module)
- Dubai Ports Authority (Integrated with the Supply chain and logistics Module)
- Qatar Charity (Management and Operations)
- Qatar Rail Company (Integrated with Operations and Total Quality Management)
- Baladna Food Industries and Dairy Farm (Integrated with Operations and Total Quality Management)
- Rayyan Mineral Water Company Doha, Qatar (Integrated with Operations and Total Quality Management)
- Qatar Plastic Products Company W.L.L (Integrated with Operations and Total Quality Management)
- Teyseer Motors W.L.L. Corporation (Integrated with Operations and Total Quality Management)
- Consolidated Gulf (Integrated with Operations and Total Quality Management)
- Lusail Real Estate Development Co. (Integrated with Operations and Total Quality Management)

Appraisal:

The scope and nature of cooperation with HEI, other academic institutions and networks relevant for the programme are plausibly presented. The agreements forming the basis of the cooperation are documented. The cooperation is actively pursued and has a clear impact on the conception and implementation of the study programme. All such activities contribute to the development of the students' qualification and skills.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.3 Cooperation and partnerships					
4.3.1(*) Cooperation with HEIs and other academic institutions or networks (Asterisk Criterion for cooperation programmes)			x		
4.3.2(*) Cooperation with business enterprises and other organisations (Asterisk Criterion for educational and vocational programmes, franchise programmes)			x		

4.4 Facilities and equipment

The University offers free WiFi, a library, a restaurant and a game area. Illustration of the facilities have been provided in a PowerPoint presentation (appendix PowerPoint Stenden Qatar[2]). The ICT department at SUAS-Q contains the highest technologies of Domain server, Internet server, E-mail server, Library system, Backup devices, networking, security systems & telephony. Currently SUAS-Q is using:

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[2] This has been provided along with the set of documents which are normally provided during the site visit.

- Dell and IBM servers
- Cisco switches & Access Points
- Nortel PABX telephone system
- ThinkPad Lenovo Desktops
- Xerox network Copying machines and scanners
- HP network printers

Open Technology provided on campus includes:

- 1 Study area (17 workstation)
- 2 Computer Labs (25 workstation + 31 workstation)
- 2 Standalone workstations for fast use
- 15 Audio Visual Room (15 workstation)
- Fast 100MB MPLS - VPN internet link

When students start their studies at SUAS-Q, every student receives:

- Username & password to access the network
- Roaming profile & secured folder to give the freedom of moving from a workstation to another without losing any of the user information
- All roaming profiles & secured folders are synchronised with Stenden University servers so backups will be taken on regular basics to give more confidence to every user on the network.
- E-mail address xxxxxxxx@stenden.edu.qa / xxxxxxxxxxxxxxx@student.nhlstenden.com
- Eduroam Wi Fi access
- Blackboard learning solution access
- ProgRESS schooling access
- Xedule software access
- Free printing facility
- Student Card

Digital Marketing and social media activities include:

- Official website that includes online registration facilities
- SUAS-Q Location on Google Maps
- Official YouTube Channel
- Google Page
- Facebook page
- Instagram page
- Twitter page
- Promotional flyers with a QR barcode

SUAS-Q offers adequate spaces for the delivery of the curriculum including:

- A presentations room: used mainly for guest lectures; seminars and special occasions
- Lecture rooms with different sizes to accommodate the conventional lecture style
- PBL and Workshop rooms to facilitate PBL sessions and other student-centred educational forms
- Reading-room to serve as a quite area for students willing to use library books and read or work individually

- ICT-labs which are used for teaching subjects that require the use of ICT facilities (a computer)

The University is also fully equipped for the delivery of online education and all students and faculty have full access to Microsoft Teams and Blackboard.

The library at SUAS-Q provides extensive learning resources to students and staff with a wide range of essentials and recommended books to IBMS staff and students. Priority is given to all mandatory books referred to in the modules and course materials. SUAS-Q is keen on making these titles available not only in good quantities but also through the continuous update of these titles through the purchase of the newest editions. Besides the compulsory books, the library at SUAS-Q provides students and faculty members with other recommended and related book titles which can be used for general reading, support in drafting their assignments, research projects or other educational and learning purposes. SUAS-Q's library offers the services of a reading room to cater to the needs of users seeking a quiet area for individual reading or working on their projects. Students and staff are welcome to use the library services during opening hours from 08:00h to 16:00h Sunday to Thursday. On Mondays, the opening hours of the library are extended to 19:00h. SUAS-Q library users can make use of the information available about the use and guidelines applicable. They could also make use of the services of the Librarian for any further information or guidance needed. The University has also provided the literature of the programme (appendix 4.4.2_A IBMS Literature List).

Common Electronic Resources from the main campus in the Netherlands are made available to the staff and students at SUAS-Q. Students and faculty of the University can use their log-in details and get access to all online resources available through the portal of NHLStenden.com, i-Stenden (intranet) and Blackboard. E-Journals, articles and e-books are available to support assignments and research. Databases are arranged alphabetically by publication and by course programme. Researchers may also write the topic in search box in advance.

Below is the link to the NHL Stenden University digital collection (appendix 4.4.2_B database from NHL Stenden):
https://bibliotheek.stenden.com/en/

Stenden Qatar students and staff are also eligible to make use of e-resources made available through the Qatar National Library (QNL) which has a wide vast collection of digital resources from different publishers.

Below is the link to the QNL collection (appendix 4.4.2_C Databases from Qatar National Library www.qnl.qa/)

Appraisal:

Based on the documentation that has been provided electronically prior to the digital conference, the panel members conclude that the quantity, quality, media and IT facilities of the teaching rooms meet the standards required for the programme, even taking into account the resource needs of other study programmes. The rooms are properly equipped for disabled students and give them barrier-free access. Access to the internet through laptops via wireless LAN is provided free of charge. A sufficient number of group rooms is available. The university has a quite small building, however, this seems to bring people together and Stenden was referred to by the students as being "a family". That said, the students and alumni that were met sought more room for extracurricular activities such as sports. It should be noted that the panel members evaluated facilities and equipment by the pictures that were

provided, as an on-site visit was not possible in 2020. Therefore, it is recommended that the panel members of the next accreditation should pay particular attention to the facilities and equipment.

The opening hours of the library take students' needs sufficiently into account. Access to the literature and journals as well as to digital media (e.g. electronic media, databases) is ensured. The literature expressly required for the study programme is available in the library and also kept up to date.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.4	Facilities and equipment					
4.4.1*	Quantity, quality, media and IT equipment of teaching and group rooms (Asterisk Criterion)			x		
4.4.2*	Access to literature (Asterisk Criterion)			x		

4.4 Additional services

Industrial placement (IP) is a major part of the graduation phase (fourth year) of the IBMS programme. The nature of the industrial placement as a management internship and its length are an opportunity for both students and the company to consider a continuation post-IP in the form of a labour contract. It is estimated that 1/3 of the students prolong their employment at the internship company after the IP period is over. Company Sponsorships is another service that Stenden's domestic (Qatari) nationals can benefit from. A number of companies (public, semi-public and private) are interested in SUAS-Q's future graduates as potential employees. In order to guarantee their commitment to join their workforce, these companies provide students with different forms of scholarship schemes covering among others study costs for the full study period (or remaining of it) and a monthly remuneration.

Students and Alumni have a chance to meet the companies on campus and ask questions about the industry in general; the company and the potential job positions available after graduation. There are several career events which are organised throughout the year, during which individual companies visit SUAS-Q to recruit graduates and alumni, and to provide current students with internship opportunities. SUAS-Q is planning to organise one big career fair on campus with the participation of 30-40 companies. This fair will take place twice a year - once in October, and once in March. As per the current practice, students will be encouraged to attend the fairs, learn more about different employers, and submit their CVs. It is expected that all companies, whose leaders are part of SUAS-Q's Industry Advisory Board, will play an active role in the recruitment and support of SUAS-Q students. The University has also appointed a Head of Industry and Alumni Liaison who is directly responsible for the placement of the IBMS students and their future employment.

SUAS-Q reached an important milestone in its development by successfully launching its Alumni Association at the first Alumni Association Conference which took place on June 5th, 2016 in Katara Cultural Village in Doha. The conference was attended by alumni, special guests, staff members and current students. The Alumni Association was officially inaugurated by HE Sheikh Faisal Bin Qassim Al Thani at an Alumni event which took place in December, 2016. One of the main roles of the Alumni Association is to create a foundation for strong social and professional networking between its members. SUAS-Q's alumni are involved in all University's activities and events and their strong support is continuously sought.

All graduates of SUAS-Q are recognised as members of the Alumni Association. The Alumni Association also provides a forum for continuous sharing among its members. Alumni Association members receive notification and invitations to all University functions and events, which the University is organising. Alumni are also invited as lecturers and guest lecturers.

Following is a list with some of the benefits which SUAS-Q receives from the formal existence of an Alumni Association:

- Internship and employment opportunities for current SUAS-Q students
- Participation of alumni in the University's marketing activities – Open Days, school presentations, school visits, photo shoots, press releases
- Participation of alumni in University events and activities – e.g. guest lectures, social events
- Potential provision of scholarship opportunities for SUAS-Q students
- Direct support – e.g. sponsorships and donations
- Student and faculty participation in events organized by the Alumni Association

Following is a list with some of the benefits which SUAS-Q Alumni receive from the University:

- Free access to SUAS-Q's learning resource center
- Access to SUAS-Q's online databases
- Discount on professional development programmes and executive education programmes which will be delivered at SUAS-Q
- Discount on SUAS-Q branded merchandise
- Tuition discount for postgraduate education at SUAS-Q

In 2020 SUAS-Q launched an Alumni Advisory Board, the main role of which is to keep and enhance the engagement of the University's large alumni network. The Alumni Advisory Board aims to develop a close-knit alumni community and further enhance the links between the University and its alumni. It also actively works towards enhancing the awareness and further growing the reputation of the University. In addition to this, the Board will establish and develop strong links with the student community on campus. The newly established Board will work very closely with the management of the University and will play a very active ambassadorial and representational role.

Each year the University is organising at least two formal events for its alumni - a pre-graduation dinner in the month of June, and a dinner at Sheikh Faisal bin Qassim's Museum in December. In addition to these formal events the University along with the Alumni Association organises smaller events like receptions in hotels or restaurants, beach clean-ups, tree planting events, and sports events. At these events, the alumni members have an opportunity to interact with fellow alumni, current students and faculty of the University. Throughout the year alumni members also organise many small informal meetings for alumni and faculty members.

Appraisal:

The panel members were impressed by the way career counselling and placement services are offered to the students and graduates to promote their employability. The University provides sufficient resources. In addition, career counselling and placement services are offered to the students and graduates on an individual basis. Such activities are planned on a long-time basis, performed regularly, and are actively marketed. Sufficient staff is available for this purpose. Students have access to the university-wide corporate network. The University

brings its graduates in contact with representatives from business enterprises at regular events.

An alumni association has been set up with the aim of developing an alumni network. Alumni activities are planned on a long-term basis, performed regularly, and are actively used for assessing and evolving the programme. Sufficient (staff) resources are available for this purpose. The panel members particularly highlighted the establishment of the Alumni Advisory Board and its activities. The alumni that were met during the digital conference included a Senior Revenue Manager who started his MBA, an Executive Director, a DBA student, a Project Manager and an Event Coordinator. They said the programme had prepared them well for their career and confirmed it met the programme objectives and intercultural perspective. One suggestion they made was to include a course on leadership and digital transformation. All alumni appreciated the alumni activities.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.5	Additional services					
4.5.1	Career counselling and placement service			x		
4.5.2	Alumni Activities			x		

4.6 Financing of the study programme (Asterisk Criterion)

SUAS-Q is entering into its 20th year of operations and has been profitable throughout its existence. The University has two main streams of revenues: 1) Student tuition fees from the five academic programmes which the University offers; 2) Fees from professional development and training courses which are offered to different business partners and industry stakeholders.

It is also a requirement of the Ministry of Education and Higher Education Research that all educational providers demonstrate their sustainability as a pre-requisite to receiving a licence to operate. SUAS-Q current net profit margin is 20 % and it is expected that this number will increase in the upcoming years.

Appraisal:

Based on the information the panel has received, it formed the view that the study programme is funded for the entire accreditation period so that students will definitely be able to complete their studies.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.6*	Financing of the study programme (Asterisk Criterion)			x		

5   Quality assurance and documentation

SUAS-Q is committed to striving for excellence through effective institutional research that underpins all developments and improvements. The University constantly monitors and rigorously researches its performance through a systematic process of stakeholder feedback. Quality issues that are identified then fully explored, to determine the factors generating the issue and the action that can be taken to improve performance.

The process is a dynamic activity that recognises that issues will arise and change over time and that there are no static solutions to assuring quality. This process and approach see quality as something that is defined by the stakeholders and, as these individuals change, the issues relating to quality might also change.

At SUAS-Q, the Head of Quality Assurance is in charge of the Institutional Effectiveness Research Program and receives appropriate administrative assistance. The Head of Quality Assurance reports directly to the Executive Dean, and is charge of conducting a planned campaign of internal research activities to identify areas for improvement and to actively monitor all stakeholders' satisfaction with all areas of the SUAS-Q's activities. Faculty members and students participate in the respective committees to plan and assess the quality assurance and development procedures. SUAS-Q has provided a list of the respective committees for the period 2020-2021 (see appendix SUAS-Q Committee Membership).

The Head of Quality Assurance is responsible for compiling all of the information gathered through the different activities in the Institutional Effectiveness Research into an Issue Tracking Database. The development of this database is continuous and the information which it contains is used for the generation of reports at the end of each semester. These reports form the key document that feeds into the executive review of the Strategic and Institutional Five Year plans.

The effectiveness of the Institutional Effectiveness programme is based on continuous and on-going assessments. The cyclical nature of the programme is renewed every year and, in some cases, every semester. The programme has a structured plan leading to the collection and analysis of qualitative and quantitative data from different stakeholders. The data is used for the continuous quality improvement of the programmes, facilities and processes within the University. Any resulting adjustments and the implementation of changes are evaluated for effectiveness. The programme is cyclical and self-assessing, and the necessary changes are made based on the collected information. Findings from the analyses are used to further increase stakeholders' satisfaction through a documented and detailed plan. A detailed description of SUAS-Q's Quality Assurance system, which is explained in the attached Institutional Effectiveness Research (QA) Handbook, is displayed in the appendices (appendix 5 Institutional Effectiveness Handbook).

Student focused effectiveness data is systematically collected through the following mechanisms:

a. Orientation Survey is completed by first year students upon the completion of their induction and orientation. This survey is administered each semester at the end of the Induction Week and evaluates the quality of the initial communications between SUAS-Q and prospective students.

b. Module Evaluations are the module-based evaluations that are completed by all students before the end of each module of study provide direct data on the effectiveness of a faculty member's teaching and administrative skills as well as on the effective use of learning resources.

c. Student Satisfaction with Support Services Survey is completed in March every year by all students enrolled at SUAS-Q. This survey focuses on all student support services at SUAS-Q such as registration, administration, finance, IT, library, food and beverage facilities, recreational facilities, educational facilities, and other support services.

d. Student Focus Group Interviews are conducted in May each year with students from all cohorts. The focus groups are utilised at SUAS-Q to gather information from students about their experience of SUAS-Q, notably their satisfaction with the academic and social life at SUAS-Q. By conducting the focus groups during the third and final trimester, it is possible to ensure that new students have had sufficient time to gain experience in their interactions with SUAS-Q.

e. Graduation Survey is conducted in May and in December each year with all graduating students. This survey is one of the most comprehensive of all surveys distributed at SUAS-Q, asking students about their overall experience including academic experience, the overall contribution of SUAS-Q to their personal growth, challenges at SUAS-Q, the quality of campus life (academic and campus facilities), student's planned future careers, the employment opportunities after graduation, and other general information about their degree. The content of this survey is reviewed annually by the Academic Dean and the survey is administrated by the Head of Quality Assurance who performs the data entry.

Evaluation survey examples are provided in the appendices (appendix 5 Quality Assurance).

Evaluation by the faculty happens via the following meetings and actions:

a. Programme Meetings
Programme meetings are carried out once every module, SUAS-Q Academic Dean and the IBMS Programme Leader meet with their counterparts from NHL Stenden University via Skype to discuss various programme related topics such as programme development, programme procedures and organisation.

b. Module Evaluations
Module based evaluations for all IBMS modules are completed by all students before the end of each module. The module evaluations are administered by the Head of Quality Assurance and provide direct data on the effectiveness of student learning and the faculty member's didactic skills as well as on the effective use of learning resources.

c. Module Coordinators Meetings
SUAS-Q Module Coordinators regularly meet with their counterparts from SUN via Skype to discuss the module related topics such as content, structure and assessment methods.

d. Team Meetings
Regular team meetings are carried out amongst IBMS staff to discuss programme related issues and improvements.

e. SUAS-Q Faculty Satisfaction Survey

The SUAS-Q Faculty Satisfaction Survey is administered each year in order to provide more accurate and relevant information about faculty satisfaction at SUAS-Q. The survey is administered every year during the first semester (October-November). Since the survey focuses on faculty satisfaction, it attempts to cover the areas of faculty experience; the teaching environment at SUAS-Q, culture and collegiality at SUAS-Q, Registration services, IT services, the Library, SUAS-Q facilities, SUAS-Q Food and Beverage and personal development. The results of the survey are reported to the Executive Dean and the Academic Dean and presented by the Head of Quality Assurance to the Faculty Board and the Executive Management.

In the Satisfaction Survey, faculty members have opportunity to evaluate their professional interactions with their supervisors. Additionally, they can add their comments and opinions in the open-ended question section at the end of the survey. Over the past few years the faculty have been participating in a peer evaluation of lectures in which they are asked to evaluate the quality of their colleagues' lectures.

The results from the above activities are compiled by the Head of Quality Assurance and the areas for improvement are logged into an Issue Tracking Database. The development of this database is continuous and the information which it contains is used for the generation of reports at the end of each semester.

This evaluation is conducted in several ways which are described below. The IBMS programme at SUAS-Q is validated by an Industry Advisory Board, which consists of the CEOs of some of the biggest business organisations in the country. The role of the Industry Advisory Board is to: 1) provide SUAS-Q with advice on how the academic programmes can be developed and further improved; 2) assist the University with sponsorship of students, with providing internship and employment opportunities; and 3) support the University and to promote its academic programmes. The Industry Advisory Board also provides a forum for Qatar's Industry Leaders to meet and to exchange ideas. The Board is expected to meet two times per year. The results of the meetings are communicated to all staff by the Executive Dean during regular staff meetings.

SUAS-Q is governed by a Board of Governors ('BoG'). The BoG consists of:

   a. Two members of the Executive Board of ARIE (Al Faisal Holding);
   b. One member of the Executive Board of NHL Stenden Foundation and the Director of International Affairs of NHL Stenden Foundation;
   c. Executive Dean of SUAS-Q (as a neutral member).

The BoG meets twice a year, in principle in May and in December. The BoG is directing the development of the academic portfolio, establishing the Annual Business and the Multi-Year Business Plan and monitoring their implementation. The results of these meetings are communicated to the staff of the University by the Executive Dean.

Via Alumni Focused Effectiveness Data, alumni are periodically surveyed to determine if the learning outcomes contained within the courses that they studied are appropriate for their careers. They are also surveyed to determine what industry expectations for new programmes are. The results of these surveys are communicated to staff and students by the Head of Quality Assurance.

The Ministry of Education and Higher Education in Qatar closely monitors the delivery of all academic programmes at the University. A team from the Ministry's Higher Education Office

audits all programmes and the quality assurance system which is implemented by the University. The results of these audits are communicated to all staff by the Executive Dean.

The IBMS programme's content and curriculum are documented in printed and digital form before the start of each academic year. A hard copy of the module books, which include a detailed and complete description of the modules, is distributed to every IBMS student. The Internship Handbook and Dissertation Guideline book are also prepared in advance and distributed to all final-year IBMS students.

All students who have enrolled in the programme have full access to the Blackboard platform where submission of any study work can be done. For each module Blackboard is updated with the module book, all study forms that contain lecture slides, reference lists, workshop materials, and the entire curriculum of the programme.

All rules and regulations pertaining to examinations are clearly stated in the annual IBMS programmes' Teaching and Examination Regulations (TERs) which are also published on Blackboard. In addition to this a soft copy of the regulations is sent to each student at the beginning of the academic year. The schedule of all module examinations is clearly indicated in the Academic Calendar.

All general information about the IBMS programme, the programme brochure, the curriculum, the academic calendar and weekly newsletter are published on the University's website. All information related to activities, achievements and community services is uploaded on the website and on social media channels.

In addition to this, enrolled students have complete access to the University's Intranet system, where they can access their class schedule, student's email, Blackboard, faculty members' schedule, faculty members' official e-mail and different e- resources.

In addition to the above the University uses an online platform called PROGRESS where the results of all students are published and updated. The enrolled students can access PROGRESS using their usernames and check their results for a specific module. The students can also use the PROGRESS for filing an application for a GPA Score.

Appraisal:

A quality assurance and development procedure, which systematically and continuously monitors and develops the quality of the programme with respect to its contents, processes, and outcomes, has been set up. SUAS-Q has a sound institutional quality assurance system and all representatives which were met by the panel members during the online conference could easily explain the system in place. The stakeholders and stages of the system include the orientation programme, student surveys, the marketing department, the academic team, the module evaluations as well as the graduates and alumni surveys. The system takes into account the evaluation results and the analysis on student workload, success rate, and graduate employment as well as the profile of the student population.

Faculty members and students participate in the respective committees to plan and assess the quality assurance and development procedures. Responsibilities are clearly defined.

Evaluation by the students is carried out on a regular basis and in accordance with a prescribed procedure; the outcomes are communicated to the students and provide input for the quality development process. The modules are evaluated at the end of each module. This includes the evaluation of the objectives and materials of the course as well as the lecturer. The satisfaction rate is 75%, i.e. action is taken when the evaluation is below that number.

Quality control by the faculty is carried out on a regular basis and in accordance with a prescribed procedure; the outcomes are communicated and provide input for the quality development process. An external evaluation is carried out on a regular basis and in accordance with a prescribed procedure; the outcomes are communicated and provide input for the quality development process.

The study programme's content, curriculum and examination scheme have been suitably documented and published (e.g. course plan and exam regulations). The University regularly publishes current news and information – both quantitative and qualitative – about the study programme.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
5.1*	Quality assurance and quality development with respect to contents, processes and outcomes (Asterisk Criterion)			x		
5.2	Instruments of quality assurance					
5.2.1	Evaluation by students			x		
5.2.2	Evaluation by faculty			x		
5.2.3	External evaluation by alumni, employers and third parties			x		
5.3	Programme documentation					
5.3.1*	Programme description (Asterisk Criterion)			x		
5.3.2	Information on activities during the academic year			x		

Quality profile

HEI: Stenden University of Applied Sciences - Qatar

Bachelor programme: International Business and Management Studies (BBA)

		Exceptional	Exceeds quality re-quirements	Meets quality requirements	Does not meet quality requirements	n.r.
1	**Objectives**					
1.1*	Objectives of the study programme (Asterisk Criterion)			x		
1.2*	International orientation of the study programme design (Asterisk Criterion)			x		
1.3	Positioning of the study programme					
1.3.1	Positioning of the study programme in the educational market			x		
1.3.2	Positioning of the study programme on the job market for graduates („Employa-bility")			x		
1.3.3	Positioning of the study programme with-in the HEI's overall strategic concept			x		
2	**Admission**					
2.1*	Admission requirements (Asterisk Crite-rion)			x		
2.2	Counselling for prospective students			x		
2.3*	Selection procedure (if relevant)			x		
2.4(*)	Professional experience (if relevant; Asterisk Criterion for master pro-grammes that require professional expe-rience)			x		
2.5*	Ensuring foreign language proficiency (Asterisk Criterion)			x		
2.6*	Transparency and documentation of admission procedure and decision (As-terisk Criterion)			x		
3.	**Contents, structure and didactical concept**					
3.1	Contents					
3.1.1*	Logic and conceptual coherence (Aster-isk Criterion)			x		
3.1.2*	Rationale for degree and programme name (Asterisk Criterion)			x		
3.1.3*	Integration of theory and practice (Aster-isk Criterion)			x		
3.1.4	Interdisciplinary thinking			x		
3.1.5	Ethical aspects			x		
3.1.6*	Methods and scientific practice (Asterisk Criterion)			x		
3.1.7*	Examination and final thesis (Asterisk Criterion)			x		
3.2	Structure					
3.2.1*	Modular structure of the study pro-gramme (Asterisk Criterion)			x		

		Exceptional	Exceeds quality re-quirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.2.2*	Study and exam regulations (Asterisk Criterion)			x		
3.2.3*	Feasibility of study workload (Asterisk Criterion)			x		
3.2.4	Equality of opportunity			x		
3.3	Didactical concept					
3.3.1*	Logic and plausibility of the didactical concept (Asterisk Criterion)			x		
3.3.2*	Course materials (Asterisk Criterion)			x		
3.3.3	Guest lecturers			x		
3.3.4	Lecturing tutors			x		
3.4	Internationality					
3.4.1*	International contents and intercultural aspects (Asterisk Criterion)			x		
3.4.2	Internationality of the student body			x		
3.4.3	Internationality of faculty			x		
3.4.4	Foreign language contents			x		
3.5*	Multidisciplinary competences and skills (Asterisk Criterion)			x		
3.6*	Skills for employment / Employability (Asterisk Criterion)		x			
4.	Academic environment and frame-work conditions					
4.1	Faculty					
4.1.1*	Structure and quantity of faculty in rela-tion to curricular requirements (Asterisk Criterion)			x		
4.1.2*	Academic qualification of faculty (Aster-isk Criterion)			x		
4.1.3*	Pedagogical / didactical qualification of faculty (Asterisk Criterion)			x		
4.1.4	Practical business experience of faculty			x		
4.1.5*	Internal cooperation (Asterisk Criterion)			x		
4.1.6*	Student support by the faculty (Asterisk Criterion)		x			
4.1.7(*)	Student support in distance learning (only relevant and an Asterisk Criterion for blended-learning/distance learning programmes)			x		
4.2	Programme management					
4.2.1*	Programme Director (Asterisk Criterion)			x		
4.2.2	Process organisation and administra-tive support for students and faculty			x		
4.3	Cooperation and partnerships					
4.3.1(*)	Cooperation with HEIs and other aca-demic institutions or networks (Asterisk Criterion for cooperation programmes)			x		
4.3.2(*)	Cooperation with business enterprises			x		

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
	and other organisations (Asterisk Criterion for educational and vocational programmes, franchise programmes)					
4.4	Facilities and equipment					
4.4.1*	Quantity, quality, media and IT equipment of teaching and group rooms (Asterisk Criterion)			x		
4.4.2*	Access to literature (Asterisk Criterion)			x		
4.5	Additional services					
4.5.1	Career counselling and placement service		x			
4.5.2	Alumni Activities		x			
4.6*	Financing of the study programme (Asterisk Criterion)			x		
5	**Quality assurance and documentation**					
5.1*	Quality assurance and quality development with respect to contents, processes and outcomes (Asterisk Criterion)			x		
5.2	Instruments of quality assurance					
5.2.1	Evaluation by students			x		
5.2.2	Evaluation by faculty			x		
5.2.3	External evaluation by alumni, employers and third parties			x		
5.3	Programme documentation					
5.3.1*	Programme description (Asterisk Criterion)			x		
5.3.2	Information on activities during the academic year			x		